Kentucky High School Athletic Association

MEMO

TO:

KHSAA Member School Superintendents and Principals

FROM:

Louis Stout, Commissioner

DATE:

RE:

Title IX Audit Document Material

1

In an effort to assist KHSAA member school personnel, we have begun to review your Title IX Audit Document Materials and have found that we have not received the required form(s) as checked below. Please forward the required forms to the KHSAA by

KHSAA Audit Document Information Member School Name ALEN CENTRAL H.S

- □ GE 19 Form (signed by the principal, superintendent, school board chair and others)
- □ Student interest survey results

Summary forms

- □ T-1 Accommodations of Interest & Abilities, Chart 1
- T-2 Accommodations of Interest & Abilities, Chart 2
- T-3 Accommodations of Interest & Abilities, Chart 3
- T-4 Accommodations of Interest & Abilities, Chart 4
- ☐ T-5 Equipment & Supplies Team Chart
- ☐ T-6 Equipment & Supplies Summary Program Comparison 1
- T-7 Equipment & Supplies Summary Program Comparison 2
- T-8 Equipment & Supplies Summary Program Comparison Chart 3
- T-9 Equipment & Supplies Summary Program Comparison Chart 4
- T-10 Equipment & Supplies Summary Program Comparison Chart 5
- □ T-11 Scheduling of Games & Practice Times Team Chart

- ☐ T-12 Scheduling of Games & Practice Times- Summary Program Comparison Chart1
- ☐ T-13 Scheduling of Games & Practice Times- Summary Program Comparison Chart2
- ☐ T-14 Scheduling of Games & Practice Times- Summary Program Comparison Chart3
- ☐ T-15 Travel & Per Diem Benefits- Team Chart
- □ T-16 Travel & Per Diem Benefits- Summary Program Comparison
- □ T-17 Coaching
- T-18 Coaching-Summary Program Comparison Chart 1
- ☐ T-19 Coaching Summary Program Comparison Chart 2
- □ T-20 Coaching Summary Program Comparison Chart 3
- T-21 Coaching Summary Program Comparison Chart 4
- □ T-22 Coaching Summary Program Comparison Chart 5
- □ T-23 Coaching Summary Program Comparison Chart 6
- □ T-24 Coaching Summary Program Comparison Chart 7.
- T-25 Coaching Summary Program Comparison Chart 8
- □ T-26 Locker Rooms
- □ T-27 Practice or Competitive Facility
- ☐ T-28 Medical & Training Facilities & Services- Team Chart
- □ T-29 Medical & Training Facilities & Services- Summary Program Comparison
 Team Chart 1
- ☐ T-30 Medical & Training Facilities & Services- Summary Program Comparison
 Team Chart 2
- □ T-31 Medical & Training Facilities & Services- Summary Program Comparison
 Team Chart 3
- □ T-32 Publicity- Team Chart
- □ T-33 Publicity- Summary Program Comparison Chart
- □ T-34 Support Services
- T-35 Budgets- Program Comparison Chart 1
- T-36 Budgets- Program Comparison Chart 2



	T-37 Athletic Scholarships- Summary Program Chart
	T-38 Tutoring – Team Chart
	T-39 Tutoring – Summary Program Comparison
	T-40 Housing & Dining Facilities & Services – Team Chart
	T-41 Checklist- Overall Interscholastic Athletics Program
	T-60 Title IX Corrective Action Plan
a	
Q	Additional documentation when necessary
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hairan kandidan dan sebasah seri	
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Thank you for your cooperation is this important endeavor and please do not hesitate to call should you need further assistance in this area.





RECEIVED JUL 1 2000 KENTUCKY HIGH SCHOOL ATHLETIC ASSOCIATION ANNUAL VERIFICATION OF TITLE IX PROCEDURES

(To be submitted annually by June 30)

certifies to the Kentucky High School Athletic Association that the following is an accurate and true representation of the facts surrounding compliance with Title 20, U.S.C. Titles 1681-1688, et. Seq. (also known as Title IX) I certify the following provisions in accordance with records at the school, and to the best of my knowled. 1. The above referenced school has established a Gender Equity Committee and completed its tasks as follows • Meeting dates during past twelve months Set 33 Nov. 23 Feb 23 • Date of next Gender Equity Committee meeting Set 24, 2000 • Gender Equity Committee Coordinator John Marin • Committee members (please print name and title) John Marin • Committee members (please print name and title) John Marin • Lavak Kidd, Counseled, Kenin Spackek Football (ack, Northam Marin • Sirls Gaskalball + Seffball, Rebeat Maybon asstributed, Andrew Marin • The above referenced school has a corrective action plan in place with a time-table for implementation with a planned changes • Date of completion of last review of coaching stipends • Date of completion of last review of sports budgets • Practice times & playing schedules Self-200 • Practice times & playing schedules Self-200 • Practice times & playing schedules Self-200 • Coaching Self-200 (Attach timetable for improvement if areas have been identified.) 3. The above referenced school has monitored the execution of the school's Title IX plan and made periodic review the progress. • Date of completion of last self-assessment audit 3-1-00 4. In addition to the above information, the above referenced school maintains a complete permanent file relative to Title IX records including copies of the self-assessment audit, corrective action plan, and other related materials		The High School, EASTERN, Kentucky (Name of High School) (City)
I Certify the following provisions in accordance with records at the school, and to the best of my knowled to the above referenced school has established a Gender Equity Committee and completed its tasks as follows • Meeting dates during past welve months 5000 2000 2000 2000 2000 2000 2000 200		
1. The above referenced school has established a Gender Equity Committee and completed its tasks as follows • Meeting dates during past twelve months Sept 33 Nev. 23 Feb 23 • Date of next Gender Equity Committee meeting Sept 26, 2000 • Gender Equity Committee Coordinator John Martin • Committee members (please print name and title) John Martin A. D. Patrica Mayor Committee members (please print name and title) John Martin A. D. Patrica Mayor Sirls Gaskat ball & Suffhall, Rubert Maybon asst Beyok Girls Thack, Beenda Thankar Charles (Carbin Rubert Maybon asst Beyok Girls Thack). • The above referenced school has a corrective action plan in place with a time-table for implementation with a planned changes. • Date of completion of last review of sports budgets • Date of completion of last review of sports budgets • Date of completion of last implementation plan Solution Solutio		
• Meeting dates during past twelve months \$ \(\frac{1}{2} \) \(\	I	ertify the following provisions in accordance with records at the school, and to the best of my knowledge
planned changes. Date of completion of last review of coaching stipends Date of completion of last review of sports budgets Date of completion of last implementation plan Facilities Use & Improvement S-/-00 Practice times & playing schedules Coaching C-/-00 (Attach timetable for improvement if areas have been identified.) The above referenced school has monitored the execution of the school's Title IX plan and made periodic review the progress. Date of completion of last self-assessment audit Title IX records including copies of the self-assessment audit, corrective action plan, and other related materials Coaching C-/-00 (Attach timetable for improvement if areas have been identified.) The above referenced school has monitored the execution of the school's Title IX plan and made periodic review the progress. In addition to the above information, the above referenced school maintains a complete permanent file relative to Title IX records including copies of the self-assessment audit, corrective action plan, and other related materials Cochool Authorized Signature) Position (Principal, Designated Rep) Cochool Board Chairperson)	1.	 Meeting dates during past twelve months SEPT 23 Nov. 23 Feb. 23 Date of next Gender Equity Committee meeting SEPT 26, 2000 Gender Equity Committee Coordinator JOHN MARTIN Committee members (please print name and title) JOHN MARTIN, A.D. PATRICIA MAYNAD, Flava A Kidd, Course loc. Kovin Sourcek-Feetball Coach, Author Money
the progress. • Date of completion of last self-assessment audit		 Date of completion of last review of coaching stipends 5-/-60 Date of completion of last review of sports budgets 5-/-60 Date of completion of last implementation plan 6-/-60 Facilities Use & Improvement 5-/-00 Practice times & playing schedules 5-/-00
Title IX records including copies of the self-assessment audit, corrective action plan, and other related materials School Authorized Signature Description (Principal, Designated Rep) (Date)	3.	
(School Authorized Signature) Position (Principal, Designated Rep) (Date) (Superintendent Signature) (School Board Chairperson)	4.	In addition to the above information, the above referenced school maintains a complete permanent file relative to Title IX records including copies of the self-assessment audit, corrective action plan, and other related materials.
		(Superintendent Signature) (School Board Chairperson)

PROBLES SURVEY SONO ACCOMMODATION OF INTERESTS AND ABILITIES

SUMMARY PROGRAM CHART 1

Participation Opportunities Test One

Program	Enrollment	Percentage of Total Enrollment	Number of Interscholastic Participants (double and triple count)	Percent of Total Participation
GIRLS	212	50%	79	43%
BOYS	210	50%	703	51%
Totals	422	10073	182	

Signature:	_ Orlin	Martin	Date: 6-26-00
	.]		

ACCOMMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 2

Participation Opportunities Test Two

Program	Number of Teams Currently Offered	Number of Teams Added in Last Five Years	Number of Participants Added in Last Five Years	Percent of Total Participation By Sex
GIRLS	varsity:	4	42	53%
	j.v.: 3_	2	15	1990
	frosh: /	0	0	
	other:		`	
	total: / O	4	57	72%
BOYS	varsity: 6	0	0	
	j.v.: 3	0	0	: :
	frosh:	0	0	
	other:			
	total: / O	٥	0	,

Signature:	J.	Martin.	Date:	6-26-00	
	1 /				

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ACCOMMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 3

Participation Opportunities Test Three

prog boys	rls are underrepresented in the interscholastic athletics ram, answer the following questions for girls only. If are underrepresented in the interscholastic athletics ram, answer the following questions for boys only.	GIRLS	BOYS
1.	Is there an intramural team offered in a sport not now available in the interscholastic athletics program? (YES or NO)	Nο	20
2.	For a sport <u>not</u> currently offered, is there sufficient interest to form a viable interscholastic team based on participation on an intramural team or community recreation teams? (YES or NO)	No	2
3.	For a sport currently offered, is there enough interest to form a viable team for a junior varsity, freshman, or other interscholastic level that is not currently offered? (YES or NO)	No	No
4.	If you answered yes to question one, two, or three, are there enough other high schools in your school's normal competitive region offering the sport and competitive level of sport to constitute enough competition for a reasonable competitive schedule? (YES or NO)		

Signature:	_ Shu	Marti	Date:	6-23-00
	71	**************************************		

ACCOMMODATION OF INTERESTS AND ABILITIES SUMMARY PROGRAM CHART 4

Levels of Competition Test One

Team Levels	GIRLS	BOYS
Number of Varsity Teams Offered	6	6
Number of Participants on Varsity Teams	71	90
Percentage of Total Participants By Sex	89%	37%
Number of Junior Varsity Teams Offered	3	3
Number of Participants on Junior Varsity Teams	8	/3
Percentage of Total Participants By Sex	5%	9%
Number of Freshman Teams Offered	/	1
Numbers of Participants on Freshman Teams	5	5
Percentage of Total Participants By Sex	6%	4%

Signature:	Sla Martin	Date:	6-26-00	
	/ Γ			

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EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON 1

BENEFIT		GIRLS (number of participants)	BOYS (number of participants)
Game Uniform Quality	excellent:	60	40
	good:	19	51
	fair:		12
	poor:		
Practice Uniform Quality	excellent:	33	15
	good:		15
	fair:		20
	poor:		
Sport-specific Quality	excellent:	79	103
	good;		
	fair:		
	poor:		

Signature:	John	Marti-		Date: _	6-26-00
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EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON 2

BENEFIT	GIRLS	BOYS	
Number of teams with student managers		/	
Number of teams with student managers compensated (not volunteers)	0	0	
Number of teams with equipment storage arrangements that are:	excellent:	5	4
· ·	good:	1	
	fair:		1
	poor:		1

Signature:	John	Martin	Date:	6-26-00

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BUDGETS - PROGRAM COMPARISON CHART 1

Teams		ent and	trav	vel	awa	ırds	coac sala			lities ⁄ements	publica sport-s	tions (if pecific)
	B*	E	В	Œ	В	E	В	E	В	E	В	E
G basketball		\$ 2,000		#1500			\$	6250				
B basketball		2,000		t/ 1,500			ŀ	6750				
G softball		800	4	1,000				1,500				
B baseball		800	Æ	1,000				1,500				
G cross country		6		\$100				<i>375</i>				
B cross country		Ø		#100				375				
G golf		Ø		800				700		-		
B golf		Ø		8200				700				
G soccer							The same of the sa					
В ѕоссег						`						
G swimming												
B swimming												

B swimming								
Signature:	John Mait			Date:	6	-26-0	6	

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BUDGETS - PROGRAM COMPARISON CHART 2

Teams	equipm supp	ent and olies	tra	vel	awa	ards	coac sala		4	lities vements		tions (if pecific)
	В	E	В	E	В	E	В	E	В	E	В	E
G track		#200		\$300				\$1,000	ATTENDED TO THE PROPERTY OF TH			
B track	-	8200	4	300				1,000	The state of the s			
G tennis												
B tennis												
G volleyball		1,000		800				2500				
B wrestling												
G (list sport)		5										
B (football)	\$	3,000	``	7500			\$	6,758				
G (list sport)												
B (list sport)						-						

* "B" is for budgets and "E" is for expend	or expenditures
--	-----------------

Signature: _	Jelm	Marten	 Date:	6-26-00	
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ATHLETIC SCHOLARSHIPS - SUMMARY PROGRAM CHART**

NA

Program	Dollar Amount Awarded for Athletic Ability	Percentage of Total Dollars Awarded	Number of Participants (single count)	Percent of Total Participation
GIRLS				
BOYS				
Totals				

^{**} If applicable to program.

Signature:		Marti	Date:	6-26-00
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TUTORING - SUMMARY PROGRAM COMPARISON**

MA

BENEFIT	GIRLS	BOYS
Number of athletes receiving tutoring		
Number of teams indicating that tutors are available enough		
Number of teams indicating tutors are professional educators		
Number of teams indicating tutors are college students		
Number of teams indicating tutors are high school students		
Rate of pay for most tutors		
Other rates of pay provided to tutors		

^{**} If applicable to program.

Signature:	Odlan	Marti	Date:	6-21-00
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TITLE IX CORRECTIVE ACTION PLAN

To utilize this form indicate the intended area which needs corrective action and the suggested change time table for implementation. You may copy this form as needed. Please attach corrective action plans along with audit forms and submit by June 30.

	ITEM FOR CORRECTION	SUGGESTED CHANGE	TIME TABLE FOR CORRECTIVE ACTION
5.	GIRLS LOCKERROOM FACILITY IN GYMNASIUM	* (1) FACILITY 15 SMALLER THAN	X (1) FALL ROUSVATION Completed by 3/ DEC DD
3	Hydrotherapy Equipment for Girus FACILITY	Boys.	

John Martin A.D.

6-26-05

1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

Checklist - Overall Interscholastic Athletics Program

BENEFIT	A	ADVANTAGE TO	
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			V
Equipment and Supplies			V
Scheduling of Games and Practice Time			V
Travel and Per Diem Allowances			V
Coaching			V
Locker Rooms, Practice and Competitive Facilities		W	
Medical and Training Facilities and Services			V
Publicity			V
Support Services			1
Athletic Scholarships**		,	
Tutoring**		1//	1
Housing and Dining Facilities and Services**	/		(1
Recruitment of Student Athletes**			

** Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

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EQUIPMENT AND SUPPLIES - SUMM. Y PROGRAM COMPARISON CHART 3

Teams	no. sho par		no. shi jers	rts/	į.	. of kets	SW	eats		rs of oes	other	sport- specific (list differences)	advantage (girl's team or
	G*	P	G	P	G	P	G	P	G	P	A THE		boy's team
G V basketball	18	18	13	18.								12 BASKetball	, 2
B V basketball	15	15	15	15								12 Bas/6thal	
G JV basketball	12		12										\sim
В JV basketball	12		12										\sim
G Fr basketball													
B Fr basketball													
G V softball	17		17			·						36 Saftballs	7
B V baseball	18		18									72 baseball	
G JV softball	10		10										<u>\</u>
B JV baseball	10		10										λ
G Fr softball													
B Fr baseball													
G cross country	7		7										N
B cross country	7		7										\sim
G V golf			5										
B V golf			7										
G JV golf													
B JV golf													

Signature:	John Martin	Date: 676-64
_	J	

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EQUIPMENT AND SUPPLIES - SUMM Y PROGRAM COMPARISON CHART 4

Teams	no. sho par	rts/	shi	of rts/ seys		of kets	SW	eats		rs of oes	other	sport- specific (list differences)	advantage (girl's team or
	G	P	G	P	G	P	G	P	G	P	OFFICE OF THE PROPERTY OF THE	-	boy's team
G V soccer													
B V soccer													
G JV soccer													
B JV soccer													
G Fr soccer													
B Fr soccer													
G swimming													
B swimming													
G track	15		15										N
B track	15		15										\sim
G V tennis													
B V tennis													
G JV tennis													
B JV tennis													
G V (list sport)													
B V wrestling													
G IV (list sport)													
B JV wrestling													

Signature:	Oplan Moutin'	Date:	6-23-00
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EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON CHART 5

Teams	sho	. of orts/ nts	shi	. of rts/ seys	i	. of kets	SW	eats		r of oes	other	sport- specific (list differences)	advantage (girl's team or boy's team
	G	P	G	P	G	P	G	P	G	P	Programme and the state of the		
G V volleyball	15	15	15	15								24 balls	N
B V football	31	31	31	31								6 Foodballs	ر ا
G JV volleyball													
B JV football													
G Fr volleyball													
B Fr football													
G (list sport)												000000000000000000000000000000000000000	
B (list sport)						_	,						4442
G (list sport)													
B (list sport)													

^{*} Column heading "G" refers to games, "P" refers to practices

Signature: Marti	Date: 6-26-00
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SCHEDULING OF GAMES AND PRACTICE TIMES - SUMMARY PROGRAM COMPARISON CHART 1

Teams	no. of regular season contests	no. of pre- season scrimmages	no. of post- season tournament contests	time/day of contests okay? Y or N	weeks of practice before first contest	practice time okay? Y or N	practice length okay? Y or N	no. of practices okay? Y or N
G V basketball	24	2	3	У	4	У	У	У
B V basketball	24	2	1	У	ی	У	Υ	У
G JV basketball	15	ಲ	0	Y	6	y	Υ	Y
B JV basketball	14	0	٥	У	6	Y	Y	У
G Fr basketball	5	0	Ó	Y	ی	У	Ύ	Y
B Fr basketball	8	٥	0	У	8	У	У	У
G V softball	20	٥	1	У	6	У	У	<u> </u>
B V baseball	19	0	3	У	6	У	У	У
G JV softball	8	0	0	Υ	<u>ی</u>	У	У	7
B JV baseball	6	۵	٥	У	ی	У	У	У
G Fr softball	0							
B Fr baseball	0							
G cross country	4	٥	0	Y	6	У	У	У
B cross country	4	٥	٥	У	6	У	У	У
G V golf	6	0	-	У	6	У	У	γ
B V golf	Ð	0	1	У	6	У	У	Y
G JV golf	0							
B JV golf	0							1

Signature:	John	Month.		Date:	6-26-00	
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SCHEDULING OF GAMES AND PRACTICE TIMES - SUMMARY PROGRAM COMPARISON CHART 2

Teams	no. of regular season contests	no. of pre- season scrimmages	no. of post- season tournament contests	time/day of contests okay? Y or N	weeks of practice before first contest	practice time okay? Y or N	practice length okay? Y or N	no. of practices okay? Y or N
G V soccer								
B V soccer								
G JV soccer								
B JV soccer								
G Fr soccer								
B Fr soccer								
G swimming								
B swimming								
G track	9	0	1	Y	6	У	Y	Y
В таск	9	0	1	γ	(У	Ÿ.	У
G V tennis								
B V tennis								
G JV tennis								
B JV tennis								
G V (list sport)								
B V wrestling								
G JV (list sport)							-	
B JV wrestling								

Signature:	John Martin	Date: _	6-26-00	
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SCHEDULING OF GAMES AND PRACTICE TIMES - SUMMARY PROGRAM COMPARISON CHART 3

Teams	no. of regular season contests	no. of pre- season scrimmages	no. of post- season tournament contests	time/day of contests okay? Y or N	weeks of practice before first contest	practice time okay? Y or N	practice length okay? Y or N	no. of practices okay? Y or N
G V volleyball	15	٥	4	У	6	À	7	Y
B V football	10	2	0	У	4	Y	У	Y
G JV volleyball	8	٥	0	У	4	У	У	Ý
B JV football	2	۵	0	У	6	У	У	Y
G Fr volleyball	0							
B Fr football					_			
G (list sport)								
B (list sport)								
G (list sport)				, , , , , , , , , , , , , , , , , , ,		······································		
B (list sport)								
G (list sport)								
B (list sport)								

Signature:	Ohn	Martin	Date:	626-00
	0			

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BEN	GIRLS	BOYS	
Number of trips to away games using -	school bus:	26	25
gantes using "	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before games -	less than 1 hour:	26	25
Surres	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?	Yes	Yes
Number of teams provided meals at -	fast food:		
meats at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams	Ø	Ø
Amount of money for meals	3	6	0
Advantage - Number of girl with more athletes on travel sports and competitive level	EQUAL		
Number of overnight stays	10	Ø	
Number of overnight stays	Ø	Ø	
Type of housing during	medium quality hotels:		
travel -	good quality hotels:	NA	N/A
	low budget hotels:		

Signature:	Oh	Martin	Date:	6-26-00	
-					·

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COACHING - SUMMARY PL RAM COMPARISON CHART 2

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
SOCCER					
SOFTBALL					
ANTHONY MOORE	V,JV	0~	/ 3	/3	#1,500
77101110010					
SWIMMING					
·					

Signature:	The Martin	Date: 6-21-00	

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COACHING - SUMMARY PI RAM COMPARISON CHART 3

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
TENNIS			·		
TRACK					
John MARTIN	<u> </u>	07	20	28	# 750
		·			
VOLLEYBALL					
SANDY WARRENS	V, J V	نہن		2	\$1,500
1					

Signature:	John	Martin	Date:	6-21-00	
	J E				

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COACHING - SUMMARY P. GRAM COMPARISON CHART 4

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
OTHER SPORTS (list)					
NONE					,
	-				
					The desired by the second seco

Signature:	John Marti	Date: 6-26-08	
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COACHING - SUMMARY PL RAM COMPARISON CHART 1

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
ANTHONY MOORE	V	02	13	13	44,500
ANTHONY MOORE Jalenda Shepher	JV.FR	OFF	2	5	512,250
CROSS COUNTRY				_	H 0
John MARTIN	<u> </u>	01	20	28	# 375
		·		<u> </u>	
COL					
DOUR DEROSSET	\/	Off	7	15	# 7 5 0
DOOK DEROSSEL	<u> </u>	Ott		7.5	7840
			AN BLUE - 100 - 10		

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COACHING - SUMMARY PL RAM COMPARISON CHART 8

COACHING SALARY FOR CURRENT YEAR
¥' 750
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Signature:	- Sh	Martin	_ Date:	6-21-00
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COACHING - SUMMARY PL JRAM COMPARISON CHART 5

BOYS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASEBALL					
FRANK MARTIN	Y, JV	01	į		81,500
	,				
	****	N			
		-			
BASKETBAEL					
	\ /	02	20	28	# 4 500
John MARTIN KEVIN SOURLOCK	JV, FR	0.0	. (0	6	82256
TEVIN SPURCOCK	9 0, 12				7,000

Signature:	John Martin	Date: _	6-21-00
	U Company of the comp		

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COACHING - SUMMARY PR RAM COMPARISON CHART 6

BOYS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
CROSS COUNTRY					
John MARTIN	\ \	02	20	28	# 375
FOOTBALL					
KEUIN SPURLOCK	V	07	(。	(g	# 4500 ·
ROY HARLOWE	J ∨	off	1	1	U1,000
ELLIS SPURLOCK	5 <i>V</i>	off		Į	B 1,000
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					The second secon

Signature:	John	Marti	Date: _	6-21-00	
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COACHING - SUMMARY PK JRAM COMPARISON CHART 7

BOYS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
GOLF					
DOUG DEROSSET	V	off	2_	15	\$ 750
SOCCER					
	***************************************		**************************************		
TENNIS					
	-				

Signature:	<u>Ohn</u>	Martin	Date:	6-21-00	
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MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHALL 1

Teams	medi	ical do at	ctor	certi	fied tr at	ainer	stude	ent tra at	iner	weight schedul		training schedu	g room le okay		physical ıms
	H*	A	P	н	A	P	H	A	P	Yes	No	YES	NO	student	school
G V basketball	V									yes		Y <i>ES</i>		V	
B V basketball	V								_	V		7		V	
G JV basketball	V									1		V		V	
B JV basketball	V									V		V		V	
G Fr basketball										v		v		V	
B Fr basketball										V		V		V	
G V softball										V		V		V	
B V baseball										1		V		<i>i</i> /	
G JV softball										V		v		V	
B IV baseball						i				V		V		<i>\</i>	
G Fr softball															
B Fr baseball												_			
G cross country										V		V		ν	
B cross country										V		<u> </u>			
G V golf										V		i/_		V V	
B∨ golf										V		V		/	
G JV golf								,		V				/	
B JV golf	3									V		V		V	

	Signature:	John V	Marti	Date:	6-26-00
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Date:

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 2

Teams	medi	medical doctor at	ctor	certif	fied trainer at	iner	stude	student trainer at	ner	weight room schedule okay	room e okay	training room schedule okay	g room e okay	pays for physical exams	or physical exams
	Ħ	Ą	P	Ħ	Ą	P	H	Ą	P	Yes	No	YES	NO	student	school
G V soccer															
B V soccer															
G IV soccer															
B IV soccer													:		
G Fr soccer															
B Fr soccer															
G swimning															
B swimming															1
G track										7		7		7	
B track										7		7		7	
G V tennis															
B V tennis															
G JV tennis															
B JV tennis															
G V (list sport)															
B V wrestling															***************************************
G JV (list sport)							SALLES SALLES SELECTION FOR THE PARTY OF THE								
B JV wrestling													~	municationari	
															Í

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Signature:

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 3

Leams	medi	medical doctor at	ctor	certif	certified trainer at	iner	studes	student trainer at	ıer	weight room schedule okay	room e okay	training room schedule okay	room e okay	pays for	pays for physical exams
	Щ	¥	P	Щ	Ą	Ъ	Ħ	¥	P	Yes	Νο	YES	NO	student	school
G V volleyball										7		7		7	
B V football										Z		7		7	
G JV volleyball										7		7		7	
B JV football										7		7		7	
G Fr volleyball															
B Fr football												-			
G (list sport)							LA L								
B (list sport)											,				
G (list sport)								***************************************							
B (list sport)				W											

^{* &}quot;H" is for home games, "A" is for away games, and "P" is for practices

Signature:

Date:

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BENEFITS	GIRLS' TEAMS (list team and competitive level)	BOYS' TEAMS (list team and competitive level)
Media guide		
Game program		
Schedule cards	GIRLS BASKeffAll/ Volley ball	Boys BASKetbAll Football
Cheerleaders perform at home games	Girls BASKetball	Boys Basketball Football
Would like cheerleaders to perform at home games	Ø	Ø
Cheerleaders perform at away games	Girls BASKetbAll	Boys BASKetball
Would like cheerleaders to perform at away games	Ø	8
Pep band performs at home games	GiRLS BASKETBALL	Boys Basketball Football
Would like pep band to perform at home games	Ø	Ø
Pep band performs at away games	Ø	8
Would like pep band to perform at away games	Ø	Ø
Other support groups perform at home games (e.g., mascot, drill or dance team, etc.)	Ø	Ø
Would like other support groups to perform at home games	Ø	6
Other support groups perform at away games (for example, mascot, drill team, dance team, etc.)	B	C6
Would like other support groups to perform at away games	Ø	\$

Signature:	John	Martin	Date:	6-26-00
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Name or location of facility	AC Gym
List all teams that use the facility	GIRLS BASKetball; Volley ball; Boys Basketball
Is facility off-campus? YES or NO. If yes, how far?	No
If the facility is off-campus, explain why the facility is used	Ø
Is seating capacity sufficient for number of spectators expected? YES or NO	YES
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	Ø
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Excellent
Electronic scoreboard YES or NO	YES
Press box or press tables Yes or NO	YES
Concession facilities YES or NO	Y∈ S
Restroom facilities for spectators YES or NO	YES
Equipment storage adjacent YES or NO	YES
Access to locker room (excellent, good, fair, poor)	Excellent
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Excellent
Special features	

Signature:	- your Mac	Date: 6-26-00	

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(A)	1 00 = 000 × 1 = 11 14 1 in 11
Name or location of facility	AC TRACK/FOOTBALLATICED DON DANKES ATHLETIC COMPLEY
List all teams that use the facility	Football/ Boys 6 Gires TRACK
Is facility off-campus? YES or NO. If yes, how far?	YES; V4 mile
If the facility is off-campus, explain why the facility is used	Dwwed by school
Is seating capacity sufficient for number of spectators expected? YES or NO	YES
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	ΥES
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	FAIR
Electronic scoreboard YES or NO	YES-football
Press box or press tables Yes or NO	YES
Concession facilities YES or NO	YE5
Restroom facilities for spectators YES or NO	100
Equipment storage adjacent YES or NO	yes-Frack
Access to locker room (excellent, good, fair, poor)	No Lockor Room
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	GOOD-TRACK FAIR-FOOTBALL
Special features	

Signature:	_ Orla	Marti	Date:	6-26-00	

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Name or location of facility	GARRETT PARK
List all teams that use the facility	BASEBALL/SOFFBALL
Is facility off-campus? YES or NO. If yes, how far?	VES; 3 miles
If the facility is off-campus, explain why the facility is used	only available verve
Is seating capacity sufficient for number of spectators expected? YES or NO	YES
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	NS
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	6001
Electronic scoreboard YES or NO	No
Press box or press tables Yes or NO	NO
Concession facilities YES or NO	YES
Restroom facilities for spectators YES or NO	yes -portable
Equipment storage adjacent YES or NO	NO
Access to locker room (excellent, good, fair, poor)	No Locker Rosms
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Good
Special features	

Signature:	Jl	Matte.	,	Date:	6-26-03	
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Name or location of locker room	640
	Gym - GIRLS SIDE
List all teams that use locker room	Volley BAIL / BASKet BAIL
List all teams that use locker room at one time	NONE
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Number of full lockers	/ 0
Number of half lockers	
Number of small (less than half size) lockers	August 1
Type of seating (e.g., benches, stack or folding chairs, etc.)	Benchas, Chriss
Meeting space (excellent, good, fair, poor)	POOR
Maneuvering, walk-around room (excellent, good, fair, poor)	Poor
Cleanliness (excellent, good, fair, poor)	Good
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	YES
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	No
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	FAIR
Special features	

Signature:	John Mathi	Date:	6-26-00
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Name or location of locker room	Gym - Boys Site
List all teams that use locker room	Gym - Boys Side Boys Basketball
List all teams that use locker room at one time	BASKetball
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Number of full lockers	/0
Number of half lockers	Ø
Number of small (less than half size) lockers	0
Type of seating (e.g., benches, stack or folding chairs, etc.)	Bencles, Chais POOR
Meeting space (excellent, good, fair, poor)	Poor
Maneuvering, walk-around room (excellent, good, fair, poor)	Poor
Cleanliness (excellent, good, fair, poor)	600-
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	No
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	No
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	FAIR
Special features	

Signature:	_ Mu	Martin.	Date:	6-26-00	
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EQUIPMENT AND SUPPLIES - TEAM CHART

TEAM

Bays Brisketball

Number of Game Uniform Items Provided to Participants	shorts or pants: 15 shirts or jerseys: 15 jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: 15 shirts or jerseys: 15 jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	Excellent
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	BASKetballs
Sport-specific quality (excellent, good, fair, poor)	Excellent
Number of student managers	None
Are student managers volunteers? (YES or NO)	
Equipment storage arrangements (excellent, good, fair, poor)	Exc Good

Signature:	John Martin	Date:	3-31-00
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Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

(10.31)	4	196	Æ
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Box	S	B	oket	bal	1	
i						

Number of regular season games	24
Maximum number of regular season games permitted for your sport	24
Number of scrimmages	2
Number of post-season tournament games	
Is the time of day for games satisfactory? YES or NO	YE5
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	YE5
If your team could compete on a different day of the week, would you choose to do that? YES or NO	YES No
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	YE5
Is the length of practices satisfactory? YES or NO	YES
Is the number of practices satisfactory? YES or NO	YES YES
Concerns:	

Cianotura		111-0.	Date	3-31-00	
oignature.		Much	Daw.		
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22

Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- 7) Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TEAM

Ben	ح	B	ΑJ	Kot	b	4/	
				·			

Number of trips to away games using -	school bus:	12
Samo wing	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	12
games -	one to two hours:	
	two to three hours:	
Leave immediately after g	ames?	YES
Type of meals during	fast food:	
travel -	buffet restaurant:	NA
	good quality restaurant:	
Amount of money for mea	Îs	Ø
Number of athletes on trav	rel squad	15
Number of overnight stays	for regular season games	0
Number of overnight stays	for post-season games	0
Type of housing during travel -	medium quality hotels:	NA
AGTVA "	good quality hotels:	/
	low budget hotels:	
Number of athletes per roo	om	NA

Signature:	Man	Martin		Date:	3-31-00	
	0		29			

BENEFIT	GIRLS	BOYS
Number of trips to away school bus:		
charter bus:		
van:		
rental car:		
personal car:		
total trips:		
Arrival time before less than 1 hour:		
one to two hours:		
two to three hours:		
three to four hours:		
Leave immediately after games?		
Number of teams provided fast food: meals at -		
buffet restaurant:		
good quality restaurant:		
total no. of teams		
Amount of money for meals		Victoria de la compansión de la compansi
Advantage - Number of girls' teams or boys' teams with more athletes on travel squad (comparing same sports and competitive levels)		
Number of overnight stays for regular season games		
Number of overnight stays for post-season games		
Type of housing during medium quality hotels: travel -		
good quality hotels:		
low budget hotels:		

Signature:	•	Date:	
2.5.III.			

COACHING

TEAM

Boys BASKetball

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	YES School
How many years have you coached at your current school?	26
How many years have you coached (include all education levels, professional and amateur coaching experience)?	28
Do you work full time at the school where you coach? YES or NO	YE5
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	NG
What is the best finish of any teams you have coached?	15T Rogio
Have you ever been named conference coach of the year? YES or NO	YES
Have you ever been named regional coach of the year? YES or NO	Yes No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	NO

Signature:	 John	Martin	Date:	3-	-3/-00

Date:

COACHING - SUMMARY PROGRAM COMPARISON CHART I

	00000000		i										. 1			ī
ING FOR YEAR																
COACHING SALARY FOR CURRENT YEAR					,					.·	:					
															i	
EARS ING																
TOTAL YEARS COACHING				·												
TO								·							·	
HING																
S COACI CURRED SCHOOL		·														
YEARS COACHING AT CURRENT SCHOOL												. :				
ON/OFF CAMPUS														:		
OF ITION , other)																
LEVEL OF COMPETITION (V, JV, FR, other)																
CO (3,																
SS.					·											
ACHE nes)	1					W.										
M CO	TBAL					ENIO.		-	COLF							
XLS' TEAM COACI (list coaches' names)	BASKETBALL					 CROSS COUNTRY			35			-				
GIRLS' TEAM COACHES (list coaches' names)						CF										
-								-								

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Signature:

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Boys BASKetball

Name or location of locker room	Estra
	: 64m
List all teams that use locker room	Bays Basketball
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Gasd
Number of full lockers	Ø
Number of half lockers	15
Number of small (less than half size) lockers	Ø
Type of seating (e.g., benches, stack or folding chairs, etc.)	Chairs
Meeting space (excellent, good, fair, poor)	Pool
Maneuvering, walk-around room (excellent, good, fair, poor)	FAIR
Cleanliness (excellent, good, fair, poor)	Good
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	No
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	No
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	CAIR
Special features	

Signature:		In M.	auti-	 Date:	3-31	-00	_
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Name or location of facility	Gun
List all teams that use the facility	Bays Basketball
Is facility off-campus? YES or NO. If yes, how far?	No
If the facility is off-campus, explain why the facility is used	Ø
Is seating capacity sufficient for number of spectators expected? YES or NO	YE5
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	8
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Excellet
Electronic scoreboard YES or NO	XE5
Press box or press tables Yes or NO	Yes
Concession facilities YES or NO	YES COMMENT
Restroom facilities for spectators YES or NO	Yes
Equipment storage adjacent YES or NO	γες
Access to locker room (excellent, good, fair, poor)	Excellent
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Excellet
Special features	

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يرر	244,111	aı	ш	v.

John Marti

Date: 3-31-06

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TE	A	N	Ŧ
A 34		ДТ.	ж.

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BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?		
Is a medical doctor assigned routinely to attend your home games?	1/	
Is a medical doctor assigned routinely to attend your away games?	:	V
Is a medical doctor assigned routinely to attend your practices?		
Is a certified trainer assigned routinely to attend your home games?		
Is a certified trainer assigned routinely to attend your away games?		V
Is a certified trainer assigned routinely to attend your practices?		V
Is a student trainer assigned routinely to attend your home games?		
Is a student trainer assigned routinely to attend your away games?		\
Is a student trainer assigned routinely to attend your practices?		\ \
Do members of your team use the weight room?		·
If members of your team use the weight room, is the schedule for use satisfactory?	V	
Do members of your team use the training room for taping or treatment of injuries?		
If members of your team use the training room, is the schedule for use satisfactory?	/	
Concerns:		

Signature:	<u>Sol</u>	in Mate	Date:	3-31-00	
_	//			•	

Date:

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

Teams	medi	medical doctor at	ctor	certii	ified trainer at	iner	stude	student trainer at	iner	weight schedu	weight room schedule okay	trainin schedt	training room schedule okay	pays for	pays for physical exams
	#H	A	P	H	A	ď	H	A	P	Yes	No	YES	NO	student	school
G V basketball															
B V basketball															
G IV basketball															
B JV basketball								-							
G Fr basketball															
B Fr basketball															
G V softball															
B V baseball								. ,							•
G JV softball															
B JV baseball															
G Fr softball												-			
B Fr baseball															·
G cross country															
B cross country															
G V golf					·										,
B V golf															
G JV golf			·					·		-					
B JV golf										· . :					

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Signature:

TEAM

Boys Baskotball

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?	v	
Do cheerleaders perform at your home games?		
If the cheerleaders do not perform at your home games, would you like them to?	D	
Do cheerleaders from your school perform at your away games?	~	
If the cheerleaders do not perform at your away games, would you like them to?	0	
Does the pep band perform at your home games?		
If the pep band does not perform at your home games, would you like them to?	D	
Does a pep band from your school perform at your away games?		
If the pep band does not perform at your away games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		Ø
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		Ø

Signature:	Shu Martin	Date:	3-31-00
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PUBLICITY ANALYSIS

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SUPPORT SERVICES

TEAM

Boys BAOKetball

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		
Do you have a shared office provided to you for your coaching duties?		<i>'</i>
Do you need office space specifically for your coaching duties?	V	
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	V	
Is there an administrative staff member (such as the athletic director) available if needed for your team?	V	
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		V

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BUDGETS

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TUTORING - TEAM CHART**

TEAM	Boys Bask	etball	
]		N/A
Number of athletes receiv	ing tutoring		/
Are tutors available often YES or NO	enough?		
Tutors are:	professional educators:		
	graduate students:		
	undergraduate students:		
	high school students:		
Amount(s) tutors are paid			
** If applicable to program	1.		
Signature:	Marti	Date:	6-10-00

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HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TEAM	Boys	BAOK	tball	7,000,000
BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?				
Who provides post-game meals to the athletes on your team?			School	
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	V			
Concerns/Comments:				
** If applicable to program. Signature:	1 auten		Date: 6-10)-Oa
- J				

1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO				
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)		
Accommodation of Interests and Abilities					
Equipment and Supplies			·		
Scheduling of Games and Practice Time					
Travel and Per Diem Allowances					
Coaching					
Locker Rooms, Practice and Competitive Facilities	,				
Medical and Training Facilities and Services					
Publicity					
Support Services			and the state of t		
Athletic Scholarships**					
Tutoring**					
Housing and Dining Facilities and Services**					
Recruitment of Student Athletes**					

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

EQUIPMENT AND SUPPLIES - TEAM CHART

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Number of Game Uniform Items Provided to Participants	shorts or pants: shirts or jerseys: jackets: 0 sweat shirts/pants: 0 pairs of shoes: 15
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	
Quality of Practice Uniforms (excellent, good, fair, poor)	
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	
Sport-specific quality (excellent, good, fair, poor)	
Number of student managers	
Are student managers volunteers? (YES or NO)	
Equipment storage arrangements (excellent, good, fair, poor)	

			11			
Signature:	Cultina W. Morce	Date:	March	7.	2000	
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Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

Т	F.	À	М

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Number of regular season games	26
Maximum number of regular season games permitted for your sport	24
Number of scrimmages	
Number of post-season tournament games	3
Is the time of day for games satisfactory? YES or NO	Yes
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	5
Is the time of day for practices satisfactory? YES or NO	Yes
Is the length of practices satisfactory? YES or NO	Yes
Is the number of practices satisfactory? YES or NO	Yes Yes
Concerns:	

Signature:	Cina	home	W. Mone	Date: _	March	7 200	r0
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Scheduling of Games and Practice Times Analysis (continued)

- Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- 7) Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

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Number of trips to away	school bus: 🗸	18
games using -	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	Yes
Type of meals during travel -	fast food:	N/A
Havor -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	als	0
Number of athletes on trav	el squad	20
Number of overnight stays	for regular season games	O
Number of overnight stays	for post-season games	0
Type of housing during travel -	medium quality hotels:	MA
11.47C1 -	good quality hotels:	
	low budget hotels:	
Number of athletes per roo	om	MA

Signature: Wetting W. Moore Date: March 7, 2000

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	3		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during	medium quality hotels:		
travel -	good quality hotels:		
	low budget hotels:		

Signature: Luthony W. More Date: March 7, 2000

COACHING

TEAM

Girls Basketball

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	Ve s
How many years have you coached at your current school?	3
How many years have you coached (include all education levels, professional and amateur coaching experience)?	12
Do you work full time at the school where you coach? YES or NO	Yes
Do you ever miss practices because of your job? YES or NO	ye s
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	Regional Rynner-up
Have you ever been named conference coach of the year? YES or NO	Yes
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	No

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		1. 11	$\Lambda \Lambda$	
Signature:	(Kuthony	W. 11/000	Date: March	7, 2000
J			· · · · · · · · · · · · · · · · · · ·	1

Date:

Signature:

COACHING - SUMMARY PROGRAM COMPARISON CHART 1

CROSS COUNTRY	GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
	BASKETBALL					
			-			
	CROSS COUNTRY					
	4TOD					

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Name or location of locker room	
name of location of locker foom	Girls locker room
List all teams that use locker room	
	Girls basketball
List all teams that use locker room at one time	
	Girls basketball
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Excellent
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	excellent
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Good
Number of full lockers	10
Number of half lockers	0
Number of small (less than half size) lockers	0
Type of seating (e.g., benches, stack or folding chairs, etc.)	Benches
Meeting space (excellent, good, fair, poor)	good
Maneuvering, walk-around room (excellent, good, fair, poor)	good
Cleanliness (excellent, good, fair, poor)	Excellent
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	No
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	No
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	Good
Special features	

Signature: Linthouse W. Moore Date: May 22, 200

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Name or location of facility	Jit Campbell Arena Girls Volley ball
List all teams that use the facility	Girls Volley ball
	Boys and Girls basketball
Is facility off-campus? YES or NO. If yes, how far?	No
If the facility is off-campus, explain why the facility is used	N/A
Is seating capacity sufficient for number of spectators expected? YES or NO	Yes
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	NA
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Excellent
Electronic scoreboard YES or NO	Excellent Ye S
Press box or press tables Yes or NO	ye s
Concession facilities YES or NO	ye s
Restroom facilities for spectators YES or NO	Y15
Equipment storage adjacent YES or NO	Y 2 5
Access to locker room (excellent, good, fair, poor)	Yrs Excellent
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Good
Special features	NONE

Signature:

Cinthony Woore

Date: May 22, 2000

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MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

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	-				

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	~	
Is a medical doctor assigned routinely to attend your home games?		<u> </u>
Is a medical doctor assigned routinely to attend your away games?		V
Is a medical doctor assigned routinely to attend your practices?		レ
Is a certified trainer assigned routinely to attend your home games?		V
Is a certified trainer assigned routinely to attend your away games?		· ·
Is a certified trainer assigned routinely to attend your practices?		v
Is a student trainer assigned routinely to attend your home games?		V.
Is a student trainer assigned routinely to attend your away games?		V
Is a student trainer assigned routinely to attend your practices?		レ
Do members of your team use the weight room?	~	
If members of your team use the weight room, is the schedule for use satisfactory?		
Do members of your team use the training room for taping or treatment of injuries?		~
If members of your team use the training room, is the schedule for use satisfactory?		NA
Concerns:		

Signature: Chickory W. Morre Date: March 7, 2000

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 1

Teams	medi	medical doctor at	ctor	certif	fied trainer at	iner	stude	student trainer at	iner	weight room schedule oka	weight room schedule okay	training room schedule okay	training room schedule okay	pays for ex:	pays for physical exams
	H *	A	Ъ	н	A	ď	Н	A	Ъ	Yes	Ν̈́ο	YES	NO	student	school
G V basketball											•				
B V basketball								·							
G JV basketball															
B JV basketball															
G Fr basketball	-						·								
B Fr basketball									-						
G V softball														-	
B V baseball						·									
G JV softball															
B JV baseball			·					-		-					
G Fr softball															
B Fr baseball								, ,							
G cross country															
B cross country		. ,													
G V golf															
B V golf															
G JV golf															
B JV golf								•							

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Signature:

Date:

TEAM

Girls Basketball

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?	~	
Do cheerleaders perform at your home games?		
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?	V	
If the cheerleaders do not perform at your away games, would you like them to?	V	
Does the pep band perform at your home games?		
If the pep band does not perform at your home games, would you like them to?		
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		<u></u>
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?	<u></u>	
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?	し	
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		<u></u>
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		V

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Signature:	Cuthon	W. Moon	_ Date:	Marchi	2000
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SUPPORT SERVICES

TEAM

Ciple Basket ball

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	/	
Do you have a shared office provided to you for your coaching duties?		V
Do you need office space specifically for your coaching duties?	V	
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		
Is there an administrative staff member (such as the athletic director) available if needed for your team?		
Is there a secretary or other staff member available to assist you with clerical work for your team?		
Do you use the services of the clerical staff member often?		
Do you need clerical assistance for your team?	V	

			4	
Signature:	Centhony W. More	Date:	March 7	2000
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BUDGETS

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TUTORING - TEAM CHART**

ALC: US	4	% A
11 15.	Α	IV

GiRls Basket ball

Number of athletes receiving	ng tutoring	None
Are tutors available often of YES or NO	enough?	N/A
Tutors are:	professional educators:	NIA
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are paid		N/A

^{**} If applicable to program.

Signature:	(inthony W. Moore	Date: March
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TUTORING ANALYSIS**

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- 2) Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- 3) Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TE	Δ	M
	~	LVI.

Girls Basketball

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	/			
Who provides post-game meals to the athletes on your team?	V			
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?				
Concerns/Comments:				
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**	If	applicable	to	program.

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Si	gnature:	

Date: <u>March 7,2000</u>

1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO		
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances			
Coaching			
Locker Rooms, Practice and Competitive Facilities	,		
Medical and Training Facilities and Services		·	
Publicity	,		
Support Services			
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

EQUIPMENT AND SUPPLIES - TEAM CHART

TEAM	EA	M
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Number of Game Uniform Items Provided to Participants	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	Excellent Excellent
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	Golf Memberling; Balls
Sport-specific quality (excellent, good, fair, poor)	Ex collent
Number of student managers	Done
Are student managers volunteers? (YES or NO)	N/A
Equipment storage arrangements (excellent, good, fair, poor)	N/N

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Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TF	٨	М	r

Number of trips to away	school bus:	1
games using -	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	Yes
Type of meals during	fast food:	\ \rangle
travel -	buffet restaurant:	
	good quality restaurant:	
Amount of money for me	als	\$ 10 @
Number of athletes on tra-	vel squad	lo
Number of overnight stay	s for regular season games	
Number of overnight stay	s for post-season games	
Type of housing during travel -	medium quality hotels:	
uavei -	good quality hotels:	
	low budget hotels:	

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Number of athletes per room

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after ga	mes?		•
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		,
Amount of money for meal	S		
Advantage - Number of gir with more athletes on trave sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Havor -	good quality hotels:		
	low budget hotels:		

Signature:	Date:	
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SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

Joys Golf

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Number of regular season games	10
Maximum number of regular season games permitted for your sport	15
Number of scrimmages	0
Number of post-season tournament games	
Is the time of day for games satisfactory? YES or NO	Yes
If your team could schedule games at another time of day, would you choose to do that? YES or NO	Nö
Is the day of the week for games satisfactory? YES or NO	Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	Yes
Is the length of practices satisfactory? YES or NO	Yes
Is the number of practices satisfactory? YES or NO	Yes
Concerns:	

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Scheduling of Games and Practice Times Analysis (continued)

- 5) <u>Time of day games are scheduled</u>. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

COACHING

TEAM

Boys Golf

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School
How many years have you coached at your current school?	2
How many years have you coached (include all education levels, professional and amateur coaching experience)?	20
Do you work full time at the school where you coach? YES or NO	No
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	155
Have you ever been named conference coach of the year? YES or NO	Yes
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	ND

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Signature:	Don	Decont)	_ Date:	5-18-00	:	
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Date:

Signature:

COACHING - SUMMARY PROGRAM COMPARISON CHART 1

CROSS COLINTX	GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, IV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
	BASKETBALL					
	The second secon					
	CROSS COUNTRY					
	GOLF					
						•
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Name or location of locker room	NA
List all teams that use locker room	
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	
Meeting space (excellent, good, fair, poor)	
Maneuvering, walk-around room (excellent, good, fair, poor)	
Cleanliness (excellent, good, fair, poor)	
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	
Special features	

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MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Boys Golf

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	~	
Do the athletes (or parents/guardians) pay for the physical exam?	V	
Is a medical doctor assigned routinely to attend your home games?		V .
Is a medical doctor assigned routinely to attend your away games?	-	V
Is a medical doctor assigned routinely to attend your practices?		V
Is a certified trainer assigned routinely to attend your home games?		<i>\</i>
Is a certified trainer assigned routinely to attend your away games?		\
Is a certified trainer assigned routinely to attend your practices?		V
Is a student trainer assigned routinely to attend your home games?		V
Is a student trainer assigned routinely to attend your away games?		/
Is a student trainer assigned routinely to attend your practices?		\
Do members of your team use the weight room?		2
If members of your team use the weight room, is the schedule for use satisfactory?	N	A
Do members of your team use the training room for taping or treatment of injuries?		/
If members of your team use the training room, is the schedule for use satisfactory?	N	IA
Concerns:		

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MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 1

GV baskerball GV baskerball F H A P H A P Westerball NO strudent school GV baskerball GV baskerball GV softball	Teams	med	medical doctor at	ctor	certii	certified trainer at	iner	student trainer at	ıt traii at	ner	weight room schedule oka	weight room schedule okay	trainin	training room schedule okay	pays for	pays for physical exams
		H	A	بم	H	V	ہم	H	¥	ы	Yes	Š	YES	NO	student	school
	G V basketball															
	B V basketball															
	G JV basketball														·	
all all contact the contact th	B JV basketball														·	
all I I I I I I I I I I I I	G Fr basketball		·													•
1.	B Fr basketball		·	,												
1.	G V softball															
	B V baseball		-										,			
	G JV softball															
	B JV baseball		·	٠												
	G Fr softball										,					
	B Fr baseball															-
	G cross country															
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B V golf G JV golf B JV golf 6 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	G V golf										. "					
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B JV golf	G JV golf					,										
	B JV golf															·

Date: Signature:

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TEAM

Boys Golf

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		V
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		V
Do cheerleaders perform at your home games?		i v
If the cheerleaders do not perform at your home games, would you like them to?		V
Do cheerleaders from your school perform at your away games?		v
If the cheerleaders do not perform at your away games, would you like them to?		V
Does the pep band perform at your home games?		V
If the pep band does not perform at your home games, would you like them to?		V
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		V
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		ν
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		V

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PUBLICITY ANALYSIS

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

SUPPORT SERVICES

TEAM

Boys Golf

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	:	V
Do you have a shared office provided to you for your coaching duties?		V
Do you need office space specifically for your coaching duties?		V
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	u	
Is there an administrative staff member (such as the athletic director) available if needed for your team?		
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		

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BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

TUTORING - TEAM CHART**

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Number of athletes receiving tutoring		NIA
Are tutors available often YES or NO		
Tutors are:	professional educators:	
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are paid	1	

^{**} If applicable to program.

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TUTORING ANALYSIS**

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- 2) Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

			. 🔿
TEAM	Boys	(50	<u> </u>

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	/			
Who provides post-game meals to the athletes on your team?			V	
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?				
Concerns/Comments:				

** If applicable to program.

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1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO				
·	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)		
Accommodation of Interests and Abilities					
Equipment and Supplies					
Scheduling of Games and Practice Time					
Travel and Per Diem Allowances	·				
Coaching					
Locker Rooms, Practice and Competitive Facilities	,				
Medical and Training Facilities and Services					
Publicity					
Support Services			·		
Athletic Scholarships**					
Tutoring**					
Housing and Dining Facilities and Services**					
Recruitment of Student Athletes**					

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

EQUIPMENT AND SUPPLIES - TEAM CHART

TEAM

Gires Golf

Number of Game Uniform Items Provided to Participants	shorts or pants: shirts or jerseys: \(\sigma\) jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Excellet
Quality of Practice Uniforms (excellent, good, fair, poor)	
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	Golf nemberships Bolls
Sport-specific quality (excellent, good, fair, poor)	Excellent
Number of student managers	0
Are student managers volunteers? (YES or NO)	0
Equipment storage arrangements (excellent, good, fair, poor)	NA

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Signature:	Doney	Verositt	·	Date:	5-13-02	
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Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TEAM

GiRLS Golf

Number of regular season games	10
Maximum number of regular season games permitted for your sport	15
Number of scrimmages	1 AO 11 11 11 11 11 11 11 11 11 11 11 11 11
Number of post-season tournament games	
Is the time of day for games satisfactory? YES or NO	YES
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No Yes
Is the day of the week for games satisfactory? YES or NO	Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	Yes
Is the length of practices satisfactory? YES or NO	125 125 125
Is the number of practices satisfactory? YES or NO	YES
Concerns:	

Signature:	Don	Downsett	Date:	5-18-00	
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Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

7	T.	٨	M

6	IRLS	93	1

Number of trips to away	school bus:	1
games using -	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	I
Leave immediately after g		
Type of meals during travel -	fast food:	
Haver -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	\$1000	
Number of athletes on trav	10	
Number of overnight stays	D	
Number of overnight stays	1	
Type of housing during travel -	medium quality hotels:	
uavoi -	good quality hotels:	
	low budget hotels:	
Number of athletes per roo	4	

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before games -	less than 1 hour:		
ganos	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meals	3		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays			
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Havoi -	good quality hotels:		
	low budget hotels:		

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Dignaturo.		Duto.	<u> </u>	

COACHING

TEAM

Girus Golf

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School
How many years have you coached at your current school?	2
How many years have you coached (include all education levels, professional and amateur coaching experience)?	20
Do you work full time at the school where you coach? YES or NO	No
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	District clima
Have you ever been named conference coach of the year? YES or NO	Yes
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	No

Signature:	a Jomes	ì Ver	usett	Date	
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COACHING - SUMMARY PROGRAM COMPARISON CHART 1

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
CROSS COUNTRY					
		,			
4109					

Date: Signature:

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Name or location of locker room	
List all teams that use locker room	
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	
Meeting space (excellent, good, fair, poor)	
Maneuvering, walk-around room (excellent, good, fair, poor)	
Cleanliness (excellent, good, fair, poor)	
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	
Special features	

Signature:

Date:

5-13-00

Name or location of facility	Allen Golf Course
List all teams that use the facility	Pablic course
Is facility off-campus? YES or NO. If yes, how far?	Yes
If the facility is off-campus, explain why the facility is used	only available
Is seating capacity sufficient for number of spectators expected? YES or NO	N/A
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	NIA
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Good
Electronic scoreboard YES or NO	No
Press box or press tables Yes or NO	No
Concession facilities YES or NO	Yes .
Restroom facilities for spectators YES or NO	Yes
Equipment storage adjacent YES or NO	No
Access to locker room (excellent, good, fair, poor)	NA
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	6ccd
Special features	

Signature:	Die	$\begin{pmatrix} 1 \end{pmatrix}$	emsett	Date:	5-18-00	
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MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TE.	A	NA
	Гэ.	TAT

Girs Golf

BENEFITS	YES	МО
Are the athletes on your team required to have a physical examination before they can compete?	u	
Do the athletes (or parents/guardians) pay for the physical exam?	V	
Is a medical doctor assigned routinely to attend your home games?		V
Is a medical doctor assigned routinely to attend your away games?	: .	V
Is a medical doctor assigned routinely to attend your practices?		1
Is a certified trainer assigned routinely to attend your home games?		/
Is a certified trainer assigned routinely to attend your away games?		V
Is a certified trainer assigned routinely to attend your practices?		V
Is a student trainer assigned routinely to attend your home games?		V
Is a student trainer assigned routinely to attend your away games?		V
Is a student trainer assigned routinely to attend your practices?		V
Do members of your team use the weight room?		2
If members of your team use the weight room, is the schedule for use satisfactory?	N	t
Do members of your team use the training room for taping or treatment of injuries?	·	v."
If members of your team use the training room, is the schedule for use satisfactory?	N	A
Concerns:		

Signature:	Don	Deussett	Date: 5/8-0	
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Date:

- SUMMARY PROGRAM COMPARISON CHART 1 MEDICAL AND TRAINING FACILITIES AND SERVICES

Teams	medi	medical doctor at	ctor	certii	certified trainer at	ainer	stud	student trainer at	uiner	weight room schedule oka	weight room schedule okay	training room schedule okay	training room schedule okay	pays for	pays for physical exams
	*H	Ą	P	H	¥	ď	Ħ	Y	ď	Yes	No	XES	ON	student	school
G V basketball															
B V basketball															
G JV basketball															
B JV basketball															
G Fr basketball								٠	·						
B Fr basketball		-													
G V softball															
B V baseball							·			-					
G JV softball															
B JV baseball															
G Fr softball							,							-	
B Fr baseball															
G cross country															
B cross country		,												,	
G V golf															,
B V golf						·							·		
G JV golf															
B JV golf								•							

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Signature:

TEAM

Gieus Golf

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		V
Do cheerleaders perform at your home games?		V
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?		~
If the cheerleaders do not perform at your away games, would you like them to?		/
Does the pep band perform at your home games?		
If the pep band does not perform at your home games, would you like them to?		~
Does a pep band from your school perform at your away games?		
If the pep band does not perform at your away games, would you like them to?		V
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		/
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		/
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

Signature:	Van Veussett	Date:	5-19-	00
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PUBLICITY ANALYSIS

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

SUPPORT SERVICES

TEAM

GiRLS Golf

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	:	/
Do you have a shared office provided to you for your coaching duties?		/
Do you need office space specifically for your coaching duties?		
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		
Is there an administrative staff member (such as the athletic director) available if needed for your team?	\\\/	
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		'

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Signature:	Dox Vo.	Here	Date:	5-12-00	
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BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

TUTORING - TEAM CHART**

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GIRLS	50	<u> </u>

Number of athletes receiving	NIA	
Are tutors available often of YES or NO		
Tutors are:	professional educators:	
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are paid		

** If applicable to program.

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Signature:	Donglemat	Date:	5-13-02	

TUTORING ANALYSIS**

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TT	A	M
1E		ΔVI

GIRLS Golf

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?				
Who provides post-game meals to the athletes on your team?				
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?			~	
Concerns/Comments:				

**	If applicable	to	program.
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Date: 5-18-00

1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO				
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)		
Accommodation of Interests and Abilities					
Equipment and Supplies					
Scheduling of Games and Practice Time					
Travel and Per Diem Allowances	,				
Coaching					
Locker Rooms, Practice and Competitive Facilities					
Medical and Training Facilities and Services			·		
Publicity					
Support Services					
Athletic Scholarships**					
Tutoring**					
Housing and Dining Facilities and Services**					
Recruitment of Student Athletes**					

Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

EQUIPMENT AND SUPPLIES - TEAM CHART

TEAM		- Bon	s Cross	Country
				1

		• ,
Number of Game Uniform Items Provided to Participants	shorts or pants: 7 shirts or jerseys: 7 jackets: sweat shirts/pants: pairs of shoes:	
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:	
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent	
Quality of Practice Uniforms (excellent, good, fair, poor)	Ø	
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)		
Sport-specific quality (excellent, good, fair, poor)	B	
Number of student managers	Ø	
Are student managers volunteers? (YES or NO)	Ø	
Equipment storage arrangements (excellent, good, fair, poor)	Ø	

Signature:	Shu	Mentin	Date:	 4-1-08.
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Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

Boys Cross Count

TF	À	M
ı r.	~	1V.

Number of regular season games	
Maximum number of regular season games permitted for your sport	10
Number of scrimmages	0
Number of post-season tournament games	: 1 1 .
Is the time of day for games satisfactory? YES or NO	Yes
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	K) O
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	Yes
Is the length of practices satisfactory? YES or NO	Yes Yes
Is the number of practices satisfactory? YES or NO	Yes
Concerns:	

Signature:	Offen	Month		Date:	4-1-00	
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Scheduling of Games and Practice Times Analysis (continued)

- Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

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Number of trips to away	school bus:	1
games using - charter bus:		
	van:	
·	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	
games -	one to two hours:	
Leave immediately after g	Yes	
Type of meals during	fast food:	NA
travel -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	als	0
Number of athletes on trav	7	
Number of overnight stays	0	
Number of overnight stays	0	
Type of housing during travel -	Alla	
uavoi -	good quality hotels:	,0,77
	low budget hotels:	
Number of athletes per roo	om	0

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:	t.	
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?	Yes	Yes
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	S		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays			
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Haver *	good quality hotels:		
	low budget hotels:		

Signature:	Date:	
~~~		 

# **COACHING**

TEAM

Boys Cross Courty

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School
How many years have you coached at your current school?	20
How many years have you coached (include all education levels, professional and amateur coaching experience)?	28
Do you work full time at the school where you coach? YES or NO	)'es
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	155
Have you ever been named conference coach of the year? YES or NO	Yes .
Have you ever been named regional coach of the year? YES or NO	Yes
Have you ever been named state coach of the year? YES or NO	Yes No
Have you ever been named national coach of the year? YES or NO	No

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Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

CROSS COLNTRX  GODE	GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, IV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
					*	
			,			
	CROSS COUNTRY					
	GOLF					
						,

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B-CC

Name or location of locker room	None
List all teams that use locker room	
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	
Meeting space (excellent, good, fair, poor)	
Maneuvering, walk-around room (excellent, good, fair, poor)	
Cleanliness (excellent, good, fair, poor)	
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	
Special features	

Si	211	at	ur	e:	

Joh Marte

Date: 4-1-02

Name or location of facility	None
List all teams that use the facility	
Is facility off-campus? YES or NO. If yes, how far?	
If the facility is off-campus, explain why the facility is used	
Is seating capacity sufficient for number of spectators expected? YES or NO	
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	
Electronic scoreboard YES or NO	
Press box or press tables Yes or NO	
Concession facilities YES or NO	
Restroom facilities for spectators YES or NO	
Equipment storage adjacent YES or NO	
Access to locker room (excellent, good, fair, poor)	
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	
Special features	

Signature:		DL Water	Date:	4-1-00	
	T				

# MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

**TEAM** 

Bons	Créss	Country	
			1

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	2/	
Is a medical doctor assigned routinely to attend your home games?		
Is a medical doctor assigned routinely to attend your away games?		ب ا
Is a medical doctor assigned routinely to attend your practices?		
Is a certified trainer assigned routinely to attend your home games?		0
Is a certified trainer assigned routinely to attend your away games?		
Is a certified trainer assigned routinely to attend your practices?		V .
Is a student trainer assigned routinely to attend your home games?		1
Is a student trainer assigned routinely to attend your away games?		)
Is a student trainer assigned routinely to attend your practices?		V
Do members of your team use the weight room?		/
If members of your team use the weight room, is the schedule for use satisfactory?		/
Do members of your team use the training room for taping or treatment of injuries?		/
If members of your team use the training room, is the schedule for use satisfactory?		V
Concerns:		

Signature:		les	Martin	Date:	4-1-00
	7/				

- SUMMARY PROGRAM COMPARISON CHART 1 MEDICAL AND TRAINING FACILITIES AND SERVICES

Teams         medical doctor         certified trainer         student trainer         weight room         training room         pays for physical           G V baskeball         H*         A         P         H         A         P         Yes         NO         YES         NO         Strident         school strident           G V baskeball         S V baskeball         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S         S S																
H* A P H A P H A Ves No Student N	Teams	medi	cal do at	ctor	certif	ied tra at	iner	stude	nt tra at	iner	weight	room Ie okay	trainin schedu	g room le okay	pays for	physical ams
G V baskerball         B V baskerball           G JV backerball         C JV backerball           B JV baskerball         C JV backerball           G Tr baskerball         C JV backerball           G V softhall         C JV backerball           B V baseball         C JV backerball           G Tr softhall		H*	A	ď	н	A	Ţ	H	A	P	Yes	0N	YES	ON	student	school
B V baskerball         Comparison         Com	G V basketball								, '-							
G IV baskerball         B IV	B V basketball					-									-	
B IV baskethall         C Pr baske	G JV basketball									·						-
G Fr baskerhall         B Fr baskerhall           G V sorthall         B V basehall           G TV softhall         B TV basehall           G Fr softhall         B TV basehall           G Cross country         B TV basehall           G TV golf         B TV basehall           B V golf         B TV basehall	B JV basketball															
B V baskethall       C V softball         G V softball       C V baseball         B V baseball       C V C softball         B F baseball       C V C C C C C C C C C C C C C C C C C C	G Fr basketball								-							
G V sorthall       B V baschall       C IV sorthall       C IV sorthall <th>B Fr basketball</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>-</th> <th></th> <th></th> <th></th> <th></th> <th></th>	B Fr basketball										-					
B V baseball       G DY softball       C D Description       C D D	G V softball														-	
G JV softball       B IV baseball       C Ft softball       C C C C C C C C C C C C C C C C C C C	B V baseball			·									,			•
B IV baseball       G Fr softball       C G	G JV soffball															
G Fr softball       B Fr baseball       Coross country       Coross	B JV baseball				٠				-							
B Fr baseball       G cross country       G cross country       C	G Fr softball															
G cross country       B cross country       C V golf       C V golf<	B Fr baseball															
B cross country         G V golf         Country	G cross country		. •												:	
G V golf         B V golf           G JV golf         B JV golf	B cross country										٠.					
B V golf         G JV golf           B JV golf         F	G V golf															,
G JV golf B JV golf	B V golf	-									-			,		
B JV golf	G JV golf															
	B JV golf							-	•					-		

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Signature:

Date:

TEAM

Bays Cross County

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		~
Are game programs provided for your team?		<i>\'</i>
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		
Do cheerleaders perform at your home games?		
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?		
If the cheerleaders do not perform at your away games, would you like them to?		
Does the pep band perform at your home games?	·	
If the pep band does not perform at your home games, would you like them to?		V
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		\ \tag{ \ta} \tag{ \tag} \tag{ \tag{ \ta} \tag{ \tag{ \tag{ \tag{ \tag{ \tag} \} \tag{ \tag{ \tag{ \tag} \tag{ \tag}  \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \ta
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		~
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		V
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

Signature:	Odle	Martin	Date:	4-1-00
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### PUBLICITY ANALYSIS

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

# SUPPORT SERVICES

TEAM

Bons	5 Cross	Courter	
1			1

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		
Do you have a shared office provided to you for your coaching duties?		~
Do you need office space specifically for your coaching duties?		V
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	V	
Is there an administrative staff member (such as the athletic director) available if needed for your team?		
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		1

		1				
Signature:		Khi M	out	Date:	4-1-00	
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### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

# TUTORING - TEAM CHART**

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Number of athletes receiving tutoring		MA
Are tutors available often enough? YES or NO		
Tutors are:	professional educators:	
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are	e paid	

** If applicable to program.

Signature:	 Man	Marti	·	Date: _	4-1-00	
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### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- 2) Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

### HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

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IL.	А	JVJ	

Boys	Cross	County	<u>.</u>
V			

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?				
Who provides post-game meals to the athletes on your team?	V			
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?				
Concerns/Comments:				

^{**} If applicable to program.

Signature:	John V	Watn	Date: _	4-1-00
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# 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

# Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO		
·	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances			
Coaching			
Locker Rooms, Practice and Competitive Facilities			
Medical and Training Facilities and Services			·
Publicity			·
Support Services	ys 1	·	
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

# **EQUIPMENT AND SUPPLIES - TEAM CHART**

TEA	M	

TEAM	GIRLS (ROSS COUNTRY
Number of Game Uniform Items Provided to Participants	shorts or pants: 7 shirts or jerseys: 7 jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	
Sport-specific quality (excellent, good, fair, poor)	Ø
Number of student managers	6
Are student managers volunteers? (YES or NO)	Ø
Equipment storage arrangements (excellent, good, fair, poor)	

Signature:	Oh	Monte	Date:	3-31-00	
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### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

	4	"N. A"
# PK.	2	IVE

GIRLS CROSS Country

Number of regular season games	9
Maximum number of regular season games permitted for your sport	10
Number of scrimmages	0
Number of post-season tournament games	0
Is the time of day for games satisfactory? YES or NO	YES
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	No
If your team could compete on a different day of the week, would you choose to do that? YES or NO	Ns
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	YES
Is the length of practices satisfactory? YES or NO	Xes
Is the number of practices satisfactory? YES or NO	Xes Yes
Concerns:	

Signature:	Ost	i de	ati		Date:	3-3/-6	0
-				. 22			

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### Scheduling of Games and Practice Times Analysis (continued)

- 5) <u>Time of day games are scheduled</u>. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- 7) Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

# TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TH	A	٦	1

GiRLS	(ROSS	Countr	

7		
Number of trips to away games using -	school bus:	
Same assets	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour:	1
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after ga	YES	
Type of meals during	fast food:	~
travel -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	Ø	
Number of athletes on trav	7	
Number of overnight stays	0	
Number of overnight stays	0	
Type of housing during		
travel -	good quality hotels:	$\varnothing$
	low budget hotels:	,
Number of athletes per roo	Ø	

Signature: John Marti

Date: 3-3/-00

BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:	.,	
games using -			
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	three to four hours:		
Leave immediately after ga	mes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	s		
Advantage - Number of gir with more athletes on trave sports and competitive leve	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Havet -	good quality hotels:		
	low budget hotels:		

Signature:	Date:	
D.D		

### **COACHING**

TEAM

# GIRLS Cross Country

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School YES
How many years have you coached at your current school?	20
How many years have you coached (include all education levels, professional and amateur coaching experience)?	2-8
Do you work full time at the school where you coach? YES or NO	yes
Do you ever miss practices because of your job? YES or NO	NO
Do you ever miss games because of your job? YES or NO	Na
What is the best finish of any teams you have coached?	15
Have you ever been named conference coach of the year? YES or NO	1/25
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	NS

Signature:	John	Martin	·	Date:	3-31-00	
	//					

Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

CROSS COUNTRY  GOLF	OACHES names)	COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
	BASKETBALL					
	CROSS COUNTRY					
			•			
	GOLF					

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## GIRLS (1055 County) PRACTICE OR COMPETITIVE FACILITY

Name or location of facility	
List all teams that use the facility	
Is facility off-campus? YES or NO. If yes, how far?	
If the facility is off-campus, explain why the facility is used	
Is seating capacity sufficient for number of spectators expected? YES or NO	
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	
Electronic scoreboard YES or NO	
Press box or press tables Yes or NO	
Concession facilities YES or NO	
Restroom facilities for spectators YES or NO	
Equipment storage adjacent YES or NO	
Access to locker room (excellent, good, fair, poor)	
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	
Special features	

Date: 3-3/-00

Name or location of locker room	
List all teams that use locker room	
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	
Meeting space (excellent, good, fair, poor)	
Maneuvering, walk-around room (excellent, good, fair, poor)	
Cleanliness (excellent, good, fair, poor)	
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	
Special features	

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Signature:	John	Marty		Date:	3-31-00

### MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TE	A	N	Ī
1. 1. 2.	_	. i T.	в

GiRLS	CRUSS	Country	

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	レ	
Is a medical doctor assigned routinely to attend your home games?		_
Is a medical doctor assigned routinely to attend your away games?		V
Is a medical doctor assigned routinely to attend your practices?		<i>U</i> .
Is a certified trainer assigned routinely to attend your home games?		J
Is a certified trainer assigned routinely to attend your away games?		)
Is a certified trainer assigned routinely to attend your practices?		
Is a student trainer assigned routinely to attend your home games?		
Is a student trainer assigned routinely to attend your away games?		
Is a student trainer assigned routinely to attend your practices?		
Do members of your team use the weight room?		
If members of your team use the weight room, is the schedule for use satisfactory?		Ø
Do members of your team use the training room for taping or treatment of injuries?		
If members of your team use the training room, is the schedule for use satisfactory?		Ø
Concerns:		

Signature:	Sol	in Mouth	Date:	3-31-00	
	1		 	:	

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

P H A P Yes No YES NO students of the state	Teams	medi	medical doctor	ctor	certii	certified trainer	iner	stude	student trainer	ner	weight room	weight room	trainin	training room	pays for	pays for physical
		*1	<b>.</b>	٥	þ	•	م	<u> </u>	1	٩	Ves	No	VEC	CN.	ctrolont	lockes
			5	*	1		-	1		4	3	25,	CETT		otanas.	TOO WAS
	G V basketball						-									
	B V basketball				-									,		
	G JV basketball														-	
G Fr baskerball         B Fr baskerball         C V softball         C V sof	B JV basketball			•												
B Fr baskethall       G V softball         G V softball       G W baseball         G IV softball       G Fr softball         B IV baseball       G Fr softball         G Fr softball       G Fr softball         B Fr baseball       G Fr softball         B Fr baseball       G Fr softball         B Cross country       G Cross country         G V golf       G V golf         B V golf       G V golf         B IV golf       G V golf         B IV golf       G V golf	G Fr basketball					·										
G V softball       G V softball       G PV softball <th>B Fr basketball</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>,</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	B Fr basketball						,									
B V baseball       G JV softball       C G J	G V softball															
G JV softball       B IV baseball       Construction       <	B V baseball									•						
B Ty baseball       G Fr softball       C Construction       C Const	G JV softball	·			. ,		·					-				
G Fr softball       B Fr baseball       Coross country       C Cross country       C Cro	B JV baseball			·												
B Fr baseball       G cross country       G cross country       C	G Fr softball															
G cross country       B cross country       C V golf       C V golf<	B Fr baseball															
B cross country         G V golf         Country	G cross country															
G V golf       R V golf       R V golf       R V golf       R I V golf	B cross country															
B V golf         G IV golf           B IV golf         IV golf	G V golf	·														÷
G IV golf  B IV golf	B V golf														÷	
B JV golf	G JV golf			·											·	
	B JV golf								4							

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Signature:

Date:

TEAM

GIRLS CROSS Country

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		V
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		U
Do cheerleaders perform at your home games?		ن
If the cheerleaders do not perform at your home games, would you like them to?		V
Do cheerleaders from your school perform at your away games?		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
If the cheerleaders do not perform at your away games, would you like them to?		· ·
Does the pep band perform at your home games?		6
If the pep band does not perform at your home games, would you like them to?		· /
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		/
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		/
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		/
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		/

Signature:	OL	Martin	· ·	Date:	3-31-00	٠.
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### **PUBLICITY ANALYSIS**

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

### SUPPORT SERVICES

TEAM

GIRLS CROSS COUNTRY

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	V	
Do you have a shared office provided to you for your coaching duties?		
Do you need office space specifically for your coaching duties?	V	
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	V	
Is there an administrative staff member (such as the athletic director) available if needed for your team?	V	
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?		<u></u>
Do you need clerical assistance for your team?		-

Signature:		Yhi.	Martin	Date:	3-31-00
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### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

### **TUTORING - TEAM CHART****

TEAM .	GIRLS CRUSS COUNTRY				
		ALA			
Number of athletes receivi	ng tutoring				
Are tutors available often YES or NO	enough?				
Tutors are:	professional educators:	:			
	graduate students:				
	undergraduate students:				
	high school students:				
Amount(s) tutors are paid					
** If applicable to program					
Signature:	(outi	Date: 3-31-00			

### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

### HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TEAM	GIRLS	CRUSS	Couter	·
TEAM	<u>birls</u>	<u>CR055</u>	Louvien	**************************************

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	V			
Who provides post-game meals to the athletes on your team?	V			
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	NO			
Concerns/Comments:				

^{**} If applicable to program.

Signature:	Sha	Martin	· .	Date:	3-31	-00
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### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

### Checklist - Overall Interscholastic Athletics Program

BENEFIT	A	ADVANTAGE TO	
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances	·		·
Coaching			
Locker Rooms, Practice and Competitive Facilities			and the state of t
Medical and Training Facilities and Services			
Publicity			
Support Services			
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

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TEAM	BoysTeack
Number of Game Uniform Items Provided to Participants	shorts or pants: 15 shirts or jerseys: 15 jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: N/A- jackets: sweat shirts/pants: pairs of shoes;
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	N/A
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	Everything needed for TRACK
Sport-specific quality (excellent, good, fair, poor)	Good
Number of student managers	Ø
Are student managers volunteers? (YES or NO)	
Equipment storage arrangements (excellent, good, fair, poor)	Excellent

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### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

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Boys TRACK

Number of regular season games	
Maximum number of regular season games permitted for your sport	15
Number of scrimmages	0
Number of post-season tournament games	2
Is the time of day for games satisfactory? YES or NO	)ES
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	NO Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	YES
Is the length of practices satisfactory? YES or NO	YES YES
Is the number of practices satisfactory? YES or NO	YE5
Concerns:	

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### Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

### TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TE	A	M

Signature:

	•	
Number of trips to away games using -	school bus:	3
Garnes asing -	charter bus:	
	van:	
	rental car:	
	personal car:	/
Arrival time before games -	less than 1 hour:	3
guitos	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after ga	ames?	YES .
Type of meals during travel -	fast food:	0
uavei -	buffet restaurant:	0
	good quality restaurant:	
Amount of money for mea	ls	
Number of athletes on trav	el squad	15
Number of overnight stays	for regular season games	0
Number of overnight stays	for post-season games	
Type of housing during travel -	medium quality hotels:	
NA SOFT STA	good quality hotels:	/
	low budget hotels:	
Number of athletes per roo	om	/

29

Date:

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		,
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:	,	
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided meals at -	fast food:		
ineais at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	S		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Hayor -	good quality hotels:		
	low budget hotels:		

Signature:	Date:	
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## **COACHING**

TEAM

Bous	TRACK	

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	YES School
How many years have you coached at your current school?	20
How many years have you coached (include all education levels, professional and amateur coaching experience)?	28
Do you work full time at the school where you coach? YES or NO	YES
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	155
Have you ever been named conference coach of the year? YES or NO	Yes
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	NO

Signature:	_O.L	Montai	Date:	6-10-00	
	//				

Date:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
CROSS COUNTRY					
GOLF					
		-			

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Signature:

LOCKER ROOMS

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# Boys Trackpractice or competitive facility

Name or location of facility  ACHS TRACK OFF (tamps 1/4 m. List all teams that use the facility  TRACK 2, Football  Is facility off-campus? YES or NO. If yes, how far?  If the facility is off-campus, explain why the facility is used  Is seating capacity sufficient for number of spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard  YES or NO  Press box or press tables  Yes or NO  Concession facilities  YES or NO  Restroom facilities for spectators  YES or NO  Access to locker room (excellent, good, fair, poor)  Special features  ACHS TRACK OFF (tamps 1/4 m. List)  TRACK 2, Football		
List all teams that use the facility  Track & Football  Is facility off-campus? YES or NO. If yes, how far?  If the facility is off-campus, explain why the facility is used  Seating capacity sufficient for number of spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities YES or NO  Restroom facilities YES or NO  Restroom facilities YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Good dir, poor)	Name or location of facility	ACHS TRACK/Off CAMPUS 1/4 m.
Is facility off-campus? YES or NO. If yes, how far?  If the facility is off-campus, explain why the facility is used  Is seating capacity sufficient for number of spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Press box or press tables YeS or NO  Press box or press tables YeS or NO  Restroom facilities YES or NO  Restroom facilities for spectators YES or NO  Requipment storage adjacent YES or NO  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	List all teams that use the facility	
how far?  If the facility is off-campus, explain why the facility is used  Is seating capacity sufficient for number of spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Electronic scoreboard YES  YES  YES  YES  YES  YES  YES  YES		TRACK 2, Football
Is seating capacity sufficient for number of spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Ecacl  YES  YES  NO  No  YeS  Concession facilities YES  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		YES , 25 mile
spectators expected? YES or NO  If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Requipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Figure 1. Facilities 1.		Dwned by school
permit games and/or practices at night? YES or NO  Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		YES
mats) (excellent, good, fair, poor)  Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  Figure 1  Seed  NO  Yes  Yes  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	permit games and/or practices at night? YES	YES
Electronic scoreboard YES or NO  Press box or press tables Yes or NO  Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		Good
Concession facilities YES or NO  Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		No
Restroom facilities for spectators YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)  SES  OVERABLE  SES  OVES  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	•	Yes
YES or NO  Equipment storage adjacent YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		YES
YES or NO  Access to locker room (excellent, good, fair, poor)  Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		Portable
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)		YE 5
playing surface, lighting, features) (excellent, good, fair, poor)		No
Special features	playing surface, lighting, features) (excellent,	600 d
	Special features	

Signature:	- Offm	Martin	Date:	6-10-00
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### MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

Bo	<u>S</u> .	<u>`</u>	RA	C	K

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	1/	
Is a medical doctor assigned routinely to attend your home games?	·	
Is a medical doctor assigned routinely to attend your away games?		<i>`</i>
Is a medical doctor assigned routinely to attend your practices?		V
Is a certified trainer assigned routinely to attend your home games?		آسين ا
Is a certified trainer assigned routinely to attend your away games?		\ \
Is a certified trainer assigned routinely to attend your practices?		
Is a student trainer assigned routinely to attend your home games?	,	/
Is a student trainer assigned routinely to attend your away games?		
Is a student trainer assigned routinely to attend your practices?		V
Do members of your team use the weight room?		
If members of your team use the weight room, is the schedule for use satisfactory?		WA
Do members of your team use the training room for taping or treatment of injuries?		
If members of your team use the training room, is the schedule for use satisfactory?		NA
Concerns:		

Signature:	_01	1 Martin	Date:	10-10-00
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MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 1

	-													-	
Teams	medi	medical doctor at	ctor	certi	certified trainer at	ainer	stude	student trainer at	iner	weight schedu	weight room schedule okay	trainin schedu	training room schedule okay	pays for	pays for physical exams
	#H	A	Ъ	H	A	Ъ	H	A	P	Yes	No	YES	NO	student	school
G V basketball								*							
B V basketball						٠.									
G JV basketball														·	
B JV basketball															
G Fr basketball							,								
B Fr basketball					,										
G V softball											-				
B V baseball						·	·								,
G JV softball															
B JV baseball															
G Fr softball							,			-					
B Fr baseball															·
G cross country							·			·					
B cross country													,		
G V golf															,
B V golf			-		-		·						·		
G JV golf															
B JV golf											·				

Signature:

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Date:

TEAM

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		V
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		V
Do cheerleaders perform at your home games?		V
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?		
If the cheerleaders do not perform at your away games, would you like them to?		V
Does the pep band perform at your home games?		<i>u</i>
If the pep band does not perform at your home games, would you like them to?		
Does a pep band from your school perform at your away games?		c c
If the pep band does not perform at your away games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		~
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

Signature:	John	Maitin		Date:	6-11	5-00	
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### **PUBLICITY ANALYSIS**

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

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### SUPPORT SERVICES

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Boy	STR	LACK		

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	$\nu$	
Do you have a shared office provided to you for your coaching duties?		
Do you need office space specifically for your coaching duties?		
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		
Is there an administrative staff member (such as the athletic director) available if needed for your team?	$\nu$	
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		1

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Signature:	Orlu-	Martin	Date:	6-10-00	
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### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

### TUTORING - TEAM CHART**

TEAM	Boys TR	ack
	· · · · · · · · · · · · · · · · · · ·	1)/A
Number of athletes rece	iving tutoring	<u> </u>
Are tutors available ofte YES or NO	en enough?	
Tutors are:	professional educators:	:
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are pa	id	
** If applicable to progr	am.	
Signature:	Marti	Date: 6-10-00

### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- 3) Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

### HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

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BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	V			·
Who provides post-game meals to the athletes on your team?				
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	レ			
Concerns/Comments:				

^{**} If applicable to program.

Signature:	She	Martin		Date:	6-10-00	
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### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

### Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO		
·	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances			
Coaching			
Locker Rooms, Practice and Competitive Facilities	,		
Medical and Training Facilities and Services			
Publicity			
Support Services			
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

### **EQUIPMENT AND SUPPLIES - TEAM CHART**

TEAM

GIRLS TRACK

Number of Game Uniform Items Provided to Participants	shorts or pants: 15 shirts or jerseys: 15 jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	Ø
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	Track equipment necessor
Sport-specific quality (excellent, good, fair, poor)	6-52-2
Number of student managers	
Are student managers volunteers? (YES or NO)	Ø
Equipment storage arrangements (excellent, good, fair, poor)	& Excellet

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### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TE.	Δ	м

# GIRLS TRACK

Number of regular season games	11
Maximum number of regular season games permitted for your sport	15
Number of scrimmages	0
Number of post-season tournament games	
Is the time of day for games satisfactory? YES or NO	YES
If your team could schedule games at another time of day, would you choose to do that? YES or NO	Ns
Is the day of the week for games satisfactory? YES or NO	yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	Nο
How many weeks of practice do you have before your first regular season game?	6
Is the time of day for practices satisfactory? YES or NO	YE5
Is the length of practices satisfactory? YES or NO	YE5
Is the number of practices satisfactory? YES or NO	YE5 YE5
Concerns:	

Signature:		Marti	Date:	5-3/00	
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### Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

# TRAVEL AND PER DIEM BENEFITS - TEAM CHART

CETT	r, t	1	*	Æ
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GIRLS TRACK	GIRLS	TRACK	
-------------	-------	-------	--

Number of trips to away games using -	school bus:	3
games using -	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before games -	less than 1 hour:	3
ganes -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	YES
Type of meals during travel -	fast food:	
uavei -	buffet restaurant:	$\varphi$
	good quality restaurant:	
Amount of money for mea	ls	Ø.
Number of athletes on trav	el squad	15
Number of overnight stays	for regular season games	0
Number of overnight stays	for post-season games	0
Type of housing during	medium quality hotels:	
travel -	good quality hotels:	Ø
	low budget hotels:	
Number of athletes per roo	om .	Ø

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:	·	
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	S		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
uavoi -	good quality hotels:		
	low budget hotels:		

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# **COACHING**

# **TEAM**

# GIRLS TRACK

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School YES
How many years have you coached at your current school?	20
How many years have you coached (include all education levels, professional and amateur coaching experience)?	28
Do you work full time at the school where you coach? YES or NO	YES
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	374
Have you ever been named conference coach of the year? YES or NO	No
Have you ever been named regional coach of the year? YES or NO	NS
Have you ever been named state coach of the year? YES or NO	Na
Have you ever been named national coach of the year? YES or NO	ND

Signature:	John	Mart	Date:	_گ	-3/-00	
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Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

BASKETBALL	(V, JV, FR, other)	CAMPUS	AT CURRENT SCHOOL	COACHING	SALARY FOR CURRENT YEAR
-					
CROSS COUNTRY					
					,
GOLF					
					,
		-			

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SIRLS TRACK LOCKER	N/A
Name or location of locker room	
List all teams that use locker room	
List all teams that use locker room at one time	
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	
Meeting space (excellent, good, fair, poor)	
Maneuvering, walk-around room (excellent, good, fair, poor)	
Cleanliness (excellent, good, fair, poor)	
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	
Special features	

Signature:	Del.	~ Mone	t	· · ·	Date: _	5-31-	
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GIRLS TRACK PRACTICE OR COMPETITIVE FACILITY

Name or location of facility	AC TRACIC
List all teams that use the facility	Football/TRACK
Is facility off-campus? YES or NO. If yes, how far?	YES ,25 mile
If the facility is off-campus, explain why the facility is used	School-owned
Is seating capacity sufficient for number of spectators expected? YES or NO	YEJ
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	YES
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Excellet
Electronic scoreboard YES or NO	Ns
Press box or press tables Yes or NO	Yes
Concession facilities YES or NO	YES
Restroom facilities for spectators YES or NO	Portable
Equipment storage adjacent YES or NO	Portable YES
Access to locker room (excellent, good, fair, poor)	N/A
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Good
Special features	

Signature:	John Monto	Date: 5-3/で。
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# MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

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GIRLS	TRACK

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	<i>U</i>	
Is a medical doctor assigned routinely to attend your home games?		<u>~</u> .
Is a medical doctor assigned routinely to attend your away games?		سس
Is a medical doctor assigned routinely to attend your practices?		<u>ر</u>
Is a certified trainer assigned routinely to attend your home games?		
Is a certified trainer assigned routinely to attend your away games?		
Is a certified trainer assigned routinely to attend your practices?		·
Is a student trainer assigned routinely to attend your home games?		<i>\)</i>
Is a student trainer assigned routinely to attend your away games?		$\mathcal{C}$
Is a student trainer assigned routinely to attend your practices?		V
Do members of your team use the weight room?		
If members of your team use the weight room, is the schedule for use satisfactory?		Ø
Do members of your team use the training room for taping or treatment of injuries?		0/
If members of your team use the training room, is the schedule for use satisfactory?		0
Concerns:		

Signature:		Manti	Date:	5-31-ac
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MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

Teams	medi	medical doctor at	ctor	certii	certified trainer at	iner	stude	student trainer at	iner	weight schedu	weight room schedule okay	training room schedule okay	training room schedule okay	pays for	pays for physical exams
	*H	A	Ъ	н	¥	P	н	A	ď	Yes	No	YES	NO	student	school
G V basketball				·		·									
B V basketball				-							, V				
G JV basketball															
B JV basketball															
G Fr basketball	-														
B Fr basketball															
G V softball														,	
B V baseball															
G JV softball							,								
B JV baseball												-			
G Fr softball										-					
B Fr baseball	,				,										
G cross country															
B cross country									,	,			,		
G V golf															
B V golf					·										
G JV golf													·		
B JV golf							-	•							

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Signature:

Date:

**TEAM** 

# GIRLS TRACK

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		<i>\\</i>
Are game programs provided for your team?		4
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		$\nu$
Do cheerleaders perform at your home games?		<u></u>
If the cheerleaders do not perform at your home games, would you like them to?		V
Do cheerleaders from your school perform at your away games?		
If the cheerleaders do not perform at your away games, would you like them to?		
Does the pep band perform at your home games?	-	
If the pep band does not perform at your home games, would you like them to?		
Does a pep band from your school perform at your away games?		
If the pep band does not perform at your away games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		/
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

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### PUBLICITY ANALYSIS

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# SUPPORT SERVICES

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BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?	~	
Do you have a shared office provided to you for your coaching duties?		~
Do you need office space specifically for your coaching duties?	~	
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	V	
Is there an administrative staff member (such as the athletic director) available if needed for your team?	V	
Is there a secretary or other staff member available to assist you with clerical work for your team?	V	
Do you use the services of the clerical staff member often?	V	
Do you need clerical assistance for your team?		

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C!	\ VI	J/J = J	Thatas		41-4
Signature:	An ha	11/1 Can Sur	Date:	· (L)	$\mathcal{I}_{i}$

### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

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Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

### **TUTORING - TEAM CHART****

TEAM	GIRLS TR	1ek 11
		N/A
Number of athletes receiv	ing tutoring	
Are tutors available often YES or NO	enough?	
Tutors are:	professional educators:	:
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are paid		
** If applicable to program	<b>1.</b>	
Signature:	Marti	Date: 8-31-00

### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- 2) Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

### HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

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BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	i			
Who provides post-game meals to the athletes on your team?	0		5ch och	
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	NO			
Concerns/Comments:				

^{**} If applicable to program.

Signature:	John	Mont	Date:	5-31-00	
					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

# 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

### Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO		
·	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances			
Coaching			
Locker Rooms, Practice and Competitive Facilities			
Medical and Training Facilities and Services			
Publicity			
Support Services			
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

# **EQUIPMENT AND SUPPLIES - TEAM CHART**

TEAM

Girls Softball

Number of Game Uniform Items Provided to Participants	shorts or pants: 20 shirts or jerseys: 20 jackets: 0 sweat shirts/pants: 0 pairs of shoes: 0
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: O shirts or jerseys: O jackets: O sweat shirts/pants: O pairs of shoes: O
Quality of Game Uniforms (excellent, good, fair, poor)	Good
Quality of Practice Uniforms (excellent, good, fair, poor)	Wa
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	bats balls Bags Catchers Gear
Sport-specific quality (excellent, good, fair, poor)	good
Number of student managers	None
Are student managers volunteers? (YES or NO)	<i>Ma</i>
Equipment storage arrangements (excellent, good, fair, poor)	good

Signature: Circhony (V. More Date: May 22, 2000

### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

# SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

7	A	$\mathbf{R}\mathbf{A}$
100	-	171

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		<del></del>

Number of regular season games	17
Maximum number of regular season games permitted for your sport	30
Number of scrimmages	O
Number of post-season tournament games	1
Is the time of day for games satisfactory? YES or NO	Yes
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	Yes .
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	4
Is the time of day for practices satisfactory? YES or NO	Yes
Is the length of practices satisfactory? YES or NO	Yes
Is the number of practices satisfactory? YES or NO	yes
Concerns:	

Signature:	(inthony !	v. More	Date:	May	22,	2000
	F	22	· ·			

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### Scheduling of Games and Practice Times Analysis (continued)

- 5) <u>Time of day games are scheduled</u>. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- 7) Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

# TRAVEL AND PER DIEM BENEFITS - TEAM CHART

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GIRLS.	) ottball

Number of trips to away	school bus: 6	6
games using -	charter bus: 6	0
	van: O	0
	rental car: O	0
	personal car: 0	0
Arrival time before	less than 1 hour: $\vee$	V
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	Yes
Type of meals during travel -	fast food:	NA
Havor -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	ls	NA
Number of athletes on trav	vel squad	15
Number of overnight stays	for regular season games	0
Number of overnight stays	for post-season games	0
Type of housing during travel -	medium quality hotels:	N/A
uavoi -	good quality hotels:	NA
	low budget hotels:	N/A
Number of athletes per roo	om	N/A

Signature:	Cuthon W. Moore	Date: May 2	2, 2000
	29		

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		The state of the s
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided meals at -	fast food:		
meas at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	\$		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
uurui -	good quality hotels:		
	low budget hotels:		

Signature:	Date:	

# **COACHING**

**TEAM** 

GiRls Softball

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	Yes
How many years have you coached at your current school?	12
How many years have you coached (include all education levels, professional and amateur coaching experience)?	18
Do you work full time at the school where you coach? YES or NO	Ye s
Do you ever miss practices because of your job? YES or NO	yes .
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	Regional runger-y
Have you ever been named conference coach of the year? YES or NO	Ye5
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	No
Have you ever been named national coach of the year? YES or NO	No

Signature: William W. Mone

Date: May 22, 2000

Date:

Signature:

COACHING - SUMMARY PROGRAM COMPARISON CHART 1

GRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
				,	
		-			
CROSS COUNTRY					
4TO9					

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Name or location of facility	Garrett Park
List all teams that use the facility	•
	Givls Softball Little league
Is facility off-campus? (YES) or NO. If yes, how far?	
	3 miles
If the facility is off-campus, explain why the facility is used	
	No other field available
Is seating capacity sufficient for number of spectators expected? YES or NO	No
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	No
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Fair
Electronic scoreboard YES or NO	No
Press box or press tables Yes or NO	No
Concession facilities YES or NO	No
Restroom facilities for spectators YES or NO	No
Equipment storage adjacent YES or NO	No
Access to locker room (excellent, good, fair, poor)	& Poor
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Fair
Special features	

Signature:

without W. Moore

Date: May 22, 2000

Name or location of locker room	None
List all teams that use locker room	7 - 7, 2
List all teams that use locker room at one time	None
	None
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	None
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	None
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	None
Number of full lockers	None
Number of half lockers	None
Number of small (less than half size) lockers	None
Type of seating (e.g., benches, stack or folding chairs, etc.)	None
Meeting space (excellent, good, fair, poor)	Non-
Maneuvering, walk-around room (excellent, good, fair, poor)	None
Cleanliness (excellent, good, fair, poor)	Non E
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	$N_{one}$
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	None
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	None
Special features	NonE

Signature: Culthony W. Moore Date: May 22, 2000

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# MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

Time.	٨	TAK
10.	H	.17.

Girl	s	Softball
, ·		

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	~	
Do the athletes (or parents/guardians) pay for the physical exam?		
Is a medical doctor assigned routinely to attend your home games?	:	\ \
Is a medical doctor assigned routinely to attend your away games?		
Is a medical doctor assigned routinely to attend your practices?		レ
Is a certified trainer assigned routinely to attend your home games?		V
Is a certified trainer assigned routinely to attend your away games?		
Is a certified trainer assigned routinely to attend your practices?		<i>\</i>
Is a student trainer assigned routinely to attend your home games?		V
Is a student trainer assigned routinely to attend your away games?		)
Is a student trainer assigned routinely to attend your practices?		١
Do members of your team use the weight room?	<u></u>	
If members of your team use the weight room, is the schedule for use satisfactory?	~	0
Do members of your team use the training room for taping or treatment of injuries?		
If members of your team use the training room, is the schedule for use satisfactory?		Na
Concerns:		

Signature: Kulhon

Date:

May 28, 2000

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART 1

Teams	medi	medical doctor at	ctor	certif	fied trainer at	iner	stude	student trainer at	iner	weight room schedule oka	weight room schedule okay	training room schedule okay	training room schedule okay	pays for	pays for physical exams
	*H	Ą	P	H	Y i	P	H	Α	P	Yes	No	YES	ON	student	school
G V basketball															
B V basketball															
G JV basketball	1.														
B JV basketball									-						
G Fr basketball	-				·				•						
B Fr basketball															
G V softball															
B V baseball															
G JV softball						·									
B JV baseball								·					,		
G Fr softball										-					
B Fr baseball															
G cross country															
B cross country										-					
G V golf															
B V golf					·		·			-			·		
G JV golf															
B JV golf								•							

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Signature:

Date:

TEAM

Girls Softball

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		<b>/</b>
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		<b>₩</b>
Do cheerleaders perform at your home games?	4	V
If the cheerleaders do not perform at your home games, would you like them to?		V
Do cheerleaders from your school perform at your away games?		V
If the cheerleaders do not perform at your away games, would you like them to?		<u> </u>
Does the pep band perform at your home games?		レ
If the pep band does not perform at your home games, would you like them to?		レ
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		· ·
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		U
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		<b>V</b>
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		V
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

Signature: ___

Date:

May 22, 2000

### **PUBLICITY ANALYSIS**

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

# SUPPORT SERVICES

TEAM

	$\bigcirc$	
Viv(s	Softball	

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		
Do you have a shared office provided to you for your coaching duties?		v
Do you need office space specifically for your coaching duties?	V	
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?	/	
Is there an administrative staff member (such as the athletic director) available if needed for your team?	V	
Is there a secretary or other staff member available to assist you with clerical work for your team?	/	
Do you use the services of the clerical staff member often?		
Do you need clerical assistance for your team?		

Signature:	( Inthony W. More	Date	May 22	2, 2000

### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

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### <u>TUTORING - TEAM CHART</u>**

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I E.	43	ωv	я

Girls	Softle	all

Number of athletes receive	ring tutoring	0
Are tutors available often YES or NO	enough?	MA
Tutors are:	professional educators:	:
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are paid	<u>I</u>	

** If applicable to program.

Signature	
DIVIDALLIC	
	-

Date: May 22, 2000

### TUTORING ANALYSIS**

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	\( \tag{ \ta} \tag{ \} \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag} \} \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag{ \tag} \} \} \tag{ \tag{ \ta}			
Who provides post-game meals to the athletes on your team?	V			
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	<b>/</b>			
Concerns/Comments:				

If applicable to program.

### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

### Checklist - Overall Interscholastic Athletics Program

BENEFIT		ADVANTAGE TO	
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)
Accommodation of Interests and Abilities			
Equipment and Supplies			
Scheduling of Games and Practice Time			
Travel and Per Diem Allowances	·		
Coaching			
Locker Rooms, Practice and Competitive Facilities	·		
Medical and Training Facilities and Services			
Publicity	·		
Support Services			
Athletic Scholarships**			
Tutoring**			
Housing and Dining Facilities and Services**			
Recruitment of Student Athletes**			

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

### **EQUIPMENT AND SUPPLIES - TEAM CHART**

# TEAM Base Ball allen Central High School

Number of Game Uniform Items Provided to Participants	shorts or pants: gersey, pants, leggings, shirts or jerseys: hat, turtle necks sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	good/Excellent.
Quality of Practice Uniforms (excellent, good, fair, poor)	not applicable
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	bats, balls, bags, Catching, Equipment.
Sport-specific quality (excellent, good, fair, poor)	good
Number of student managers	0
Are student managers volunteers? (YES or NO)	not applicable
Equipment storage arrangements (excellent, good, fair, poor)	good

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### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

# TEAM BOSE BOLL aller Central High School

Number of trips to away games using -	school bus:	all
8	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before	less than 1 hour;	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	
Type of meals during (travel -	fast food:	
Haver -	buffet restaurant:	
	good quality restaurant:	
Amount of money for me	als	notapplicable
Number of athletes on tra-	vel squad	20
Number of overnight stay	s for regular season games	0
Number of overnight stay	s for post-season games	0
Type of housing during travel -	medium quality hotels:	0
шау <del>с</del> і -	good quality hotels:	0
	low budget hotels:	0
Number of athletes per ro	om	

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:	^	
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after ga	mes?		
Number of teams provided meals at -	fast food:		
meas at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	S		
Advantage - Number of gir with more athletes on trave sports and competitive leve	l squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Haver -	good quality hotels:		
	low budget hotels:		

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### **COACHING**

TEAM Bose Ball allen Central High School

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	School
How many years have you coached at your current school?	1
How many years have you coached (include all education levels, professional and amateur coaching experience)?	1
Do you work full time at the school where you coach?  YES or NO	res
Do you ever miss practices because of your job? YES or NO	yes
Do you ever miss games because of your job? YES of NO	770
What is the best finish of any teams you have coached?	recion game
Have you ever been named conference coach of the year? YES or NO	yes
Have you ever been named regional coach of the year? YES on NO	no
Have you ever been named state coach of the year? YES or NO	no
Have you ever been named national coach of the year? YES or NO	no

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Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART I

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
		-			
CROSS COUNTRY					
GOLF					
					Æ.

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### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TEAM BOSE BOLL	allen	Central	Shoh	School
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Number of regular season games	20
Maximum number of regular season games permitted for your sport	
Number of scrimmages	0
Number of post-season tournament games	3
Is the time of day for games satisfactory? YES or NO	yes
If your team could schedule games at another time of day, would you choose to do that? YES or NO	yes
Is the day of the week for games satisfactory? YES or NO	70
If your team could compete on a different day of the week, would you choose to do that? YES or NO	no
How many weeks of practice do you have before your first regular season game?	no 2 wks
Is the time of day for practices satisfactory? YES or NO	70
Is the length of practices satisfactory? YES or NO	no
Is the number of practices satisfactory? YES or NO	no
Concerns:	

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### Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

BASEBALL

Name or location of facility	GARRETT PARK
	GARREII PARK
List all teams that use the facility	Baseball / Babe Ruth
Is facility off-campus? YES or NO. If yes, how far?	YES 3 miles
If the facility is off-campus, explain why the facility is used	only one available
Is seating capacity sufficient for number of spectators expected? YES or NO	YES
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	No
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Good
Electronic scoreboard YES or NO	No
Press box or press tables Yes or NO	NS
Concession facilities YES or NO	YES
Restroom facilities for spectators YES or NO	YES
Equipment storage adjacent YES or NO	No
Access to locker room (excellent, good, fair, poor)	YES No N/A
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	FAIR
Special features	

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BASEBALL.	N/	A	NON
Name or location of locker room	//		
List all teams that use locker room			
List all teams that use locker room at one time			
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)			
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)			:
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)			
Number of full lockers			
Number of half lockers			
Number of small (less than half size) lockers			
Type of seating (e.g., benches, stack or folding chairs, etc.)			
Meeting space (excellent, good, fair, poor)			
Maneuvering, walk-around room (excellent, good, fair, poor)			
Cleanliness (excellent, good, fair, poor)			
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO			
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO			
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)			
Special features	***************************************		

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### MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM BOLL	allen	Central	Thish	School
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BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?	~	
Is a medical doctor assigned routinely to attend your home games?		
Is a medical doctor assigned routinely to attend your away games?		V
Is a medical doctor assigned routinely to attend your practices?		
Is a certified trainer assigned routinely to attend your home games?		~
Is a certified trainer assigned routinely to attend your away games?		<u> </u>
Is a certified trainer assigned routinely to attend your practices?		<u></u>
Is a student trainer assigned routinely to attend your home games?		
Is a student trainer assigned routinely to attend your away games?		
Is a student trainer assigned routinely to attend your practices?		/با
Do members of your team use the weight room?		
If members of your team use the weight room, is the schedule for use satisfactory?		
Do members of your team use the training room for taping or treatment of injuries?		
If members of your team use the training room, is the schedule for use satisfactory?		
Concerns:		

Signature: Iranklu Martin Date: 6/5/00

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

E					٠.	_									
i cams	med	medical doctor at	ctor	certii	certified trainer at	iner	stude	student trainer at	iner	weight room schedule oka	weight room schedule okay	training room schedule okay	training room schedule okay	pays for	pays for physical exams
	#H	A	P	н	A	P	П	Ą	P	Yes	No	YES	NO	student	school
G V basketball											·				
B V basketball						. ,									
G JV basketball							٠.								·
B JV basketball															
G Fr basketball					·										,
B Fr basketball															
G V softball															
B V baseball															
G JV softball	·														
B JV baseball	·			٠.						•					-
G Fr softball												,			
B Fr baseball															
G cross country														·	
B cross country													•		
G V golf															,
B V golf			-				·			-					
G JV golf			·			****							·		
B IV golf										·					

Signature:

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Date:

## TEAM Bone Ball

allen	Central	Thick	School
	V		· · · · · · · · · · · · · · · · · · ·

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		
Are game programs provided for your team?		~
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		
Do cheerleaders perform at your home games?		
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?		V
If the cheerleaders do not perform at your away games, would you like them to?		
Does the pep band perform at your home games?	• •	V
If the pep band does not perform at your home games, would you like them to?	Ø	
Does a pep band from your school perform at your away games?		
If the pep band does not perform at your away games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

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### **PUBLICITY ANALYSIS**

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

### SUPPORT SERVICES

TEAM Box Box allen Central High School

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		
Do you have a shared office provided to you for your coaching duties?		~
Do you need office space specifically for your coaching duties?		V
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		
Is there an administrative staff member (such as the athletic director) available if needed for your team?		
Is there a secretary or other staff member available to assist you with clerical work for your team?		
Do you use the services of the clerical staff member often?		
Do you need clerical assistance for your team?		

Signature:	Grank	Martin	Date: 5/5/00
	***************************************		

### **BUDGETS**

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

### TUTORING - TEAM CHART**

Ulm Central High School

Number of athletes receiving tutoring	
Are tutors available often enough? YES or NO	
Tutors are: professional educators:	
graduate students:	
undergraduate students:	
high school students:	
Amount(s) tutors are paid	
* If applicable to program.  Not app	plicable
Production of the second	

### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- 2) Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

### HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TEAM BOLL BOLL	aller	s Central	High Schoo	<u>{</u>
BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?				
Who provides post-game meals to the athletes on your team?				
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?				
Concerns/Comments:	not a	pplica	ıble	

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^{**} If applicable to program.

### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

### Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO			
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)	
Accommodation of Interests and Abilities				
Equipment and Supplies				
Scheduling of Games and Practice Time				
Travel and Per Diem Allowances				
Coaching				
Locker Rooms, Practice and Competitive Facilities				
Medical and Training Facilities and Services				
Publicity				
Support Services				
Athletic Scholarships**				
Tutoring**				
Housing and Dining Facilities and Services**				
Recruitment of Student Athletes**				

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

### **EQUIPMENT AND SUPPLIES - TEAM CHART**

# TEAM Vally Boss

Number of Game Uniform Items Provided to Participants	shorts or pants: 25 withours shirts or jerseys: 25 ferseys jackets: No sweat shirts/pants: No pairs of shoes: No
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: So shirts or jerseys: O jackets: O sweat shirts/pants: O pairs of shoes: O
Quality of Game Uniforms (excellent, good, fair, poor)	Excellent
Quality of Practice Uniforms (excellent, good, fair, poor)	None
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	Excellent
Sport-specific quality (excellent, good, fair, poor)	Evellent
Number of student managers	None
Are student managers volunteers? (YES or NO)	Nove
Equipment storage arrangements (excellent, good, fair, poor)	Evelunt

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### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

## TEAM Vally Ball

Number of regular season games	18
Maximum number of regular season games permitted for your sport	20
Number of scrimmages	0
Number of post-season tournament games	5
Is the time of day for games satisfactory? YES or NO	Vos
If your team could schedule games at another time of day, would you choose to do that? YES or NO	No
Is the day of the week for games satisfactory? YES or NO	Yes
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	7 WRS
Is the time of day for practices satisfactory? YES or NO	Ves
Is the length of practices satisfactory? YES or NO	yes
Is the number of practices satisfactory? YES or NO	Yes
Concerns:	,

Signature:	Sandy	Warrens	Date:	2-15-00
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### Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

### TRAVEL AND PER DIEM BENEFITS - TEAM CHART

# TEAM Vally Ball

Number of trips to away	school bus:	8
games using -	charter bus:	<b>O</b> -
	van:	4
·	rental car:	0
	personal car:	O O
Arrival time before	less than 1 hour:	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	Nes
Type of meals during travel -	fast food:	V
Haver -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	ls	0
Number of athletes on trav	el squad	17
Number of overnight stays	for regular season games	6
Number of overnight stays	0	
Type of housing during travel -	medium quality hotels:	0
uavoi -	good quality hotels:	
	low budget hotels:	
Number of athletes per roo	om	

~.	0	1 1.	<b>T</b>	7 15	A > 1	
Signature:	elinde	Waruns	Date:	6-11	00	
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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before	less than 1 hour:		
games -	one to two hours:		
	two to three hours:		
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		
	total no. of teams		
Amount of money for meal	S		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during	medium quality hotels:		
travel -	good quality hotels:		
	low budget hotels:		

			and the second s	
Signature:		Date:	2.5	•
	All the Control of th			*****
	•	· · · · · · · · · · · · · · · · · · ·		

### COACHING

# TEAM VOLLY Ball

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	Nes
How many years have you coached at your current school?	2
How many years have you coached (include all education levels, professional and amateur coaching experience)?	3
Do you work full time at the school where you coach? YES or NO	Nes
Do you ever miss practices because of your job? YES or NO	No
Do you ever miss games because of your job? YES or NO	No
What is the best finish of any teams you have coached?	4th Place begins
Have you ever been named conference coach of the year? YES or NO	No
Have you ever been named regional coach of the year? YES or NO	No
Have you ever been named state coach of the year? YES or NO	NO
Have you ever been named national coach of the year? YES or NO	No

	$C \setminus K$				
Signature:	Dander	Warrens	Date:	2-15-00	
•					_

Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

GROSS-COUNTRY  GOLF	GIRLS' TEAM COACHES (list coaches' names)	COMPETITION (V, JV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
	CROSS COUNTRY					
ATIOS						
	GOLF					

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Name or location of facility	allen Central High School
List all teams that use the facility	None
Is facility off-campus? YES or NO. If yes, how far?	No
If the facility is off-campus, explain why the facility is used	
Is seating capacity sufficient for number of spectators expected? YES or NO	3/95
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	In Side
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	In Side Experient
Electronic scoreboard YES or NO	100
Press box or press tables Yes or NO	No
Concession facilities YES or NO	Yes
Restroom facilities for spectators YES or NO	Ves
Equipment storage adjacent YES or NO	Nes
Access to locker room (excellent, good, fair, poor)	Nes
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	Excellent
Special features	

	V	. 6		
Signature: _	Dandy	Warrens	Date:	2-15-00

Name or location of locker room	Girls Bathtball Leeter Recom
List all teams that use locker room	Gul Bastetball
	Girls Valleyball
List all teams that use locker room at one time	1 Deasural Sport
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	En cellent
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Eneculent
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	Equelent
Number of full lockers	
Number of half lockers	
Number of small (less than half size) lockers	
Type of seating (e.g., benches, stack or folding chairs, etc.)	benehis
Meeting space (excellent, good, fair, poor)	Excellent
Maneuvering, walk-around room (excellent, good, fair, poor)	Excellent
Cleanliness (excellent, good, fair, poor)	Eycellant
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	Yes
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	Von
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	Execut

	in ()	The second secon				
~ •	1 2	10.	• •	-	1-15-00	
Signature:	Dande	Werrens		Date:	2-13-00	
_	752					

Special features

### MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM	Valluy	Bull
------	--------	------

BENEFITS	YES	NO
Are the athletes on your team required to have a physical examination before they can compete?	V	
Do the athletes (or parents/guardians) pay for the physical exam?		
Is a medical doctor assigned routinely to attend your home games?		
Is a medical doctor assigned routinely to attend your away games?		
Is a medical doctor assigned routinely to attend your practices?		
Is a certified trainer assigned routinely to attend your home games?		V
Is a certified trainer assigned routinely to attend your away games?		
Is a certified trainer assigned routinely to attend your practices?		
Is a student trainer assigned routinely to attend your home games?		
Is a student trainer assigned routinely to attend your away games?		
Is a student trainer assigned routinely to attend your practices?		
Do members of your team use the weight room?		
If members of your team use the weight room, is the schedule for use satisfactory?		
Do members of your team use the training room for taping or treatment of injuries?		X
If members of your team use the training room, is the schedule for use satisfactory?	V	
Concerns:		

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V	A			1 ( 1)
Signature: NonV.	Al last a new market	Date:	٠.	11/
$\mathcal{O}_{1}$		Date:		· - / -
- ASSO 4				

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

Tooms	mod	medical doctor	Į to	1.	cartified trainar	inar	chido	studont trains	, a	- Anioint	moor.	trainin	woom o	novie for	nhweisel	_
YCAMIS		at	TOTAL STREET		at	ALIBER	State.	at at		weight foun schedule okay	weight foom schedule okay	schedt	schedule okay	pays 101	pays for physical exams	
	H*	A	Ъ	H	Ą	ď	H	· W	ď	Yes	No	YES	NO	student	school	
G V basketball	·												·			i
B V basketball																
G JV basketball																
B JV basketball																
G Fr basketball							-							·		-
B Fr basketball																
G V softball																
B V baseball						·		. ,								
G JV softball	-				-						,					
B JV baseball							-			-						
G Fr softball			·													
B Fr baseball																
G cross country																
B cross country											·					1
G V golf														,	ر د منه	7
B V golf						·				-				ą. P	, Jr	- T
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B JV golf																7. 1
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Signature:

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Date:

# TEAM Vally Bull

BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		
Are game programs provided for your team?	1	
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?		
Do cheerleaders perform at your home games?		
If the cheerleaders do not perform at your home games, would you like them to?		V
Do cheerleaders from your school perform at your away games?		
If the cheerleaders do not perform at your away games, would you like them to?		
Does the pep band perform at your home games?		V
If the pep band does not perform at your home games, would you like them to?		
Does a pep band from your school perform at your away games?		V
If the pep band does not perform at your away games, would you like them to?		V
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?		
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

	V	•		
Signature:	Dandy	Warrens	Date:	2-15-00
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### **PUBLICITY ANALYSIS**

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

# SUPPORT SERVICES

# TEAM Volley Boll

BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		
Do you have a shared office provided to you for your coaching duties?		
Do you need office space specifically for your coaching duties?		<i>\</i>
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		•
Is there an administrative staff member (such as the athletic director) available if needed for your team?		
Is there a secretary or other staff member available to assist you with clerical work for your team?		
Do you use the services of the clerical staff member often?		
Do you need clerical assistance for your team?	V	ı

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Signature:	$\mathcal{S}$	inele.	_War	rons	 Date:	2	-15-00	
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### **BUDGETS**

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

# TUTORING - TEAM CHART**

TEAM Caull	$\mathcal{M}$	PA
Number of athletes	receiving tutoring	
Are tutors available YES or NO	often enough?	
Tutors are:	professional educators:	
	graduate students:	
	undergraduate students:	
	high school students:	
Amount(s) tutors are	e paid	
** If applicable to pr	ogram.	
Signature:		Date:

# TUTORING ANALYSIS**

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

# HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

ream Volley Roce			1 A	and the second s
BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?	V			
Who provides post-game meals to the athletes on your team?		/		
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?	1			. (
Concerns/Comments:				
None				

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Signature:	Sandy	Warrens	•	Date:	1-15-00	
	- X					***************************************

^{**} If applicable to program.

### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

# Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO				
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)		
Accommodation of Interests and Abilities					
Equipment and Supplies					
Scheduling of Games and Practice Time					
Travel and Per Diem Allowances	V				
Coaching	V				
Locker Rooms, Practice and Competitive Facilities					
Medical and Training Facilities and Services	V				
Publicity					
Support Services					
Athletic Scholarships**					
Tutoring**	V				
Housing and Dining Facilities and Services**			~		
Recruitment of Student Athletes**					

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.

# **EQUIPMENT AND SUPPLIES - TEAM CHART**

ГЕАМ	Footbarl
Number of Game Uniform Items Provided to Participants	shorts or pants: 35 shirts or jerseys: 35 jackets: sweat shirts/pants: pairs of shoes:
Number of Practice Uniform Items Provided to Participants (only if different from game uniforms)	shorts or pants: % shirts or jerseys: % jackets: sweat shirts/pants: pairs of shoes:
Quality of Game Uniforms (excellent, good, fair, poor)	Steenburk
Quality of Practice Uniforms (excellent, good, fair, poor)	Lusy
Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.)	perioducis in books in bogs 'spoofing bogs' wagerne kit
Sport-specific quality (excellent, good, fair, poor)	doog
Number of student managers	H
Are student managers volunteers? (YES or NO)	124
Equipment storage arrangements (excellent, good, fair, poor)	Jord
Signature:	Date: 2-10-00

### Equipment and Supplies Analysis (continued)

far right column labeled "advantage (girls' team or boys' team)" provides a space to write in "G" for girls or "B" for boys when either team is provided an advantage. The column may be left blank if benefits are the same. If a pattern emerges, for example, more boys' teams are provided an advantage than girls' teams, then a compliance concern is likely. The charts list the major equipment and supply items provided. Minor equipment items, for example, socks, wrist bands, etc., are likely to have little impact on compliance unless provided program-wide on one side and not at all in the other program, in which case, a disparity may be possible.

### CAUTION:

Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective evaluations, then further review is necessary. This may include questioning coaches more closely regarding the reasons for their opinions or personal inspection of uniforms and equipment. Similarly, an examination of storage space may be necessary if opinions of coaches suggest concerns that administrators may reasonably question.

### SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TEAM	•	FOOT	sall .	

Number of regular season games	10.
Maximum number of regular season games permitted for your sport	10
Number of scrimmages	}
Number of post-season tournament games	0
Is the time of day for games satisfactory? YES or NO	705
If your team could schedule games at another time of day, would you choose to do that? YES or NO	μO
Is the day of the week for games satisfactory? YES or NO	443
If your team could compete on a different day of the week, would you choose to do that? YES or NO	No
How many weeks of practice do you have before your first regular season game?	6 wests
Is the time of day for practices satisfactory? YES or NO	467
Is the length of practices satisfactory? YES or NO	469
Is the number of practices satisfactory? YES or NO	165
Concerns:	

Signature:	1 - Smile	who were	Date:	2-10-00	
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### Scheduling of Games and Practice Times Analysis (continued)

- 5) Time of day games are scheduled. The same or similar numbers of boys' and girls' teams should be satisfied with the time of day for games. Common problems at the high school level may involve Friday night contests or boys' teams competing more often at 7:00 pm, while girls' teams compete more often at 5:00 pm, which is less convenient for spectators, meal arrangements, etc. Schedules may be alternated to achieve compliance.
- Weeks of practice before first game. The number of weeks of practice before the first game should be the same for girls' and boys' teams in the same sport and same competitive level. If not, then there is a difference favoring either boys or girls. If a pattern emerges favoring students of one sex in the overall program, then there is a likely compliance concern for which adjustments should be made.
- 7) Practice time, practice length, number of practices. For each issue, the same or similar numbers of boys' and girls' teams should be satisfied regarding practice opportunities. If more boys' than girls' teams (or vice versa) are satisfied with practice opportunities, then administrators should explore options for resolving practice time problems. Schedules may be alternated weekly or monthly to ensure equivalently convenient practice schedules.

# TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TEAM	Foot	Bull
------	------	------

Number of trips to away games using -	school bus:	
Barrios domb	charter bus:	
	van:	
	rental car:	
	personal car:	
Arrival time before games -	less than 1 hour:	
games -	one to two hours:	
	two to three hours:	
	three to four hours:	
Leave immediately after g	ames?	
Type of meals during travel -	fast food:	
uavei -	buffet restaurant:	
	good quality restaurant:	
Amount of money for mea	ıls	
Number of athletes on trav	vel squad	
Number of overnight stays	for regular season games	
Number of overnight stays	for post-season games	
Type of housing during travel -	medium quality hotels:	
uav01 -	good quality hotels:	
	low budget hotels:	
Number of athletes per roo	om	
Signature:		Date:

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BEN	EFIT	GIRLS	BOYS
Number of trips to away	school bus:		
games using -	charter bus:		
	van:		
	rental car:		
	personal car:		
	total trips:		
Arrival time before games -	less than 1 hour:		
games -	one to two hours:		
	two to three hours:	***************************************	Mary 1881 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
	three to four hours:		
Leave immediately after gar	nes?		
Number of teams provided	fast food:		
meals at -	buffet restaurant:		
	good quality restaurant:		,
	total no. of teams		
Amount of money for meals	5		
Advantage - Number of girl with more athletes on travel sports and competitive level	squad (comparing same		
Number of overnight stays	for regular season games		
Number of overnight stays	for post-season games		
Type of housing during travel -	medium quality hotels:		
Maroi -	good quality hotels:		
	low budget hotels:		

Signature:	•	Date:	•
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# **COACHING**

TEAM

Football

BENEFITS	
Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO	Schaol
How many years have you coached at your current school?	<u>}</u>
How many years have you coached (include all education levels, professional and amateur coaching experience)?	9 415.
Do you work full time at the school where you coach? YES or NO	115
Do you ever miss practices because of your job? YES or NO	ho
Do you ever miss games because of your job? YES or NO	٥٥م
What is the best finish of any teams you have coached?	. 500. GERGUN
Have you ever been named conference coach of the year? YES or NO	٧,
Have you ever been named regional coach of the year? YES or NO	ho
Have you ever been named state coach of the year? YES or NO	ه د
Have you ever been named national coach of the year? YES or NO	ho

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Signature:	<b>ト</b> ン X	W)W.		•	D	ate:	)-10°	;
0			<del></del>	***************************************		•		

Date:

Signature:

# COACHING - SUMMARY PROGRAM COMPARISON CHART 1

GIRLS' TEAM COACHES (list coaches' names)	LEVEL OF COMPETITION (V, IV, FR, other)	ON/OFF CAMPUS	YEARS COACHING AT CURRENT SCHOOL	TOTAL YEARS COACHING	COACHING SALARY FOR CURRENT YEAR
BASKETBALL					
		1			
CROSS COUNTRY					
GOLF					
	-				

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Name or location of facility	Den Daniels attent Ceablet
List all teams that use the facility	Footman, Trace, basketwan aro,
Is facility off-campus? YES or NO. If yes, how far?	yes 1/2 mile
If the facility is off-campus, explain why the facility is used	an me gor
Is seating capacity sufficient for number of spectators expected? YES or NO	468
If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO	\(\frac{1}{2}\)
Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor)	Suid
Electronic scoreboard YES or NO	429
Press box or press tables Yes or NO	185
Concession facilities YES or NO	NO
Restroom facilities for spectators YES or NO	N 0
Equipment storage adjacent YES or NO	No
Access to locker room (excellent, good, fair, poor)	bore beng
Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor)	<b>V</b> 20 √
Special features	

	1 10	11 11			
Signature:	L-Sm	lph	Date:	7-10-00	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				

Name or location of locker room	MNger (Loux Stairmell
List all teams that use locker room	Couxo al
List all teams that use locker room at one time	AC footoan
Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	1/2 mile and - poor condition
Location in relation to practice facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	
Location in relation to other facilities such as equipment rooms, weight and training rooms, etc. (excellent, good, fair, poor) (if varies by team, list teams and assessment of location)	ogiocoppo - doog conginon
Number of full lockers	0
Number of half lockers	0
Number of small (less than half size) lockers	0
Type of seating (e.g., benches, stack or folding chairs, etc.)	Bencho
Meeting space (excellent, good, fair, poor)	fai v
Maneuvering, walk-around room (excellent, good, fair, poor)	Quel
Cleanliness (excellent, good, fair, poor)	Smil
Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO	4 O
Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO	70
Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor)	5001
Special features	

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# MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM	· Football		
			· · · ·
	BENEFITS	YES	NO
l <b>1</b>	n your team required to have a physical e they can compete?		
Do the athletes (or	r parents/guardians) pay for the physical exam?		V
Is a medical docto	r assigned routinely to attend your home games?	·	V
Is a medical docto	or assigned routinely to attend your away games?		\ <u>\</u>
Is a medical docto	or assigned routinely to attend your practices?		V :
Is a certified train	er assigned routinely to attend your home games?		<i>J</i>
Is a certified traine	er assigned routinely to attend your away games?		V
Is a certified traine	er assigned routinely to attend your practices?		1
Is a student trainer	assigned routinely to attend your home games?		V
Is a student trainer	r assigned routinely to attend your away games?		<b>√</b>
Is a student trainer	r assigned routinely to attend your practices?		<b>V</b>
Do members of yo	our team use the weight room?		
If members of you use satisfactory?	or team use the weight room, is the schedule for		
Do members of your treatment of injuri	our team use the training room for taping or es?		,
If members of you use satisfactory?	or team use the training room, is the schedule for	<b>√</b>	·
Concerns:			

	1 So. 14. K	
Signature:		Date: $\gamma \sim 0.00$

MEDICAL AND TRAINING FACILITIES AND SERVICES - SUMMARY PROGRAM COMPARISON CHART I

Teams	medi	medical doctor at	ctor	certii	certified trainer at	iner	stude	student trainer at	iner	weight room schedule oka	weight room schedule okay	training room schedule okay	fraining room schedule okay	pays for	pays for physical exams
	H*	¥	P	H	A	P	H	¥	Ъ	Yes	N ₀	YES	ON	student	school
G V basketball															
B V basketball				-											
G JV basketball															•
B JV basketball															
G Fr basketball	-														
B Fr basketball															
G V softball															
B V baseball						·	-					-			
G JV softball							,								
B JV baseball							-								
G Fr softball															
B Fr baseball															
G cross country															
B cross country									٠					-	
G V golf															,
B V golf	·									-	·			·	
G JV golf															
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Signature:

Date:

TEAM

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BENEFITS	YES	NO
Is your team provided with a brochure or "media guide," either just for your team or as part of seasonal or annual guide?		
Are game programs provided for your team?		
Are schedule cards or pocket schedules provided for your team (including whether your team's schedule is included in a seasonal schedule card?	/	: .
Do cheerleaders perform at your home games?	<b>✓</b>	·
If the cheerleaders do not perform at your home games, would you like them to?		
Do cheerleaders from your school perform at your away games?		<b>/</b>
If the cheerleaders do not perform at your away games, would you like them to?		<b>/</b>
Does the pep band perform at your home games?	<b>V</b>	
If the pep band does not perform at your home games, would you like them to?		
Does a pep band from your school perform at your away games?		$\checkmark$
If the pep band does not perform at your away games, would you like them to?		<b>/</b>
Do support groups other than the cheerleaders or pep band ever perform at your home games (e.g., mascot, drill or dance team, etc.)?	/	
If support groups other than the cheerleaders or pep band do not perform at your home games, would you like them to?	<b>✓</b>	
Do support groups other than the cheerleaders or pep band ever perform at your away games (for example, mascot, drill team, dance team, etc.)?		
If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to?		

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### PUBLICITY ANALYSIS

Much of the Title IX analysis for publicity does not apply at the high school level. Few high schools employ sports information personnel, marketing staff, or produce extensive publications for athletics teams. High schools may offer seasonal programs with team pictures of all teams competing during the fall, winter, or spring season, produce pocket schedules by season and/or team, and game programs which may simply be a page with the rosters for both teams. The basic analysis for most issues is whether the same number of girls' and boys' teams (or the same percentages of girls' and boys' teams if the institution offers a different number of girls' and boys' teams) receive benefits.

- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit. Space on the summary chart may only permit abbreviations for sports and competitive levels. Compare whether the same number of girls' and boys' teams are provided with "media guides." Do the same analysis for schedule cards; and game programs. (Title IX has no authority over the media, including student newspapers. Thus, disparate coverage for girls' and boys' teams in school or local media is not regulated by Title IX.) If the numbers or percentages of girls' and boys' teams provided media guides, schedule cards, and game programs differs, make adjustments as necessary.
- Using information from the team charts, list the boys' and girls' teams on the summary program comparison chart that receive each benefit regarding support groups. Again, space on the summary chart may only permit abbreviations for sports and competitive levels. Identify the number of girls' and boys' teams with support groups that perform at home games. Do the same calculation for away games. Support groups refer to cheerleaders, the pep band, marching band, dance team, mascot, etc. The number of girls' and boys' teams that have support groups performing at games should be the same unless more teams for one sex prefer that groups not be provided. Occasionally at the high school level, female athletes prefer that cheerleaders not perform at their games. However, they may want the pep band and/or mascot to perform at home and/or away games. Where boys' and girls' teams express different interests regarding support groups, it may be appropriate to provide the same number of girls' and boys' teams with support groups, even though the specific support groups may be different for boys' and girls' teams.

Institutions are required to make an equivalent effort to publicize and promote the girls' and boys' programs. This is required even if the result of an institution's equivalent efforts may be that only boys' teams receive media coverage as newspapers, radio, and television have no obligation to provide equitable coverage. The reason for this requirement is to ensure that institutions do not presume less interest in girls' sports and, therefore, do less to publicize the girls' program. Even when such coverage has been denied in the past, institutions are expected to make reasonable efforts at reasonable intervals to encourage media coverage for girls' teams when such coverage is otherwise provided to boys' teams.

# SUPPORT SERVICES

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BENEFITS	YES	NO
Do you have an individual, private office provided to you for your coaching duties?		V
Do you have a shared office provided to you for your coaching duties?	$\sqrt{}$	
Do you need office space specifically for your coaching duties?		
Do you have satisfactory access to the office machines you need for your coaching duties, such as computer, printer, photocopier?		
Is there an administrative staff member (such as the athletic director) available if needed for your team?		· · · · · ·
Is there a secretary or other staff member available to assist you with clerical work for your team?	<b>/</b>	
Do you use the services of the clerical staff member often?	<b>V</b>	
Do you need clerical assistance for your team?	,	<b>V</b>

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### BUDGETS

Under Title IX, there are three issues where dollar amounts are key to compliance findings: athletic scholarships; coaches' salaries; and recruitment of student athletes. For each of these factors, dollars should be divided proportionate to participation, absent a nondiscriminatory justification for disproportionate spending. For most issues, compliance determinations are based on a comparison of the tangible benefits provided to all male athletes as compared to all female athletes and not the dollars spent.

The following charts list boys' and girls' teams in the same sport together and provide space to record budget and expenditure information for equipment and supplies, travel, awards such as plaques and letter jackets, coaches' salaries, facilities improvements, and publications if publications are sport-specific.

There is no requirement under Title IX that budgets or expenditures be the same for boys' and girls' teams in the same sport or for the same benefit such as travel or equipment and supplies. The analysis for compliance in each of the 13 Title IX program areas is as explained in the descriptions of analyses.

The purpose of the charts is for administrators to record information in these categories to determine if any patterns emerge whereby teams for one sex consistently have higher budget and expenditure amounts in any categories than teams for the other sex. If a pattern does emerge for any one issue, or several issues, then administrators should explore the reasons for the difference in resources. In some instances, it may be for a higher number of participants or the nature of the sport. However, if patterns suggest that the sex of the athletes is a basis for different budgets and expenditures, then adjustments should be made as appropriate to ensure equitable benefits.

Funds provided by booster clubs should be included in the budget and expenditure information. Booster club funds are viewed under Title IX as being the responsibility of the institution. Institutions need to ensure that such funds do not affect compliance or, if booster club contributions provide better benefits on the basis of sex, that the institution takes appropriate action to offset benefits that are otherwise disparate because of booster club funds.

The budget process varies from school to school, and it is not anticipated that institutions have divided budgets into the line items convenient for recording information on the charts. Nevertheless, administrators should attempt to recognize those funds budgeted and spent for the benefits listed in the charts and record them accordingly.

Title IX compliance determinations are not based on budgets but on expenditures. Budgets may suggest intent of school personnel, but expenditures show the practices. Furthermore, many institutions permit transfers of funds among budget line items. Any Title IX compliance determination relying on dollar amounts is based on expenditures as a more accurate indicator of benefits actually provided.

### TUTORING - TEAM CHART**

Number of athletes re	eceiving tutoring		
Are tutors available of YES or NO	often enough?		Proceedings of the Control of the Co
Tutors are:	professional educators:		:
	graduate students:		
	undergraduate students:		
	high school students:		
Amount(s) tutors are	paid		
* If applicable to pro	ogram.		
ignature:		Date:	

### **TUTORING ANALYSIS****

The great majority of high schools do not have tutoring programs as covered by the pertinent section of the Title IX regulation. The following analysis (including use of team and program summary charts) will be unnecessary at most high schools. Complete the following analysis only if the school has a separate tutoring program that is only for interscholastic athletes.

- 1) Using the team charts, total the number of female athletes and number of male athletes receiving tutoring.
- Compare the percentages of athletes from each program receiving tutoring. For example, if 50 of 300 total female participants receive tutoring, then 17% of female athletes receive tutoring. If 150 of 400 total male athletes receive tutoring, then 38% of male athletes receive tutoring. There is no requirement under Title IX that the same number or same percentages of male and female athletes receive tutoring. Tutoring is routinely based on need. Consequently, the Title IX analysis is based on whether needs are met to the same extent. In that regard, review step three carefully.
- 3) Identify the number of girls' and boys' teams that consider tutors available often enough. Calculate the percentages of total athletes accounted for by these teams. For example, if only girls' basketball and volleyball consider tutors available often enough, and only boys' basketball and football consider tutors available often enough, these sports may represent different percentages of female and male participants. For example, basketball and volleyball may account for 20% of female athletes, while basketball and football may account for 40% of male athletes. Consequently, the determination would be that tutors are more available to male athletes, and adjustments would be necessary.
- 4) Identify the number of girls' and boys' teams indicating that tutors are professional educators, college students, and fellow high school students. Calculate the percentages of total athletes accounted for by these teams for each skill level of tutors, and identify differences in percentages. Make adjustments as necessary.
- Tutor pay. Coaches may or may not know the amount tutors are paid. Therefore, administrative records on tutor pay may be more reliable. Often, the same tutors are available to both male and female athletes. Where this is true, no further analysis is necessary. If tutors receiving higher pay are available more often to, for example, the boys' program than the girls' program, then a compliance concern is likely. The tutoring skills of professional educators are likely to be viewed as higher quality than that of college or high school students. Thus, even if the rate of pay is the same for all tutors, a compliance concern is still likely if professional educators are assigned more often to, for example, male students than female students.

^{**} If applicable to program.

# HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

BENEFITS	No one	Parents	Boosters/School	Coach(es)
Who provides pre-game meals to the athletes on your team?				
Who provides post-game meals to the athletes on your team?		··.		
Is special housing ever provided to athletes on your team before or after home contests? If so, who pays for the special housing?				
Concerns/Comments:				
* If applicable to program.				
ionature:			Dote	
ignature:			Date:	

### 1999-2000 KHSAA TITLE IX ATHLETICS AUDIT

# Checklist - Overall Interscholastic Athletics Program

BENEFIT	ADVANTAGE TO			
	GIRLS' PROGRAM	BOYS' PROGRAM	NEITHER PROGRAM (Compliance)	
Accommodation of Interests and Abilities				
Equipment and Supplies		·		
Scheduling of Games and Practice Time				
Travel and Per Diem Allowances				
Coaching				
Locker Rooms, Practice and Competitive Facilities				
Medical and Training Facilities and Services				
Publicity				
Support Services				
Athletic Scholarships**				
Tutoring**				
Housing and Dining Facilities and Services**				
Recruitment of Student Athletes**				

^{**} Athletic scholarships, tutoring specifically for athletes, housing and dining facilities and services, and recruitment of student athletes are usually not relevant at the high school level.