



California Interscholastic Federation

A Guide to Equity in Athletics



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INTRODUCTION

TITLE IX

PUBLIC LAW 92-318 OF THE EDUCATION ACT OF 1972

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The CIF and the public schools have the responsibility of ensuring that all provisions of Title IX legislation are observed and implemented in the California secondary schools.

This handbook is designed to assist the local site in complying with this legislation.

PROGRAM ASSESSMENT

The focus of this handbook is the program assessment by which each school may determine its position in regard to compliance with Title IX guidelines.

Student Survey

At least once every 3 years the athletic administrator must conduct a student interest survey. This survey may be adapted to individual school circumstances.

Office of Civil Rights Checklist

This is provided as a further reference to assess equity issues.

IMPLEMENTATION PROCEDURES

After reviewing the student survey and OCR checklist, it may be necessary to generate appropriate action plans to address areas of non-compliance.

Solving the Problem

Action Plan

GRIEVANCE PROCEDURES AND COMPLAINT FORM

A process has been established for addressing inequities in regard to Title IX compliance. In the event that complaints are received regarding equity issues, the grievance procedure and timelines are included in this handbook.

This document, the results of the survey, checklist, and action plan(s) and their implementation, must be kept in the office of the athletic administrator.

Title IX and Measuring Program Equity

Professor Lee E. Green, Baker University

Title IX Three Components Framework

The following is a basic framework for evaluating a school's level of compliance with the requirements of Title IX. Title IX requires compliance with all three broad components listed below. California High Schools must meet only Component I and III. Component II refers to collegiate scholarship money and is listed here for you as information only.

Component I: Effective Accommodation of Athletic Interest and Abilities (Two Parts – A & B) *Must comply with both parts, A & B

A. Participation Opportunities: The Three-Prong-Test (*Three ways to meet the participation opportunities requirement*)

- **Substantial Proportionality:** The ratio of male/female athletes in the athletic program must be “substantially proportional” to the ratio of male/female in the general student body. To be considered “proportional” the ratios must be within five percent (5%) or less. If the school enrollment is 50% male and 50% female, then the athletic program must have 50% male, 50% female participation to meet this requirement...

Or

- **History and Continuing Practice:** The school must show, in the very recent past (3-5 yrs), of expanding its women's sport offerings, i.e. adding sports and/or teams....

Or

- **Full and Effective Accommodation:** The school must show that the athletic interests and athletic abilities of the institution's female enrollment have been fully and effectively accommodated. This must be done with a survey.

B. Levels of Competition: The Two-Prong-Test (*Two ways to meet Levels of Competitions compliance*)

- **Equivalently Advance Competitive Opportunities:** Must provide similar number of male and female athletes equally advance competitive opportunities, i.e. three men's basketball teams and three women's basketball teams. Number of contests should be equivalent.

Or

- **History and Continuing Practice:** Must show a continuing practice, in the very recent past, of upgrading women's competitive opportunities, i.e. adding new women's teams.

Component II: Athletics Financial Assistance for Student Athletes (does NOT impact HS)- College Scholarship Money

- Percentage of overall athletic scholarship dollars going to male athletes versus female athletes must be strictly proportional to the ratios of male and female athletic participants (**colleges only**).

Component III: Equivalence in other athletics benefits and opportunities (Emotional RED Flags)

Do male and female athletes and teams receive equal benefits? It DOES NOT matter who funds these benefits.

- Athletic equipment, athletic clothing and other athletic supplies must be equal in quality/value.
- Locker rooms, storage facilities, practice and competition facilities must be equivalent.
- Game and practice times and scheduling must be equivalent. Missed class time? Prime time?
- Travel benefits (overnight trips), transportation issues, types of busses, and school bus vs. luxury bus.
- Compensation, recruitment and assignment of coaches are they equivalent?
- Does the publicity such as yearbooks, school newspaper, announcement, posters and programs, for boys and girls teams receive equal coverage? (Items under school jurisdiction)
- Facilities for and access to athletic training and medical services must be equal.
- Institutional support services for athletic programs – Does the pep squads & band support men's and women's teams, secretarial support, custodian support, etc. equally?

Student Interest Surveys

Sample Student Survey - "Scantron Based"

Please use a # 2 pencil to bubble in your answers to the following questions on your bubble sheet

Place your response in the "SPECIAL CODES" section of the answer sheet

- A. Select the school you currently attend: a. *(fill in your schools names)* b.
c. d.
- B. Select your current grade: a. 9th b. 10th c. 11th d. 12th
- C. Gender: a. female b. male
- d. Ethnicity a.) American Indian b.) Asian c.) Pacific Islander
d.) Filipino e.) Hispanic f.) Black
g.) White

Instructions: This survey is being conducted on all campuses within the *(insert district name)* to collect data and input from students so that we may continue to improve the quality of the athletic programs at each school.

Thank you for taking a few minutes to help us by filling out this survey. We ask that you take your time and answer each question so that we can accurately assess the athletic programs on your campus.

1. Do you participate in your high school's athletic program? *(Participation would included competing or trying out for a sport.)* A. Yes B. No

If you do NOT participate in high school athletics, mark the reasons that apply to your situation.

2. Too busy with school A. Yes B. No
3. Don't want to play A. Yes B. No
4. I have to work A. Yes B. No
5. Tried out but did not make team A. Yes B. No
6. Cost A. Yes B. No

If you do participate in sports, you

7. Had the best experience A. Yes B. No
8. Enjoyed the experience A. Yes B. No
9. Just tolerated the experience A. Yes B. No
10. I did NOT enjoy the experience A. Yes B. No

At what grade levels have you participated in sports

11. Grade 9 A. Yes, I played B. No C. N/A
12. Grade 10 A. Yes, I played B. No C. N/A
13. Grade 11 A. Yes, I played B. No C. N/A
14. Grade 12 A. Yes, I played B. No C. N/A

How has athletics influenced you?

- | | | | |
|-----|--|--------|-------|
| 15. | I am in shape | A. Yes | B. No |
| 16. | I like to compete | A. Yes | B. No |
| 17. | I like working with others, teamwork | A. Yes | B. No |
| 18. | My friends are participating | A. Yes | B. No |
| 19. | I am more confident of myself | A. Yes | B. No |
| 20. | It has helped me be part of the school | A. Yes | B. No |

21. How would you rate the quality of your coaches?
A. Excellent B. Good C. Fair D. Poor E. Don't Know

22. If you have not played sports, would you like to participate on a high school team?
A. Yes B. No

23. Is there any team or sport that we do NOT currently have at this school that you would like to see added?
A. Yes B. No

If you marked yes to # 23, please mark the selections below that you would want to see added.

24. A. *(insert names of sports you do not currently field)* B. C. D. E.

25. A. *(insert names of sports you do not currently field)* B. C. D. E.

26. Is there any other sport/activity of interest to you, which is not listed above (#24 & 25).
A. Yes B. No

27. If you mark yes on # 26 , please PRINT CLEARLY on the back of the form your choice for an interscholastic sport/activity.

Thank you for completing this survey. Please return the survey and the bubble sheet to your teacher.

Student Survey Sample

The purpose of this survey is to ensure that our athletic programs provide students with an opportunity to pursue their athletic interests. The degree of student interest in athletic activities will be used to help determine what sports will be offered by the district. Every effort will be made to satisfy student requests based upon the interest recorded in this survey.

Please answer each section carefully. Be sure that you indicate in rank order the different sports that either you prefer to play or that you feel would satisfy your interests and abilities.

School: _____

Name: _____

Grade Level _____ **Gender:** **Female** **Male**

Date: _____ **Race/Ethnicity Optional** _____

Rank in order 1-6; 1 is the most preferred, 6 the least preferred

I. CIF SPORTS. ***I have*** played and will continue to play:

- | | |
|---|---|
| <p>___ Badminton</p> <p>___ Baseball</p> <p>___ Basketball</p> <p>___ Cross Country</p> <p>___ Field Hockey</p> <p>___ Football</p> <p>___ Golf</p> <p>___ Gymnastics</p> <p>___ Skiing</p> <p>___ Soccer</p> | <p>___ Softball</p> <p>___ Swimming & Diving</p> <p>___ Tennis</p> <p>___ Track & Field</p> <p>___ Volleyball</p> <p>___ Water Polo</p> <p>___ Wrestling</p> <p>___ Other : _____</p> <p>_____</p> <p>_____</p> |
|---|---|

Rank in order 1-6; 1 is the most preferred, 6 the least preferred

II. Athletic Offerings that ***I have not*** played but would like to play:

- | | |
|--|--|
| <p>___ Badminton</p> <p>___ Baseball</p> <p>___ Basketball</p> <p>___ Bowling</p> <p>___ Cross Country</p> <p>___ Field Hockey</p> <p>___ Football</p> <p>___ Golf</p> <p>___ Snowboarding</p> <p>___ Gymnastics</p> <p>___ Skiing</p> <p>___ Soccer</p> | <p>___ Softball</p> <p>___ Swimming & Diving</p> <p>___ Lacrosse</p> <p>___ Tennis</p> <p>___ Track & Field</p> <p>___ Volleyball</p> <p>___ Water Polo</p> <p>___ Wrestling</p> <p>___ Roller Hockey</p> <p>___ Other : _____</p> <p>_____</p> <p>_____</p> |
|--|--|

III. What do you like most about the sports program in our schools?

IV. How do you think the program could be improved?

V. If you have **no interest** in being involved with school athletic participation, check here _

What activities do you have an interest in?

___ club sports (outside school)

___ pep squads – cheerleading

___ drill team

___ drama

___ debate

___ Other: _____

Please return the completed survey to your teacher. Thank You.

Program Checklist

A. Accommodation of Interests and Abilities

Question	Yes	No
1. Are interscholastic level participation opportunities for male and female students provided in numbers substantially proportionate to their respective enrollments? (Complete table below to determine the answer.)		

To determine substantial proportionality between enrollment and athletic participation, complete the following chart inserting your schools numbers and percentages.

1999-2000	BOYS	GIRLS	TOTAL
Number Enrolled			
Percentage Enrolled			100%
Number of Athletes			
Percentage of Athletes			100%
Difference			

When counting the number of athletes, count the total number of opportunities or filled slots. For example, one male athlete who participates in football in the Fall and track in the Spring would count as two opportunities.

Do not include cheerleaders, drill team, pep band, or other participants whose activity is not a sport. The Office of Civil Rights will not include these participants when evaluating your program for Title IX compliance.

SAMPLE

1998-1999	BOYS	GIRLS	TOTAL
# Enrolled	1600	1525	3125
% Enrolled	51%	49%	100%
# Athletes	235	165	400
% Athletes	59%	41%	100%
Difference	8%	-8%	

The above sample demonstrates a disparity that is not substantially proportionate.

A. Accommodation of Interests and Abilities (Continued)

Question	Yes	No
1. If your District has not achieved substantial proportionality, can you show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and of the under represented sex? (has the District added sports or levels of sports (varsity, j.v., soph)?)		
2. If not, can the District show that the interests and abilities of the members of the under represented sex have been and effectively accommodated by the present program? Does the District have an assessment tool, such as a survey, to determine whether the current athletic program is meeting students' athletic interests? (attach Sample Student Survey)		
3. Do boys' and girls' teams compete at equivalent levels of competition? (similar section/state classification levels)		
4. Do you have a written policy or procedure for determining whether, how and which sports will be added to the girls' and boys' interscholastic athletic programs?		
5. Does the District have a "cut" policy that is equivalent for athletes who try-out for boys' and girls' teams?		
6. Does athletic participation in intramural sports indicate interest that would warrant elevating those sports to interscholastic status?		
7. Does athletic participation in club sports indicate interest that would warrant elevating those sports to interscholastic status?		
8. Does the District offer all the sports which are available in neighboring districts/regions?		

B. Equipment and Supplies

Question	Yes	No
1. Does the District have a written nondiscriminatory policy or procedure for providing maintaining, and replacing equipment and supplies?		
2. Does the District have a maintenance and replacement schedule for equipment, supplies and uniforms which is equitable for all teams?		
3. Do boys' and girls' teams receive new uniforms and equipment on an equitable rotation?		
4. Are boys' and girls' teams provided an equivalent number of uniforms?		
5. Are any teams required to share uniforms? If so, is uniform sharing equitable for boys' and girls' teams?		
6. Are boys' and girls' teams provided an equivalent amount of other equipment and supplies?		
7. Are boys' and girls' teams provided an equivalent quality of uniforms?		
8. Are boys' and girls' teams provided an equivalent quality of other equipment and supplies?		
9. Do the equipment storage areas provide an equivalent amount of storage space for girls, and boys, teams?		
10. Are the locations of equipment storage areas equivalently convenient for boys' and girls' teams, e.g., distance from locker rooms, practice and competitive facilities?		
11. Are the hours the equipment storage is open and equipment available, equivalent for girls' and boys' teams?		
12. Are student managers equivalently available to girls' and boys' teams?		
13. Are equivalent uniform laundry services available to girls' and boys' teams?		
14. Are boys' and girls' teams provided with equipment and supplies of equivalent suitability (e.g., equipment that is regulation, officially sanctioned, meets rules or specifications)?		

C. Scheduling

Question	Yes	No
1. Does the District have a written nondiscriminatory policy or procedure for establishing competitive and practice schedules and permitting pre- season or post-season competition?		
2. Are teams scheduled to compete in an equivalent percentage of their maximum allowable number of competitions?		
3. Do boys' and girls' teams share the prime time, or preferred, competitive time slots?		
4. Do boys' and girls' teams share the preferred time for scheduled practice?		
5. Review which days of the week practices are scheduled. Are girls' and boys' teams provided equivalent opportunity to practice on the preferred days?		
6. Review the length of each practice session. Are boys' and girls' teams provided an equivalent amount of practice time?		
7. Are boys' and girls' teams practicing an equivalent number of days each week?		
8. If available, are girls' and boys' teams given equivalent opportunity to participate in pre- season competition?		
9. Are boys' and girls' teams given equivalent opportunity to participate in post-season competition?		

D. Travel and Per Diem

Question	Yes	No
1. Does the District have a written nondiscriminatory policy regarding travel arrangements, amount of traveling time to allow adequate warm-up time, factors in determining how a team will travel, and per diem allowances?		
2. Are girls' and boys' teams provided an equivalent type of transportation, such as school bus, private car, or District owned vans?		
3. Are male and female athletes allowed an equivalent amount of excused time from school for attending their athletic events?		
4. When traveling to away competitions, are teams provided an equivalent amount of warm-up time before competition, based on the needs of each sport?		
5. Are all athletes provided an equivalent amount of meal money, for example, when traveling to state competitions?		
6. Are pre-game and post-game meals provided equivalently for girls' and boys' teams?		
7. If the District provides housing and meals when traveling, are boys' and girls' teams provided an equivalent quality of hotel and restaurant?		
8. If the District provides housing when teams travel, are the number of athletes assigned to each room equivalent for boys and girls?		

E. Coaches

Question	Yes	No
1. Does the District have a written nondiscriminatory policy or procedure for determining the number of coaches (full-time, part-time, head, assistant and volunteer) assigned to teams and coaches' qualifications?		
2. Does the District apply the same criteria when hiring coaches of girls' and boys' teams? Such as: experience, training, background, other non-coaching duties at the District.		
3. Are a similar percentage of male and female athletes staffed with an equivalent number of coaches? Determine the coach to athlete ratio. Determine the ratio of the total number of coaches to the total number of participants in each program and compare the ratios. (May not include coaches of coed teams or volunteer coaches.)		
4. Do head coaches of coed teams spend an equivalent amount of time with female and male athletes?		
5. Are the number of volunteer coaches equivalent for boys, and girls' teams?		
6. Are coaches of boys' and girls' teams available to athletes for an equivalent amount of time? <i>For example: are boys' teams coaches teaching at the school and available to athletes during the school day, but girls' teams coaches are para-professionals available only during practice? or do girls' and boys' team coaches have equivalent length of contracts? (for example: number of months or sport season)</i>		
7. Are coaches of girls, and boys, teams receiving equivalent compensation?		
8. Do coaches of girls' and boys' teams have equivalent qualifications		

F. Locker Rooms, Practice and Competitive Facilities

Question	Yes	No
1. Does the District have a written nondiscriminatory policy or procedure for determining the use and availability of locker rooms, practice, and competitive facilities?		
2. Are the competitive facilities for boys' and girls, teams available to male and female athletes on an equivalent basis?		
3. Are the competitive facilities for boys' and girls' teams of an equivalent quality?		
4. Are the practice facilities for boys, and girls' teams available to female and male athletes on an equivalent basis?		
5. Are the practice facilities for boys, and girls' teams of an equivalent quality?		
6. Do boys' and girls' teams share the prime facility?		
7. If any teams get "bumped" out of their scheduled facility, does it happen to both girls' and boys' teams?		
8. If any teams have to share their practice facility with other activities, such as intramural sports or PE classes, does it happen to both boys, and girls' teams?		
9. Are girls, and boys' teams equivalently responsible for the maintenance and preparation of their practice and competitive facilities? Such as, sweeping or cleaning the facilities before practice, or raking/weeding the softball or baseball fields.		
10. Are boys' and girls' teams provided an equivalent quality and number of locker rooms?		
11. Is the assignment of individual lockers equivalent for female and male athletes?		
12. Are boys' and girls' lockers of comparable size?		
13. Are boys' and girls' locker rooms within equivalent proximity to practice and competitive facilities, training rooms, and weight rooms?		
14. Are boys' and girls' teams provided equivalent exclusivity of locker rooms, i.e., are teams provided their own locker room during their teams' season?		

G. Medical and Training Facilities and Services

Question	Yes	No
1. Does the District have a written policy or procedure for providing medical and training facilities and services to male and female athletes?		
2. Are medical personnel equivalently available to male and female athletes? For example, do physicians attend and female athletes? Do physicians attend boys' and girls, teams competitions and practices?		
3. Does the District provide equivalent access to the weight room for male and female athletes?		
4. Are girls' and boys, teams scheduled times for using the weight room on an equivalent basis?		
5. Does the District provide weights and workout equipment on an equivalent basis for female and male athletes?		
6. Are weight training and/or strength conditioning programs available on an equivalent basis for male and female athletes?		
7. Does the District provide equivalent access to the training room for female and male athletes?		
8. Is any team given priority access to training room services?		
9. Are all athletes served on a first come, first served basis?		
10. Is the training room located within an equivalent proximity to boys, and girls' locker rooms, practice and competitive facilities?		
11. Are athletic trainers equivalently available for female and male athletes during practice and competition?		
12. Are the athletic trainers assigned to boys' and girls' teams equivalently qualified (certified trainers or student trainers)?		
13. Are girls and boys provided access to weight, training, and conditioning facilities of equivalent quality?		
14. Are boys and girls provided equivalent access to health, accident, and injury insurance coverage?		

H. Publicity

Question	Yes	No
1. Does the District have a written nondiscriminatory policy or procedure for providing publicity services to boys, and girls' interscholastic athletic programs?		
2. If sports information services are available (e.g., specific personnel assigned to covering teams' events, keeping statistics, reporting scores, etc.), are they equivalently available to girls' and boys' teams?		
3. Are girls' and boys' teams provided with sports information personnel of equivalent quality?		
4. Are the following publicity resources equivalently available to male and female athletes?		
Trophy cases		
Banners displayed		
Posters displayed		
Team photographs		
Pep band at games		
Cheerleaders at home games		
Cheerleaders at away games (season and playoffs)		
Pep Rallies before games		
Television broadcast of events		
Radio broadcast of events		
Television Advertising		
Radio Advertising		
Local newspaper articles		
Local newspaper advertising		
School newspaper articles		
School newspaper advertising		
Marquee Advertising		
Daily Announcements-upcoming events and competition results		

H. Publicity (continued)	Yes	No
5. Is the District providing an equivalent amount of publications for boys' and girls' teams, such as, flyers, schedule calendars, and game programs or rosters?		
6. Is the District providing an equivalent quality of publications for boys' and girls' teams?		
7. Is the distribution of publications equitable for female and male athletes? For example, do athletes distribute their own publications, or do some teams have their advertising flyers and programs distributed by others (such as the Spirit Squad)?		
8. Does every team have equivalent access to use the video equipment (video camera, VCR, monitor)?		
9. If available, are boys' and girls' teams provided equivalent access to videotapes of games for review after competition, or for college recruiting highlight tapes?		
10. Is the District providing equivalent promotions for boys' and girls' teams? Beyond publicity, what specifically, is the trick doing to promote interest in athletics for the under represented gender? (For example: advertising in other teams, game programs, special events during half time, "free" nights to increase attendance, etc.)		

1. Support Services

Question	Yes	No
1. Does the District have a nondiscriminatory written policy or procedure for providing administrative, secretarial, and clerical support services to the girls' and boy's interscholastic athletic programs?		
2. Is an equivalent amount of secretarial time available to coaches of girls' and boys' teams?		
3. Do all teams have equivalent access to clerical equipment?		
4. Is equivalent office space provided to coaches of girls' and boys' teams?		
5. Do coaches have equivalent office equipment, furniture, and office space? (such as computers, printers, typewriters, access to telephone)		
6. Are all coaches offices located in close proximity to locker rooms, practice and competitive facilities?		

Implementation Procedures

A GUIDE TO IX EQUITY

It is the clear intention of TITLE IX provisions that schools will make every effort to provide athletic programs that reflect the interests and abilities of students on a roughly proportional basis regardless of gender. The following areas require review and assessment to insure an appropriate level of compliance to the objectives of the law.

Solve the Problem

Now that you have completed the worksheet from the earlier pages, take those results and **use them to your advantage**. Listed below are suggestions on how to use these results to help expand your program and **get more students involved** in interscholastic athletics. The “Action Plan” worksheet can be used to help guide Districts/Schools in meeting these important challenges.

Accommodation of Interest and Abilities

The goal of this area is to have the percentage of male and female athletic participants equal to the general student body. If you are like most School Districts/Schools you will find that the percentage ratio of students participating not equal to your general student body enrollment. There are several easy steps that School Districts/Schools can do to help correct this problem and meet your Title IX obligations.

- Conduct a yearly Interest Survey of your Student Body
- Present the results of the “Worksheet” to the School Board, Superintendent, etc.
- Present the results of the “Interest Survey” to the School Board, Superintendent, etc.
- Using the results of the Worksheet and Survey, add sports and teams to your athletic program.

Equipment and Supplies

The goal is to ensure that regardless of gender or team, the students should be supplied with equal caliber equipment. The cost of equipment will vary by sport, but the quality of the equipment and supplies must be equivalent. Booster clubs purchasing equipment and supplies **IS** considered to be part of the “school” and must be taken into account when answering questions in this area.

- Record and track all equipment purchases, make sure quality is equal regardless of team or gender
- Monitor your “booster club” or support services groups to ensure that both genders are being treated equally

Scheduling

The goal is to ensure that regardless of gender or team, the students should be participating in equivalent number of contests and the “preferred” time for practices and contests.

- Make corrections to any schedules to make sure that both genders have “equivalent opportunities” and equal access to “preferred” times.
- Review with your league and make any corrections necessary

Travel and Per Diem

The goal is to ensure that regardless of gender or team, that the students should receive equal transportation, time to warm-up and pre/post game meals. At the interscholastic level, most districts provide transportation. However, you cannot have a luxury charter bus for the one team and a standard school bus for another. Most of the housing issues are not applicable to the high school level. Districts/Schools will need to discuss and solve the “pre-game” meal that is provided in some sports and not others.

- Review with “booster clubs” and other support groups the pre/post game meals and make necessary changes to ensure that both genders are treated equally

Coaches

Title IX can help many Districts/Schools in leveling the playing field in pay for coaches and in staffing ratio. Use the worksheet to gather data, then use that information to help validate the need to increase pay or coaches.

- Present data to Principal, Superintendent, School Board etc...
- Work with your District and “bargaining unit” to make changes in pay and staffing

Locker Rooms, Practice and Competitive Facilities

The goal is to have the locker rooms and practice/game facilities on an equivalent basis. This area presents the biggest challenge for high schools in California. Many schools and facilities were constructed prior to Title IX and CIF girl’s athletics, thus creating a facility dilemma. Many parts of this section are easy to change and accommodate both genders, outdated facilities present a bigger challenge. Low cost, simple additions may help such as dugouts for softball to match your baseball facility. These types of additions can show a Districts/School commitment to adhering to the intent of Title IX.

- Make a practice schedule that reflects equal “prime time” use for both the boys and girls teams.
- Meet with your District/School facility planners and review possible changes in your present facility that can be made to better “equalize” your facilities. Keep written documentation.
- Meet with your District/School facility planners and develop long term plans to make significant changes that may be needed. Keep written documentation.

Medical and Training Facilities and Services

Be sure and follow the premise, Medical Emergencies First, then First Come, First Served. The athletic trainer needs to be available to both genders on an equal basis and equal qualifications.

- Make corrections in schedules of the athletic trainers and medical staff to ensure equal access to both genders
- Make corrections in weight room times to ensure that both genders have access to “prime time” usage.
- If you have a boys and girls weight room, be sure they are equipped with equal caliber equipment

Publicity

Work with your school newspaper and yearbook advisors to ensure that the boys and girls sports are treated equally in regards to the amount of coverage and space provide. Review with the pep squad and band advisors the intent of Title IX.

- Meet with school newspaper and year book advisors
- Meet with pep squad and band advisors
- Meet with ASB regarding school bulletins/daily announcements and marquee advertising
- Review with booster clubs and “special event” groups regarding programs

Support Services

Most high school athletic programs *wish* they had support services such as secretarial time and assistance. If you are a fortunate District/School that has support services use your worksheet to ensure that both genders have equal access and support.

- ___ Accommodation of Interests and Abilities
- ___ Equipment and Supplies
- ___ Scheduling
- ___ Travel and Per Diem
- ___ Coaches
- ___ Locker Room, Practice and Competitive Facilities
- ___ Medical and Training Facilities and Services
- ___ Publicity
- ___ Support Services

Equity in Athletics Action Plan

Question	Analysis and Recommendations	Date for Completion	Individual Responsible

Grievance Procedure & Complaint Form

A MODEL ATHLETIC GENDER EQUITY GRIEVANCE PROCEDURE

The following model for schools, leagues and sections which describes a process for responding to grievance filed by a student, employee, parent/guardian or general public, alleging gender discrimination under Title IX regulations. Districts are required to have a Title IX coordinator who should be utilized to resolve complaints at the local level.

Bylaw 523 states:

“Any question or concern involving practices or procedures that affect perceived bias on the basis of gender will be reported in writing to the State CIF Office within 10 working days. Upon written request, a form will be sent to the individual, which must be returned to register the inquiry and resolution (if any). Any registered complaints or inquires will be investigated and reported to the Federated Council and State Board of Education with copies to the person who filed the original concern. If the problem is not resolved to the satisfaction of the individual, the appeals procedure of CIF shall be consulted and implemented at the discretion of the “complainant.”

COMPLAINT PROCEDURE FOR SCHOOLS AND DISTRICTS

Complaints related to sports equity should be resolved at the level closest to the school site. First, at the local school district, the person who has a concern should speak with district administrators or the local Title IX coordinator. The Title IX coordinator’s role is to investigate local complaints of gender discrimination or refer it to the appropriate level (if the complaint is a league or section problem, the appeal should be directed to that league or section for initial resolution). Districts are required to distribute or post the name, business address and telephone number of the Title IX coordinator. Investigations of athletic programs are frequently difficult, lengthy, and sometimes expensive primarily because of the considerable amount of information that must be collected, analyzed and evaluated to determine compliance. The decision regarding compliance involves determining which benefits and services are provided to males and which are provided to females, whether there are any difference between benefits and services for males and females, whether these differences have a negative impact on athletes of one gender, and thus, may result in noncompliance.

Section 1. DEFINITION AND INTERPRETATION

- A. Students, parents, district employees, and the general public may use this complaint procedure.
- B. Any claim by a student, parent, general public, or employee that there has been a violation or misinterpretation of Title IX shall be a gender equity complaint.
- C. The term “complainant” means any student, parent from the general public, or employee filing a complaint.
- D. The term “days” means any calendar day, except Saturday, Sunday or legal holiday.
- E. The filing or service of any notice shall be timely if it bears a postmark of the U.S. mail, or a date stamp from the responsible agency, within the time period.

- F. The time limits provided in this complaint procedure shall be strictly observed, but may be extended by written mutual agreement between the complainant and the body investigating the complaint.
- G. The time period shall begin the day following the act, event, or default and the last day of the period shall be counted. Saturdays, Sundays, and legal holidays are not counted. If the period ends on one of these days, it shall be extended to the next day.
- H. The report of findings and proposed resolutions at all levels shall not conflict with state law and local policy governing employee discipline.
- I. The services of a fact finder are available to any level to which the appeal is directed, i.e., school, district, league, and section. The CIF also encourages the use of a mediator and/or arbitrator to bring about resolution of problems.
- J. Jurisdiction means that:
 - (1) The complainant has filed a complaint within 360 days for the date of the alleged violation or from the date when the complainant knew or should have known of the violation.
 - (2) The level (district, league, section, state) has the authority to resolve the complaint.

Section 2. COMPLAINT PROCEDURE FOR LOCAL LEVELS

The sports-related gender equity complaint should be processed using the local school districts Uniform Complaint Procedures as adopted by the local governing board or similar process as adopted by a private school governing board. The school district uniform complaint procedures should include all sports-related issues. If the complaint is a league or section issue, the appeal should be directed to that league or section for initial resolution. After completing all steps outlined in the district process, if the complainant is not satisfied with the disposition of the complaint, the complainant may appeal as applicable to the California Department of Education, or use the procedures in Section 3 or 4 if the complaint has an effect or falls within the jurisdiction of the CIF. Note: For private schools, the procedure may be an appeal to the Office of Civil Rights.

Examples of a possible local complaint may include, but are not limited to discrepancies in baseball vs. softball diamonds at a local school site or discrepancies between boys' and girls' locker rooms, etc.

It is noted that the Office of Civil Rights requires filing a complaint within six months of knowledge of such a violation. Concurrent complaint filings with the Office for Civil Rights are at the discretion of the complainant.

Section 3. COMPLAINTS TO CIF LEAGUES

The following is a model for CIF leagues which provides a process for responding to a complaint not applicable or able to be resolved at the local school, district, or board of education levels, i.e. the matter falls within the jurisdiction of a league.

- 1. The complaint shall be filed with the State CIF Office on a CIF form available from that office. A copy of the complaint shall be delivered to the Commissioner of that CIF Section in which the league is located. Copies shall also be forward to all other agencies or persons named in the complaint.

2. The CIF Section shall review the complaint for initial jurisdiction within 10 days and shall inform the complainant in writing as to whether or not the league/section has jurisdiction.
3. If the league has jurisdiction, the league shall present a written report of finding and proposed resolutions, if applicable, on the complaint within 60-day period from receipt of the complaint. Copies of the findings shall also be forwarded to the CIF Section and to all other agencies or persons named in the complaint. The CIF Section shall forward the league findings to the State CIF.

Examples of a possible league complaint may include, but are not limited to discrepancies between genders in the number or quality of league awards or discrepancies in equal opportunity in the number or levels of sports.

Section 4. APPEALS TO THE CIF SECTION

A complaint from the league level may be appealed to the CIF Section.

1. The CIF Section shall review the complaint for initial jurisdiction and shall inform the complainant as to whether or not the section/state has initial jurisdiction.
2. If the complainant is not satisfied with a league decision, the complaint may be appealed to the Section **within 30 days** of the league's written decision being sent to the complainant.

If a complaint is appealed to the CIF Section, the Section shall notify the State CIF. The Section may request that the State CIF provide a fact finder/investigator who shall be responsible for making *finding of facts* and proposed resolution to the Section.

3. The Section shall present a written report of findings on the grievance within 60 days from receipt of said complaint. The fact finder may also assist the parties in reaching a resolution through mediation.

Examples of a possible Section complaint may include, but is not limited to, a discrepancy between genders involving section season of sport, awards, tournament facilities and/or locations, etc.

Section 5. STATE CIF APPEAL PROCESS

1. If the complainant is not satisfied with the decision of the Section, the complainant may appeal to the State CIF within 30 days of the Section's decision being sent to the complainant. If the State CIF receives the appeal, the CIF shall refer the matter to a neutral mediator and/or proceed directly to a final, neutral hearing panel, which will render a decision **within 60 days**.

Section 6. RIGHT TO PARTICIPATE

- A. No reprisal of any kind will be taken by the Board, an administrator, or any employee of any District of CIF against any person brings a complaint under this procedure.
- B. Exhaustion of these procedures is NOT a prerequisite to filing of complaints with of the Office of Civil Rights. The grievant may at any time during or concurrently with this

procedure, file a complaint with the Office for Civil Rights or with the California Department of Education.

It is noted that the Office for Civil Rights requires filing a complaint within six months of the knowledge of such a violation. Concurrent complaint filing with Office for Civil Rights are at the discretion of the complainant.

ALL LEVELS INCLUDING SCHOOLS, LEAGUES, AND SECTIONS MUST DEVELOP PROCEDURES WHICH ENSURE THAT ALL INVOLVED PARTIES, INCLUDING THE COMPLAINANT, HAVE THE OPPORTUNITY TO PROVIDE EVIDENCE, TESTIMONY, AND INFORMATION AS NEEDED. PROCEDURES SHOULD ALSO INCLUDE PROVISIONS FOR WRITTEN NOTICE OF HEARINGS AND OF THE FORMAT IN WHICH ANY HEARING WILL BE HELD.



California Interscholastic Federation

Marie M. Ishida, Executive Director
STATE OFFICE
333 Hegenberger Road, #511 - Oakland, CA 94621
Tel: (510) 639-4445 - FAX: (510) 639-4449

www.cifstate.org

EQUITY COMPLAINT FORM

Thank you for your request for a form to identify a potential equity issue. Your information will be very helpful for the investigation that will follow our receipt of the following, completed and signed form.

As per **CIF By-Law 523**, any question or concern involving practices or procedures in high school athletics that affect perceived bias on the basis of sex will be reported in writing to the State CIF Office.

This form must be completed and returned to the State CIF Office in order to officially register the case.

NOTE: Any details of the case, if verified, will be public information only to the extent necessary to identify the general issue and/or solve the problem.

DATE _____

Name of Complainant (student or adult) _____

Address _____

Street City Zip

Home Phone () _____ Work Phone () _____

PLEASE PROVIDE A BRIEF DESCRIPTION OF THE SPECIFIC PROBLEM:

Sport (if any) _____ School/District _____

Approximate date(s) problem observed or noted _____

Details: _____

PLEASE LIST ANY (AND ALL) RESPONSIBLE PARTIES OR AGENCIES TO WHOM YOU HAVE ADDRESSED THIS PROBLEM.

Individual/Agency Approximate Date Position Taken

Outline results (if any): _____

Date(s) the above action was taken: _____

Signature _____

Date _____

NOTE: Please attach any details related to the problem to this form if more space is needed.

SEND TO:
STATE CIF OFFICE
333 Hegenberger Road, #511
Oakland, CA 94621

Resources

California Interscholastic Federation

333 Hegenberger Rd., Ste. 511
Oakland, CA 94621
(510) 639-4445 phone
(510) 639-4449 fax
www.cifstate.org

National Federation of High School Associations

P.O. Box 690
Indianapolis, IN 46206
(317) 972-6900
www.nfhs.org

“Playing Fair” A Guide to Title IX in High School and College Sports.

By Kathryn M. Reith
Women’s Sports Foundation
Eisenhower Park
East Meadow, NY 11554
800-227-3988

A Level Playing Field
by Lee Green, J.D
Baker University
P.O. Box 65
Baldwin, KS 66006

“Breaking Down Barriers: A Legal Guide to Title IX”

National Women’s Law Center
1616 P Street, NW Suite 100
Washington, DC 20036

NIAAA Leadership Training Course 506: Legal Issues II (Risk Management)

This course will provide an overview of contemporary interpretation of law for each topic area, along with contemporary case law studies. Athletic administration will also be provided a Title IX program assessment instrument. Through the use of this assessment tool directors will be able to determine the degree to which local schools meet current Office of Civil Right (OCR) standards.

***course offered through the State CIF Office**