

Kentucky High School Athletic Association

MEMO

TO: KHSAA Member School Superintendents and Principals

FROM: Louis Stout, Commissioner

DATE:

RE: Title IX Audit Document Material



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 ALLEN 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



RECEIVED JUL 11 2000

**KENTUCKY HIGH SCHOOL ATHLETIC ASSOCIATION
ANNUAL VERIFICATION OF TITLE IX PROCEDURES**
(To be submitted annually by June 30)

The Allen Central High School, Eastern, Kentucky
(Name of High School) (City)

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 knowledge

- The above referenced school has established a Gender Equity Committee and completed its tasks as follows
 - 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 MAYNARD, Prin.
LAVIA KIDD, Counselor, KEVIN SPURLOCK - Football Coach, ANTHONY MOORE -
Girls Basketball & Softball, ROBERT MAYTON - Ass't Boys & Girls Track,
BRENDA TURNER - Cheer Coach & Parent, MIKE HOWARD - Parent, LARRY FRANCIS - Parent
 - The above referenced school has a corrective action plan in place with a time-table for implementation with any planned changes.
 - Date of completion of last review of coaching stipends 5-1-00
 - Date of completion of last review of sports budgets 5-1-00
 - Date of completion of last implementation plan 5-1-00
 - Facilities Use & Improvement 5-1-00
 - Practice times & playing schedules 5-1-00
 - Coaching 5-1-00
 (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 reviews of the progress.
 - Date of completion of last self-assessment audit 3-1-00
- 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.

John Martin, A.D.
(School Authorized Signature)

Patricia Maynard
Position (Principal, Designated Rep)

6-7 2000
(Date)

[Signature]
(Superintendent Signature)

[Signature]
(School Board Chairperson)

(Send original copy to KHSAA - Maintain duplicate in Title IX folder)

RECEIVED JUN 29 2000

ACCOMMODATION OF INTERESTS AND ABILITIESSUMMARY PROGRAM CHART 1Participation 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% | 103 | 57% |
| Totals | 422 | 100% | 182 | |

Signature: _____

John Martin

Date: _____

6-26-00

ACCOMMODATION OF INTERESTS AND ABILITIESSUMMARY PROGRAM CHART 2Participation 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: 6 | 4 | 42 | 53% |
| | j.v.: 3 | 2 | 15 | 19% |
| | frosh: 1 | 0 | 0 | |
| | other: | | | |
| | total: 10 | 6 | 57 | 72% |
| BOYS | varsity: 6 | 0 | 0 | |
| | j.v.: 3 | 0 | 0 | |
| | frosh: 1 | 0 | 0 | |
| | other: | | | |
| | total: 10 | 0 | 0 | |

Signature: _____

John Martin

Date: _____

6-26-00

ACCOMMODATION OF INTERESTS AND ABILITIES

SUMMARY PROGRAM CHART 3

Participation Opportunities Test Three

| If girls are underrepresented in the interscholastic athletics program, answer the following questions for girls only. If boys are underrepresented in the interscholastic athletics program, 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) | NO | | NO |
| 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 | | NO |
| 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: John Martin

Date: 6-23-00

ACCOMMODATION OF INTERESTS AND ABILITIESSUMMARY PROGRAM CHART 4Levels 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% | 87% |
| | | |
| Number of Junior Varsity Teams Offered | 3 | 3 |
| Number of Participants on Junior Varsity Teams | 8 | 13 |
| Percentage of Total Participants By Sex | 5% | 9% |
| | | |
| Number of Freshman Teams Offered | 1 | 1 |
| Numbers of Participants on Freshman Teams | 5 | 5 |
| Percentage of Total Participants By Sex | 6% | 4% |

Signature: John Martin Date: 6-26-00

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 Martin Date: 6-26-00

EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON 2

| BENEFIT | GIRLS | BOYS |
|--|-------|------|
| Number of teams with student managers | 1 | 1 |
| Number of teams with student managers who are compensated (not volunteers) | 0 | 0 |
| Number of teams with equipment storage arrangements that are: | 5 | 4 |
| | 1 | |
| | | 1 |
| | | 1 |

Signature: John Martin Date: 6-26-00

BUDGETS - PROGRAM COMPARISON CHART 1

| Teams | equipment and supplies | | travel | | awards | | coaches' salaries | | facilities improvements | | publications (if sport-specific) | |
|-----------------|------------------------|---------|--------|---------|--------|---|-------------------|---------|-------------------------|---|----------------------------------|---|
| | B* | E | B | E | B | E | B | E | B | E | B | E |
| G basketball | | \$2,000 | | \$1,500 | | | | \$6,750 | | | | |
| B basketball | | \$2,000 | | \$1,500 | | | | \$6,750 | | | | |
| G softball | | \$800 | | \$1,000 | | | | \$1,500 | | | | |
| B baseball | | \$800 | | \$1,000 | | | | \$1,500 | | | | |
| G cross country | | Ø | | \$100 | | | | \$375 | | | | |
| B cross country | | Ø | | \$100 | | | | \$375 | | | | |
| G golf | | Ø | | \$200 | | | | \$700 | | | | |
| B golf | | Ø | | \$200 | | | | \$700 | | | | |
| G soccer | | | | | | | | | | | | |
| B soccer | | | | | | | | | | | | |
| G swimming | | | | | | | | | | | | |
| B swimming | | | | | | | | | | | | |

Signature: John Martin Date: 6-26-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

BUDGETS - PROGRAM COMPARISON CHART 2

| Teams | equipment and supplies | | travel | | awards | | coaches' salaries | | facilities improvements | | publications (if sport-specific) | |
|----------------|------------------------|---------|--------|-------|--------|---|-------------------|---------|-------------------------|---|----------------------------------|---|
| | B | E | B | E | B | E | B | E | B | E | B | E |
| G track | | \$200 | | \$300 | | | | \$1,000 | | | | |
| B track | | \$200 | | \$300 | | | | \$1,000 | | | | |
| G tennis | | | | | | | | | | | | |
| B tennis | | | | | | | | | | | | |
| G volleyball | | \$1,000 | | \$200 | | | | \$1,500 | | | | |
| B wrestling | | | | | | | | | | | | |
| G (list sport) | | | | | | | | | | | | |
| B (football) | | \$2,000 | | \$500 | | | | \$6,750 | | | | |
| G (list sport) | | | | | | | | | | | | |
| B (list sport) | | | | | | | | | | | | |

* "B" is for budgets and "E" is for expenditures

Signature: John Martin Date: 6-26-00

ATHLETIC SCHOLARSHIPS - SUMMARY PROGRAM CHART**

N/A

| 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: _____

John Martin

Date: _____

6-26-00

TUTORING - SUMMARY PROGRAM COMPARISON**

N/A

| 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: John Martini

Date: 6-21-00

RECEIVED JUN 29 2000

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.

Allen Centrod A.S

| ITEM FOR CORRECTION | SUGGESTED CHANGE | TIME TABLE FOR CORRECTIVE ACTION |
|---|---|--|
| (1) GIRLS LOCKER ROOM FACILITY IN GYMNASIUM | * (1) FACILITY IS SMALLER THAN BOYS. RECOMMEND GIRLS FACILITY ENLARGED. | * (1) FALL RENOVATION COMPLETED BY 31 DEC 00 |
| (2) Hydrotherapy equipment for Girls facility | * (2) PURCHASE NEW HYDRO EQUIPMENT FOR GIRLS FACILITY. | * (2) PURCHASE BY 10-15-00 |

John Martin A.D.

6-26-00

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** | | N/A | |
| 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.

John Martin

6-26-00

EQUIPMENT AND SUPPLIES - SUMM. Y PROGRAM COMPARISON CHART 3

| Teams | no. of shorts/pants | | no. of shirts/jerseys | | no. of jackets | | sweats | | pairs of shoes | | other | sport-specific (list differences) | advantage (girl's team or boy's team) |
|-----------------|---------------------|----|-----------------------|----|----------------|---|--------|---|----------------|---|-------|-----------------------------------|---------------------------------------|
| | G* | P | G | P | G | P | G | P | G | P | | | |
| G V basketball | 18 | 18 | 18 | 18 | | | | | | | | 12 BASKETBALLS | N |
| B V basketball | 15 | 15 | 15 | 15 | | | | | | | | 12 BASKETBALLS | N |
| G JV basketball | 12 | | 12 | | | | | | | | | | N |
| B JV basketball | 12 | | 12 | | | | | | | | | | N |
| G Fr basketball | | | | | | | | | | | | | |
| B Fr basketball | | | | | | | | | | | | | |
| G V softball | 17 | | 17 | | | | | | | | | 36 softball | N |
| B V baseball | 18 | | 18 | | | | | | | | | 72 baseballs | N |
| G JV softball | 10 | | 10 | | | | | | | | | | N |
| B JV baseball | 10 | | 10 | | | | | | | | | | N |
| G Fr softball | | | | | | | | | | | | | |
| B Fr baseball | | | | | | | | | | | | | |
| G cross country | 7 | | 7 | | | | | | | | | | N |
| B cross country | 7 | | 7 | | | | | | | | | | N |
| G V golf | | | 5 | | | | | | | | | | |
| B V golf | | | 7 | | | | | | | | | | |
| G JV golf | | | | | | | | | | | | | |
| B JV golf | | | | | | | | | | | | | |

Signature: John Martin

Date: 6-26-04

EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON CHART 4

| Teams | no. of shorts/pants | | no. of shirts/jerseys | | no. of jackets | | sweats | | pairs of shoes | | other | sport-specific (list differences) | advantage (girl's team or boy's team) |
|-------------------|---------------------|---|-----------------------|---|----------------|---|--------|---|----------------|---|-------|-----------------------------------|---------------------------------------|
| | G | P | G | P | G | P | G | P | G | P | | | |
| 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 | | | | | | | | | | N |
| 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: 6-23-00

EQUIPMENT AND SUPPLIES - SUMMARY PROGRAM COMPARISON CHART 5

| Teams | no. of shorts/pants | | no. of shirts/jerseys | | no. of jackets | | sweats | | pair of shoes | | other | sport-specific (list differences) | advantage (girl's team or boy's team) |
|-----------------|---------------------|----|-----------------------|----|----------------|---|--------|---|---------------|---|-------|-----------------------------------|---------------------------------------|
| | G | P | G | P | G | P | G | P | G | P | | | |
| G V volleyball | 15 | 15 | 15 | 15 | | | | | | | | 24 balls | N |
| B V football | 31 | 31 | 31 | 31 | | | | | | | | 6 Footballs | N |
| G JV volleyball | | | | | | | | | | | | | |
| B JV football | | | | | | | | | | | | | |
| G Fr volleyball | | | | | | | | | | | | | |
| B Fr football | | | | | | | | | | | | | |
| G (list sport) | | | | | | | | | | | | | |
| B (list sport) | | | | | | | | | | | | | |
| G (list sport) | | | | | | | | | | | | | |
| B (list sport) | | | | | | | | | | | | | |

* Column heading "G" refers to games, "P" refers to practices

Signature: John Martin

Date: 6-26-00

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 | Y | 6 | Y | Y | Y |
| B V basketball | 24 | 2 | 1 | Y | 6 | Y | Y | Y |
| G JV basketball | 15 | 0 | 0 | Y | 6 | Y | Y | Y |
| B JV basketball | 14 | 0 | 0 | Y | 6 | Y | Y | Y |
| G Fr basketball | 5 | 0 | 0 | Y | 6 | Y | Y | Y |
| B Fr basketball | 8 | 0 | 0 | Y | 6 | Y | Y | Y |
| G V softball | 20 | 0 | 1 | Y | 6 | Y | Y | Y |
| B V baseball | 19 | 0 | 3 | Y | 6 | Y | Y | Y |
| G JV softball | 8 | 0 | 0 | Y | 6 | Y | Y | Y |
| B JV baseball | 6 | 0 | 0 | Y | 6 | Y | Y | Y |
| G Fr softball | 0 | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| B Fr baseball | 0 | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| G cross country | 4 | 0 | 0 | Y | 6 | Y | Y | Y |
| B cross country | 4 | 0 | 0 | Y | 6 | Y | Y | Y |
| G V golf | 6 | 0 | 1 | Y | 6 | Y | Y | Y |
| B V golf | 6 | 0 | 1 | Y | 6 | Y | Y | Y |
| G JV golf | 0 | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| B JV golf | 0 | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

Signature: John Martin

Date: 6-26-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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 | Y | Y | Y |
| B track | 9 | 0 | 1 | Y | 6 | Y | Y | Y |
| 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

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 | 0 | 4 | Y | 6 | Y | Y | Y |
| B V football | 10 | 2 | 0 | Y | 6 | Y | Y | Y |
| G JV volleyball | 8 | 0 | 0 | Y | 6 | Y | Y | Y |
| B JV football | 2 | 0 | 0 | Y | 6 | Y | Y | Y |
| G Fr volleyball | 0 | _____ | | | | | | |
| B Fr football | 0 | _____ | | | | | | |
| G (list sport) | | | | | | | | |
| B (list sport) | | | | | | | | |
| G (list sport) | | | | | | | | |
| B (list sport) | | | | | | | | |
| G (list sport) | | | | | | | | |
| B (list sport) | | | | | | | | |

Signature: John Martin

Date: 6-26-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|---------|------|
| Number of trips to away games using - | school bus: | 26 | 25 |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | 26 | 25 |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | Yes | Yes |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | 0 | 0 |
| Amount of money for meals | | 0 | 0 |
| Advantage - Number of girls' teams or boys' teams with more athletes on travel squad (comparing same sports and competitive levels) | | EQUAL → | |
| Number of overnight stays for regular season games | | 0 | 0 |
| Number of overnight stays for post-season games | | 0 | 0 |
| Type of housing during travel - | medium quality hotels: | | |
| | good quality hotels: | N/A | N/A |
| | low budget hotels: | | |

Signature: John Martin

Date: 6-26-00

COACHING - SUMMARY PK 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 | ON | 13 | 13 | \$1,500 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| SWIMMING | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: John Martin Date: 6-21-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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 | V | ON | 20 | 28 | \$ 750 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| VOLLEYBALL | | | | | |
| SANDY WARRENS | V, JV | ON | 2 | 2 | \$ 1,500 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: John Martin Date: 6-21-04

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

COACHING - SUMMARY PROGRAM 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 | V, JV | ON | 1 | 1 | \$1,500 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| BASKETBALL | | | | | |
| John MARTIN | V | ON | 20 | 28 | \$4,500 |
| KEVIN SPURLOCK | JV, FR | ON | 6 | 6 | \$2,250 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: John Martin Date: 6-21-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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 | V | ON | 20 | 28 | \$ 375 |
| | | | | | |
| | | | | | |
| FOOTBALL | | | | | |
| Kevin Spurlock | V | ON | 6 | 6 | \$ 4,500 |
| Roy Harlowe | JV | off | 1 | 1 | \$ 1,000 |
| Ellis Spurlock | JV | off | 1 | 1 | \$ 1,000 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: John Martin Date: 6-21-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|-------------------|---|---|----------------------|---|---|--------------------|---|---|---------------------------|----|-----------------------------|----|-------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | YES | NO | student | school |
| G V basketball | ✓ | | | | | | | | | YES | | YES | | ✓ | |
| 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 | | | | | | | | | | ✓ | | ✓ | | ✓ | |

Signature: John Martini

Date: 6-26-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-------------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H | A | P | H | A | P | H | A | P | Yes | No | YES | NO | student | school |
| G V soccer | | | | | | | | | | | | | | | |
| B V soccer | | | | | | | | | | | | | | | |
| G JV soccer | | | | | | | | | | | | | | | |
| B JV soccer | | | | | | | | | | | | | | | |
| G Fr soccer | | | | | | | | | | | | | | | |
| B Fr soccer | | | | | | | | | | | | | | | |
| G swimming | | | | | | | | | | | | | | | |
| B swimming | | | | | | | | | | | | | | | |
| G track | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| B track | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| 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: 6-26-05

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H | A | P | H | A | P | H | A | P | Yes | No | YES | NO | student | school |
| G V volleyball | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| B V football | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| G JV volleyball | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| B JV football | | | | | | | | | | ✓ | | ✓ | | ✓ | |
| G Fr volleyball | | | | | | | | | | | | | | | |
| B Fr football | | | | | | | | | | | | | | | |
| G (list sport) | | | | | | | | | | | | | | | |
| B (list sport) | | | | | | | | | | | | | | | |
| G (list sport) | | | | | | | | | | | | | | | |
| B (list sport) | | | | | | | | | | | | | | | |

* "H" is for home games, "A" is for away games, and "P" is for practices

Signature: *John Martin* Date: 6-26-99

PUBLICITY - SUMMARY PROGRAM COMPARISON CHART

| BENEFITS | GIRLS' TEAMS (list team and competitive level) | BOYS' TEAMS (list team and competitive level) |
|--|---|--|
| Media guide | | |
| Game program | | |
| Schedule cards | GIRLS Basketball/ Volleyball | 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 | Ø |
| 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 | Ø |
| 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 | Ø |
| Other support groups perform at away games (for example, mascot, drill team, dance team, etc.) | Ø | Ø |
| Would like other support groups to perform at away games | Ø | Ø |

Signature: John Martin Date: 6-26-00

PRACTICE OR COMPETITIVE FACILITY

| | |
|--|---|
| 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 | YES |
| 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: John Martin Date: 6-26-00

PRACTICE OR COMPETITIVE FACILITY

| | |
|--|---|
| Name or location of facility | AC TRACK/Football Field DON DANIELS ATHLETIC Complex |
| List all teams that use the facility | Football/ Boys & Girls TRACK |
| Is facility off-campus? YES or NO. If yes, how far? | YES; 1/4 mile |
| If the facility is off-campus, explain why the facility is used | Owned 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 | YES |
| 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 | YES |
| Restroom facilities for spectators YES or NO | NO |
| Equipment storage adjacent YES or NO | YES - TRACK |
| Access to locker room (excellent, good, fair, poor) | NO LOCKER ROOMS |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | GOOD - TRACK FAIR - FOOTBALL |
| Special features | |

Signature: John Martin Date: 6-26-00

PRACTICE OR COMPETITIVE FACILITY

| | |
|--|----------------------|
| Name or location of facility | GARRETT PARK |
| List all teams that use the facility | BASEBALL/Softball |
| 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 available venue |
| 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 | 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 Rooms |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | Good |
| Special features | |

Signature: John Martin Date: 6-26-02

LOCKER ROOMS

| | |
|--|-------------------------|
| Name or location of locker room | Gym - GIRLS SIDE |
| List all teams that use locker room | Volleyball / Basketball |
| 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 | 10 |
| Number of half lockers | - |
| Number of small (less than half size) lockers | - |
| Type of seating (e.g., benches, stack or folding chairs, etc.) | Benches, Chairs |
| 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 Martin Date: 6-26-80

LOCKER ROOMS

| | |
|--|-----------------|
| Name or location of locker room | Gym - Boys side |
| List all teams that use locker room | 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 | 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, chairs |
| 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 | 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: John Martin Date: 6-26-00

EQUIPMENT AND SUPPLIES - TEAM CHART

TEAM

Boys Basketball

| | |
|--|--|
| 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) | Ø |
| Equipment storage arrangements (excellent, good, fair, poor) | Exc Good |

Signature:

John Martin

Date:

3-31-00

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

Boys Basketball

| | |
|--|-----|
| 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 | 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? | 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: | |

Signature:

John Martin

Date:

3-31-00

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.
- 6) 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

Boys Basketball

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 12 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | 12 |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | YES |
| Type of meals during travel - | fast food: | |
| | buffet restaurant: | N/A |
| | good quality restaurant: | |
| Amount of money for meals | | 0 |
| Number of athletes on travel 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 |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | N/A |

Signature: John Maurer

Date: 3-31-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

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? | 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? | 1 st Region |
| 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 | No |
| Have you ever been named national coach of the year? YES or NO | NO |

Signature: John Martin Date: 3-31-00

Boys Basketball

LOCKER ROOMS

T 26

| | |
|--|-----------------|
| Name or location of locker room | Gym |
| List all teams that use locker room | Boys 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) | Good |
| Number of full lockers | 0 |
| Number of half lockers | 15 |
| Number of small (less than half size) lockers | 0 |
| Type of seating (e.g., benches, stack or folding chairs; etc.) | Chairs |
| Meeting space (excellent, good, fair, poor) | Poor |
| 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) | Fair |
| Special features | |

Signature: John Martin Date: 3-31-00

PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|-----------------|
| Name or location of facility | Gym |
| List all teams that use the facility | 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 | ∅ |
| 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 | ∅ |
| 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 | YES |
| 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: John Martin Date: 3-31-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Boys Basketball

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | ✓ | |
| If members of your team use the training room, is the schedule for use satisfactory? | ✓ | |
| Concerns: | | |

Signature:

John Martin

Date:

3-31-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

TEAM

Boys 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? | | ✓ |
| 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? | Ø | |
| 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? | Ø | |
| 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? | 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? | | 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | Ø |

Signature: John Martin

Date: 3-31-00

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.

- 1) 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.
- 2) 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 Basketball

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature:

John Martin

Date:

2-31-00

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**

TEAM

Boys Basketball

N/A

| | |
|---|--|
| 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.

Signature: John Martin

Date: 6-10-00

HOUSING AND DINING FACILITIES AND SERVICES - TEAM CHART**

TEAM

Boys 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? | | | School | |
| 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 Martin

Date:

6-10-00

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 Basketball

| | |
|--|---|
| 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) | |

Signature:

Anthony W. Moore

Date:

March 7, 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

TEAM

Girls Basketball

| | |
|--|-----|
| Number of regular season games | 26 |
| Maximum number of regular season games permitted for your sport | 24 |
| Number of scrimmages | 1 |
| 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 |
| Concerns: | |

Signature:

Anthony W. Moore

Date:

March 7, 2000

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.
- 6) 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 Girls Basketball

| | | |
|--|---|-----|
| Number of trips to away games using - | school bus: <input checked="" type="checkbox"/> | 18 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: <input checked="" type="checkbox"/> | |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | Yes |
| Type of meals during travel - | fast food: | N/A |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | 0 |
| Number of athletes on travel squad | | 20 |
| 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 |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | N/A |

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

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: Anthony W. Moore

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 | Yes |
| 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 | 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 Runner-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 |

Signature:

Anthony W. Moore

Date:

March 7, 2000

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 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: _____ Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

LOCKER ROOMS

| | |
|--|-------------------|
| Name or location of locker room | 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: Anthony W. Moore

Date: May 22, 2000

PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|--|
| Name or location of facility | J. E. Campbell Arena |
| 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 | N/A |
| 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 | Yes |
| 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) | Good |
| Special features | NONE |

Signature: Anthony W. Moore

Date: May 22, 2000

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM Girls Basketball

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | | N/A |
| Concerns: | | |

Signature: Anthony W. Moore

Date: March 7, 2000

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

PUBLICITY - TEAM CHART

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? | | ✓ |
| 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? | ✓ | |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: Anthony W. Moore

Date: March 7, 2000

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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.

- 1) 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.
- 2) 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 Basketball

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | ✓ | |

Signature:

Anthony W. Morse

Date:

March 7, 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.

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 Basketball

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

** If applicable to program.

Signature: Anthony W. Moore

Date: March 7, 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.
- 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.
- 5) 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 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? | ✓ | | | |
| 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: Anthony W. Moore

Date: March 7, 2000

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

Boys Golf

| | |
|--|---|
| Number of Game Uniform Items Provided to Participants | shorts or pants: 0 shirts or jerseys: 10 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: 0 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.) | Golf membership; Balls |
| Sport-specific quality (excellent, good, fair, poor) | Excellent |
| Number of student managers | None |
| Are student managers volunteers? (YES or NO) | N/A |
| Equipment storage arrangements (excellent, good, fair, poor) | N/A |

Signature: Doug DemmittDate: 5-12-00

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.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TEAM

Boys Golf

| | | |
|--|--------------------------|--------|
| Number of trips to away games using - | school bus: | 1 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | 1 |
| Leave immediately after games? | | Yes |
| Type of meals during travel - | fast food: | ✓ |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | \$10 @ |
| Number of athletes on travel squad | | 10 |
| Number of overnight stays for regular season games | | |
| Number of overnight stays for post-season games | | 1 |
| Type of housing during travel - | medium quality hotels: | |
| | good quality hotels: | ✓ |
| | low budget hotels: | |
| Number of athletes per room | | 4 |

Signature: Don DeWitt

Date: 5-18-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TEAM

Boys Golf

| | |
|--|-----|
| 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 | 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? | 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: | |

Signature:

Doug Derossett

Date:

5/18/02

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.
- 6) 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.

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? | 1st |
| 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:

Day Dunsen

Date:

5-18-00

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 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: _____

Date: _____

LOCKER ROOMS

B-9012

T 26

| | |
|--|-----|
| Name or location of locker room | N/A |
| 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: Doug Dierholt

Date: 5-18-80

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|--|
| 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 | |

Signature: _____

Date: _____

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? | ✓ | |
| 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? | | ✓ |
| 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? | 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/A | |
| Concerns: | | |

Signature: Doug Derossett

Date: 5-18-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: Don Dusselt

Date: 5-12-00

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.

- 1) 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.
- 2) 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? | | ✓ |
| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | ✓ | |

Signature:

Doug Bennett

Date:

5-18-00

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**

TEAM

Boys Golf

| | |
|---|-------------------------|
| Number of athletes receiving tutoring | N/A |
| 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.

Signature: Doug Derssett

Date: 5-18-02

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.
- 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.
- 5) 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 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.

Signature: Ray Bennett

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

Girls Golf

| | |
|--|---|
| Number of Game Uniform Items Provided to Participants | shorts or pants: 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: 0 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.) | Golf membership Balls |
| 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) | N/A |

Signature: Dorey DesmettDate: 5-18-00

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 Girls Golf

| | |
|--|-----|
| 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 | 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? | 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: | |

Signature: Doug Dewarsett Date: 5-18-00

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.
- 6) 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

GIRLS GOLF

| | | |
|--|--------------------------|----------|
| Number of trips to away games using - | school bus: | 1 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | 1 |
| Leave immediately after games? | | |
| Type of meals during travel - | fast food: | ✓ |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | \$100.00 |
| Number of athletes on travel squad | | 10 |
| Number of overnight stays for regular season games | | 0 |
| Number of overnight stays for post-season games | | 1 |
| Type of housing during travel - | medium quality hotels: | |
| | good quality hotels: | ✓ |
| | low budget hotels: | |
| Number of athletes per room | | 4 |

Signature: Doug Demorett

Date: 5-12-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____

Date: _____

COACHING

TEAM

Girls 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 champion |
| 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:

Doug Bennett

Date:

5-18-00

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 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

LOCKER ROOMS

N/A

No Locker
for Golf

| | |
|--|--|
| 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: Way Daniel

Date: 5-18-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Girls 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? | ✓ | |
| 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? | | ✓ |
| 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? | 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/A | |
| Concerns: | | |

Signature:

Doug Densett

Date:

5-18-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

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.

- 1) 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.
- 2) 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature:

Doug Bennett

Date:

5-17-00

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**

TEAM GIRLS GOLF

| | |
|---|-----|
| Number of athletes receiving tutoring | N/A |
| 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.

Signature: 

Date: 5-12-02

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.
- 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.
- 5) 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 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.

Signature: Dan Dewsett 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

Boys Cross 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: \emptyset jackets: sweat shirts/pants: pairs of shoes: |
| Quality of Game Uniforms (excellent, good, fair, poor) | Excellent |
| Quality of Practice Uniforms (excellent, good, fair, poor) | \emptyset |
| Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.) | \emptyset |
| Sport-specific quality (excellent, good, fair, poor) | \emptyset |
| Number of student managers | \emptyset |
| Are student managers volunteers? (YES or NO) | \emptyset |
| Equipment storage arrangements (excellent, good, fair, poor) | \emptyset |

Signature:

John Martin

Date:

4-1-08

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

Boys Cross Country

| | |
|--|-----|
| Number of regular season games | 5 |
| Maximum number of regular season games permitted for your sport | 10 |
| Number of scrimmages | 0 |
| 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? | 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: | |

Signature:

John Martin

Date:

4-1-02

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.
- 6) 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

Boys Cross Country

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 1 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | 1 |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | Yes |
| Type of meals during travel - | fast food: | N/A |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | 0 |
| Number of athletes on travel squad | | 7 |
| 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 |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | 0 |

Signature: John Martin Date: 4-1-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | 1 | 1 |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | 1 | 1 |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | Yes | Yes |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

COACHING

TEAM

Boys 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 |
| 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? | 1st |
| 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 | No |
| Have you ever been named national coach of the year? YES or NO | No |

Signature:

John Martin

Date:

4-1-00

LOCKER ROOMS

B-CC

None

| | |
|--|--|
| 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: John Martin

Date: 4-1-00

PRACTICE OR COMPETITIVE FACILITY

| | |
|--|------|
| 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: John Martin

Date: 4-1-02

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Boys Cross Country

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | | ✓ |
| Concerns: | | |

Signature:

John Martin

Date:

4-1-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

TEAM

Boys 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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: John Martin

Date: 4-1-00

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.

- 1) 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.
- 2) 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 Cross Country

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature: John Martin

Date: 4-1-02

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 Cross Country

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

** If applicable to program.

Signature: John Martin

Date: 4-1-00

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.
- 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.
- 5) 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 Cross Country

| 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.

Signature:

John Martin

Date:

4-1-02

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 CROSS 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: \emptyset jackets: sweat shirts/pants: pairs of shoes: |
| Quality of Game Uniforms (excellent, good, fair, poor) | Excellent |
| Quality of Practice Uniforms (excellent, good, fair, poor) | \emptyset |
| Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.) | \emptyset |
| Sport-specific quality (excellent, good, fair, poor) | \emptyset |
| Number of student managers | 0 |
| Are student managers volunteers? (YES or NO) | \emptyset |
| Equipment storage arrangements (excellent, good, fair, poor) | \emptyset |

Signature: _____

John Martin

Date: _____

3-31-00

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

GIRLS CROSS COUNTRY

| | |
|--|-----|
| Number of regular season games | 4 |
| 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 | 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:  | |

Signature: John Math Date: 3-31-80

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.
- 6) 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

GIRLS CROSS COUNTRY

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 1 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | 1 |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | YES |
| Type of meals during travel - | fast food: | Ø |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | Ø |
| Number of athletes on travel squad | | 7 |
| 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: | Ø |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | Ø |

Signature: John Martin

Date: 3-31-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____

Date: _____

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)? | 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? | 1 st |
| 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:

John Martin

Date:

3-31-04

Girls Cross Country

PRACTICE OR COMPETITIVE FACILITY

N/A

T 27

| | |
|--|--|
| 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 | |

Signature: *John Martin*

Date: *3-31-00*

| | |
|--|--|
| 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 | |

Signature: John Martin

Date: 3-31-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

GIRLS Cross Country

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | | ⊘ |
| Concerns: | | |

Signature: John Martin

Date: 3-31-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

T 32

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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: John Martin

Date: 3-31-00

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.

- 1) 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.
- 2) 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? | ✓ | |
| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | | ✓ |
| Do you need clerical assistance for your team? | | ✓ |

Signature: John Martin

Date: 3-31-00

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**

TEAM

GIRLS CROSS COUNTRY
N/A

| | |
|---|-------------------------|
| 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.

Signature: John Monti

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.
- 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.
- 5) 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 CROSS COUNTRY

| 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? | NO | | | |
| Concerns/Comments: | | | | |

** If applicable to program.

Signature: John Martin

Date: 3-31-00

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

Boys 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: 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 | 0 |
| Are student managers volunteers? (YES or NO) | 0 |
| Equipment storage arrangements (excellent, good, fair, poor) | Excellent |

Signature:

John Martin

Date:

6-10-00

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

Boys 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 | 2 |
| 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? | 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: | |

Signature: John Martz Date: 6-10-00

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.
- 6) 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

Boys Track

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 3 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | 1 |
| Arrival time before games - | less than 1 hour: | 3 |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | YES |
| Type of meals during travel - | fast food: | 0 |
| | buffet restaurant: | 0 |
| | good quality restaurant: | 1 |
| Amount of money for meals | | |
| Number of athletes on travel squad | | 15 |
| Number of overnight stays for regular season games | | 0 |
| Number of overnight stays for post-season games | | 1 |
| Type of housing during travel - | medium quality hotels: | |
| | good quality hotels: | 1 |
| | low budget hotels: | |
| Number of athletes per room | | 1 |

Signature: John Marten Date: 6-10-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____

Date: _____

COACHING

TEAM

Boys 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? | 1st |
| 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: John Martin Date: 6-10-00

Boys Track

LOCKER ROOMS

Do not use Locker Room

T 26

| | |
|--|--|
| 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: John Martin

Date: 6-10-00

Boys Track PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|------------------------------|
| Name or location of facility | ACHS TRACK/off campus 1/4 m. |
| List all teams that use the facility | TRACK & Football |
| 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 | Owned 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 | YES |
| 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 | Yes |
| Concession facilities YES or NO | Yes |
| Restroom facilities for spectators YES or NO | Portable |
| Equipment storage adjacent YES or NO | YES |
| Access to locker room (excellent, good, fair, poor) | No |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | Good |
| Special features | |

Signature: John Martin

Date: 6-10-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Boys TRACK

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | 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/A |
| Concerns: | | |

Signature:

John Martin

Date:

6-10-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

PUBLICITY - TEAM CHART

TEAM

Boys 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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: John Martin

Date: 6-10-00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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.

- 1) 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.
- 2) 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 Track

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature: John Martin

Date: 6-10-02

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 Track

N/A

| | |
|---|--|
| 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.

Signature: John Martin

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.
- 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.
- 5) 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 TRACK

| 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.

Signature: John Martin

Date: 6-10-00

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 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: 0 shirts or jerseys: 0 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.) | Track equipment necessary |
| Sport-specific quality (excellent, good, fair, poor) | Good |
| Number of student managers | ∅ |
| Are student managers volunteers? (YES or NO) | ∅ |
| Equipment storage arrangements (excellent, good, fair, poor) | ⊙ Excellent |

Signature: _____

John Marti

Date: _____

5-3-80

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 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 | 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? | 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: | |

Signature: _____

John Martin

Date: _____

5-31-00

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.
- 6) 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

GIRLS TRACK

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 3 |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | 3 |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | YES |
| Type of meals during travel - | fast food: | |
| | buffet restaurant: | Ø |
| | good quality restaurant: | |
| Amount of money for meals | | Ø |
| Number of athletes on travel 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: | |
| | good quality hotels: | Ø |
| | low budget hotels: | |
| Number of athletes per room | | Ø |

Signature:

John Martini

Date:

5-31-00

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

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? | 3 rd |
| 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 |

Signature:

John Martin

Date:

5-31-00

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: John Martin Date: 5-31

| | |
|--|------------------|
| Name or location of facility | AC TRACK |
| 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 | YES |
| 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) | Excellent |
| Electronic scoreboard YES or NO | NO |
| 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 | 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 Mauer Date: 5-31-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

GIRLS TRACK

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ⊘ |
| If members of your team use the training room, is the schedule for use satisfactory? | | ⊘ |
| Concerns: | | |

Signature: J. Menti

Date: 5-31-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

PUBLICITY - TEAM CHART

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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: John Martin

Date: 5-31-00

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.

- 1) 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.
- 2) 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 Track

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature: John Martin

Date: 5-31-00

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**

TEAM GIRLS TRACK N/A

| | |
|---|-------------------------|
| 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.

Signature: John Martini Date: 5-31-00

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.
- 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.
- 5) 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 TRACK

| 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? | NO | | | |
| Concerns/Comments: | | | | |

** If applicable to program.

Signature: _____

John Martin

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: 0 shirts or jerseys: 0 jackets: 0 sweat shirts/pants: 0 pairs of shoes: 0 |
| Quality of Game Uniforms (excellent, good, fair, poor) | Good |
| Quality of Practice Uniforms (excellent, good, fair, poor) | N/A |
| 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) | N/A |
| Equipment storage arrangements (excellent, good, fair, poor) | Good |

Signature:

Anthony W. Moore

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

TEAM

Girls Softball

| | |
|--|-----|
| Number of regular season games | 17 |
| Maximum number of regular season games permitted for your sport | 30 |
| Number of scrimmages | 0 |
| 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:

Anthony W. More

Date:

May 22, 2000

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.
- 6) 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

Girls Softball

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: 6 | 6 |
| | charter bus: 0 | 0 |
| | van: 0 | 0 |
| | rental car: 0 | 0 |
| | personal car: 0 | 0 |
| Arrival time before games - | less than 1 hour: ✓ | ✓ |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | Yes |
| Type of meals during travel - | fast food: | N/A |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | N/A |
| Number of athletes on travel 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 |
| | good quality hotels: | N/A |
| | low budget hotels: | N/A |
| Number of athletes per room | | N/A |

Signature:

Anthony W. Moore

Date:

May 22, 2000

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | 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 | Yes |
| 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 runner-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 |

Signature:

Anthony W. Mone

Date:

May 22, 2000

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 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature: _____ Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PRACTICE OR COMPETITIVE FACILITY

SB

T 27

| | |
|--|-------------------------------|
| Name or location of facility | Garrett Park |
| List all teams that use the facility | Girls softball, Little League |
| Is facility off-campus? <u>YES</u> 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: Anthony W. Moore

Date: May 22, 2000

LOCKER ROOMS

| | |
|--|------|
| Name or location of locker room | NONE |
| List all teams that use locker room | NONE |
| 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) | 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) | NONE |
| Maneuvering, walk-around room (excellent, good, fair, poor) | NONE |
| Cleanliness (excellent, good, fair, poor) | NONE |
| Is the number of showers sufficient for the number of athletes using the locker room at one time? YES or NO | NONE |
| 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:

Anthony W. Moore

Date:

May 22, 2000

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Girls 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | | Na |
| Concerns: | | |

Signature:

Anthony W. Moore

Date:

May 22, 2000

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

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? | | ✓ |
| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: Anthony W. Moore

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.

- 1) 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.
- 2) 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 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? | | ✓ |
| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | ✓ | |

Signature:

Anthony W. Moore

Date:

May 22, 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.

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 Softball

| | |
|---|-----|
| Number of athletes receiving tutoring | 0 |
| Are tutors available often enough? YES or NO | N/A |
| Tutors are: | |
| professional educators: | |
| graduate students: | |
| undergraduate students: | |
| high school students: | |
| Amount(s) tutors are paid | |

** If applicable to program.

Signature:

Anthony W. Moore

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.
- 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.
- 5) 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 Softball

| 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.

Signature: Anthony W. Moore

Date: May 22, 2000

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 CHARTTEAM Base Ball Allen Central High School

| | | |
|--|--|---|
| Number of Game Uniform Items Provided to Participants | shorts or pants: shirts or jerseys: jackets: sweat shirts/pants: pairs of shoes: | jersey, pants, leggings, hat, turtle necks |
| 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 |

Signature: Franklin L. Martin Date: 6/5/00

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.

TRAVEL AND PER DIEM BENEFITS - TEAM CHART

TEAM Base Ball Allen Central High School

| | | |
|--|--------------------------|----------------|
| Number of trips to away games using - | <u>school bus:</u> | all |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | <u>less than 1 hour:</u> | |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | |
| Type of meals during travel - | <u>fast food:</u> | 1 |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | not applicable |
| Number of athletes on travel squad | | 20 |
| 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: | 0 |
| | good quality hotels: | 0 |
| | low budget hotels: | 0 |
| Number of athletes per room | | |

Signature: Franklin Martin

Date: 6/5/00

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

COACHING

TEAM Base Ball Allen Central High School

| BENEFITS | |
|---|-------------|
| Are you paid by the school or others (for example, by the boosters or head coach) for coaching? <u>YES</u> 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? <u>YES</u> or NO | yes |
| Do you ever miss practices because of your job? <u>YES</u> or NO | yes |
| Do you ever miss games because of your job? <u>YES</u> or <u>NO</u> | no |
| What is the best finish of any teams you have coached? | region game |
| Have you ever been named conference coach of the year? <u>YES</u> or NO | yes |
| Have you ever been named regional coach of the year? <u>YES</u> or <u>NO</u> | no |
| Have you ever been named state coach of the year? <u>YES</u> or <u>NO</u> | no |
| Have you ever been named national coach of the year? <u>YES</u> or <u>NO</u> | no |

Signature: Franklin Martin Date: 6/5/00

SCHEDULING OF GAMES AND PRACTICE TIMES - TEAM CHART

TEAM Base Ball Allen Central High School

| | |
|--|-------|
| 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 | no |
| 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? | 2 wks |
| Is the time of day for practices satisfactory? YES or NO | no |
| Is the length of practices satisfactory? YES or NO | no |
| Is the number of practices satisfactory? YES or NO | no |
| Concerns: | |

Signature: Franklin Martin Date: 5/5/00

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.
- 6) 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.

Baseball

PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|----------------------|
| Name or location of facility | GARRETT 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 | 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) | N/A |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | FAIR |
| Special features | |

Signature: John Martin Date: 6-10-00

LOCKER ROOMS

Baseball

N/A

(None)

| | |
|--|--|
| 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: Frank Martin

Date: 6-10-08

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM Base Ball Allen Central High School

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | | ✓ |
| Concerns: | | |

Signature: Franklin Smith Date: 6/5/00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

PUBLICITY - TEAM CHART

TEAM Bare Ball Allen Central High School

| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: Franklin Minton Date: 6/5/00

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

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.

- 1) 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.

- 2) 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 Base Ball 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? | | ✓ |
| 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: Frank 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**

TEAM Baseball Allen 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 applicable

Signature: Frank Martin Date: 6/5/00

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.
- 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.
- 5) 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 Base Ball

Allen Central High School

| 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: <p style="text-align: center;"><i>Not Applicable</i></p> | | | | |

** If applicable to program.

Signature: Franklin Martin

Date: 6-5/00

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

Volley Ball

| | |
|--|--|
| Number of Game Uniform Items Provided to Participants | shorts or pants: 25 uniforms shirts or jerseys: 25 jerseys 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: 0 shirts or jerseys: 0 jackets: 0 sweat shirts/pants: 0 pairs of shoes: 0 |
| 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) | Excellent |
| Number of student managers | None |
| Are student managers volunteers? (YES or NO) | None |
| Equipment storage arrangements (excellent, good, fair, poor) | Excellent |

Signature: Sandy WomersDate: 2-15-00

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 CHARTTEAM Valley 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 | 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? | 7 wks |
| 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: Sandy WarrensDate: 2-15-00

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.
- 6) 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 Valley Ball

| | | |
|--|--------------------------|-----|
| Number of trips to away games using - | school bus: | 8 |
| | charter bus: | 0 |
| | van: | 0 |
| | rental car: | 0 |
| | personal car: | 0 |
| Arrival time before games - | less than 1 hour: | |
| | one to two hours: | ✓ |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | Yes |
| Type of meals during travel - | fast food: | ✓ |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | 0 |
| Number of athletes on travel squad | | 17 |
| Number of overnight stays for regular season games | | 6 |
| Number of overnight stays for post-season games | | 0 |
| Type of housing during travel - | medium quality hotels: | 0 |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | 0 |

Signature: Sandy Warrens

Date: 2-15-00

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____

Date: _____

COACHINGTEAM Volley Ball

| 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? | 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 | 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? | 4th Place Regional |
| 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 |

Signature: Sandy Warrens Date: 2-15-00

PRACTICE OR COMPETITIVE FACILITY

T 27

| | |
|--|----------------------------------|
| Name or location of facility Volley Ball | Allen Central High School Gym |
| 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 | Yes |
| If facility is outdoors, are there lights that permit games and/or practices at night? YES or NO | Ind Side |
| 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 | No |
| Concession facilities YES or NO | Yes |
| Restroom facilities for spectators YES or NO | Yes |
| Equipment storage adjacent YES or NO | Yes |
| Access to locker room (excellent, good, fair, poor) | Yes |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | Excellent |
| Special features | |

Signature: Sandy Warrens

Date: 2-15-00

Volley Ball

LOCKER ROOMS

| | |
|--|--------------------------------------|
| Name or location of locker room | Girls Basketball Locker Room |
| List all teams that use locker room | Girls Basketball Girls Volleyball |
| List all teams that use locker room at one time | 1 Seasonal Sport |
| 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 | |
| Number of half lockers | |
| Number of small (less than half size) lockers | |
| Type of seating (e.g., benches, stack or folding chairs, etc.) | benches |
| Meeting space (excellent, good, fair, poor) | Excellent |
| Maneuvering, walk-around room (excellent, good, fair, poor) | Excellent |
| 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 | Yes |
| Is the number of commodes sufficient for the number of athletes using the locker room at one time? YES or NO | Yes |
| Overall quality (include consideration of floor, lighting, size, features) (excellent, good, fair, poor) | Excellent |
| Special features | |

Signature: Sandy Warrens

Date: 2-15-00

MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM Volley Ball

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | | ✓ |
| If members of your team use the training room, is the schedule for use satisfactory? | ✓ | |
| Concerns: | | |

Signature: Sandy Warrens

Date: 2-15-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

TEAM Vally Ball

| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: Sandy Warrens

Date: 2-15-00

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.

- 1) 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.

- 2) 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 Valley 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? | | ✓ |
| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | ✓ | |

Signature: Sandy Warrens

Date: 2-15-00

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**

TEAM Volleyball N/A

| | |
|---|--|
| 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.

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.
- 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.
- 5) 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 *Valley Ball*

N/A

| 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: <i>None</i> | | | | |

** If applicable to program.

Signature: *Sandy Warrens*

Date: *2-15-00*

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

Football

| | |
|--|--|
| Number of Game Uniform Items Provided to Participants | shorts or pants: 38 shirts or jerseys: 38 jackets: sweat shirts/pants: pairs of shoes: |
| Number of Practice Uniform Items Provided to Participants (only if different from game uniforms) | shorts or pants: 38 shirts or jerseys: 38 jackets: sweat shirts/pants: pairs of shoes: |
| Quality of Game Uniforms (excellent, good, fair, poor) | excellent |
| Quality of Practice Uniforms (excellent, good, fair, poor) | good |
| Sport-specific equipment provided (bats, gloves, balls, sticks, bags, etc.) | bats, gloves, leg pads, hip pads, shoulder pads, medicine kit, Field equipment |
| Sport-specific quality (excellent, good, fair, poor) | good |
| Number of student managers | 4 |
| Are student managers volunteers? (YES or NO) | Yes |
| Equipment storage arrangements (excellent, good, fair, poor) | good |

Signature: _____

[Handwritten 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:

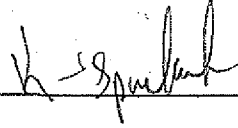
Those areas requesting opinions of coaches (quality of uniforms, sport-specific equipment, and storage space) may need confirmation from the athletic director. Different coaches may rate the quality of the same equipment differently. If the athletic director is aware of inconsistencies in these subjective 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

Football

| | |
|--|---------|
| Number of regular season games | 10 |
| Maximum number of regular season games permitted for your sport | 16 |
| Number of scrimmages | 2 |
| 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 | 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 weeks |
| 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: 

Date: 2-10-00

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.
- 6) 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 Ball*

| | | |
|--|--------------------------|--|
| Number of trips to away games using - | school bus: | |
| | charter bus: | |
| | van: | |
| | rental car: | |
| | personal car: | |
| Arrival time before games - | less than 1 hour: | |
| | one to two hours: | |
| | two to three hours: | |
| | three to four hours: | |
| Leave immediately after games? | | |
| Type of meals during travel - | fast food: | |
| | buffet restaurant: | |
| | good quality restaurant: | |
| Amount of money for meals | | |
| Number of athletes on travel 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: | |
| | good quality hotels: | |
| | low budget hotels: | |
| Number of athletes per room | | |

Signature: _____ Date: _____

* Copyright 1999, Good Sports, Inc., Title IX and Gender Equity Specialists. All rights reserved.

TRAVEL AND PER DIEM BENEFITS - SUMMARY PROGRAM COMPARISON

T 16

| BENEFIT | | GIRLS | BOYS |
|---|--------------------------|-------|------|
| Number of trips to away games using - | school bus: | | |
| | charter bus: | | |
| | van: | | |
| | rental car: | | |
| | personal car: | | |
| | total trips: | | |
| Arrival time before games - | less than 1 hour: | | |
| | one to two hours: | | |
| | two to three hours: | | |
| | three to four hours: | | |
| Leave immediately after games? | | | |
| Number of teams provided meals at - | fast food: | | |
| | buffet restaurant: | | |
| | good quality restaurant: | | |
| | total no. of teams | | |
| Amount of money for meals | | | |
| 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 travel - | medium quality hotels: | | |
| | good quality hotels: | | |
| | low budget hotels: | | |

Signature: _____ Date: _____

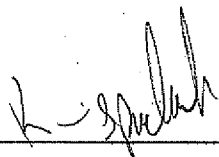
COACHING

TEAM

Football

| BENEFITS | |
|---|------------|
| Are you paid by the school or others (for example, by the boosters or head coach) for coaching? YES or NO | 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)? | 9 yrs |
| 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? | 500. 50000 |
| 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 |

Signature:



Date:

2-10-00

PRACTICE OR COMPETITIVE FACILITY

Football

| | |
|--|--|
| Name or location of facility | Dan Daniels athletic complex 1/2 mile from school |
| List all teams that use the facility | Football, Track, Basketball etc, volleyball |
| 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 | All we got |
| 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 | yes |
| Quality of playing surface, i.e., floor, field, mats) (excellent, good, fair, poor) | fair |
| Electronic scoreboard YES or NO | yes |
| Press box or press tables Yes or NO | yes |
| 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, none |
| Overall quality (include consideration of playing surface, lighting, features) (excellent, good, fair, poor) | poor |
| Special features | |

Signature:  Date: 2-10-00

LOCKER ROOMS

Football

| | |
|--|---------------------------------|
| Name or location of locker room | Under front stairwell |
| List all teams that use locker room | Football |
| List all teams that use locker room at one time | Ac Football |
| Location in relation to competitive facilities (excellent, good, fair, poor) (if varies by team, list teams and assessment of location) | 1/2 mile away - poor conditions |
| 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) | Adjacent to - good conditions |
| 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.) | benches |
| Meeting space (excellent, good, fair, poor) | fair |
| Maneuvering, walk-around room (excellent, good, fair, poor) | poor |
| Cleanliness (excellent, good, fair, poor) | fair |
| 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) | poor |
| Special features | |

Signature: _____

R. Spulak

Date: _____

2-10-00

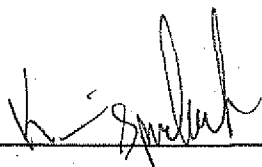
MEDICAL AND TRAINING FACILITIES AND SERVICES - TEAM CHART

TEAM

Football

| 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? | | ✓ |
| 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? | | ✓ |
| 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? | ✓ | |
| If members of your team use the training room, is the schedule for use satisfactory? | ✓ | |
| Concerns: | | |

Signature: _____



Date: _____

2-10-00

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

| Teams | medical doctor at | | | certified trainer at | | | student trainer at | | | weight room schedule okay | | training room schedule okay | | pays for physical exams | |
|-----------------|----------------------|---|---|-------------------------|---|---|-----------------------|---|---|------------------------------|----|--------------------------------|----|----------------------------|--------|
| | H* | A | P | H | A | P | H | A | P | Yes | No | 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 | | | | | | | | | | | | | | | |

Signature: _____

Date: _____

PUBLICITY - TEAM CHART

TEAM

Football

| 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? | | ✓ |
| 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.)? | | ✓ |
| If support groups other than the cheerleaders or pep band do not perform at your away games, would you like them to? | | ✓ |

Signature: _____

[Handwritten Signature]

Date: _____

2-10-00

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.

- 1) 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.
- 2) 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.

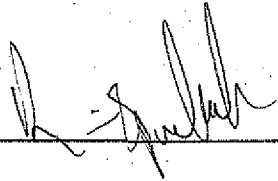
SUPPORT SERVICES

TEAM

Football

| 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? | ✓ | |
| Do you use the services of the clerical staff member often? | ✓ | |
| Do you need clerical assistance for your team? | | ✓ |

Signature: _____



Date: _____

2-10-00

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**

TEAM Foot Ball N/A

| | |
|---|-------------------------|
| 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.

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.
- 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.
- 5) 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 Foot Ball N/A

| 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.

Signature: _____

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.