

MEASURING ATHLETIC PROGRAM EQUITY WITH TITLE IX

The following is a basic framework for evaluating a school's level of compliance with the requirements of Title IX. The U.S. Office for Civil Rights, the agency charged with oversight and enforcement of Title IX, requires compliance with the below two broad components.

TITLE IX COMPLIANCE FRAMEWORK FOR HIGH SCHOOLS

COMPONENT I: EFFECTIVE ACCOMMODATION OF ATHLETICS INTERESTS AND ABILITIES

A. PARTICIPATION OPPORTUNITIES: *The three-prong-test*

- **Substantial Proportionality:** ratios of male athletic participation and female athletic participation must be “substantially proportional” to ratios of male enrollment and female enrollment.
- or*
- **History & Continuing Practice:** the school must show a continuing practice, in the very recent past (2-3 years), of expanding its women's sports offerings.
- or*
- **Full & Effective Accommodation:** the school must show that the athletics interests and athletics abilities of the institution's female enrollment have been fully and effectively accommodated.

B. LEVELS OF COMPETITION: *The two-prong-test*

- **Equivalently Advanced Competitive Opportunities:** must provide similar numbers of male and female athletes equally advanced competitive opportunities.
- or*
- **History & Continuing Practice:** must show a continuing practice, in the very recent past (2-3 years), of upgrading women's competitive opportunities.

COMPONENT II: EQUIVALENCE IN OTHER ATHLETICS BENEFITS AND OPPORTUNITIES

- P** protective athletic equipment, athletic clothing, and other athletic supplies
- L** locker rooms, practice facilities, competition facilities, and other athletics environments
- A** allocation of travel benefits, transportation benefits, and meal/lodging benefits
- Y** years of experience, quality, compensation, and assignment of coaching
- I** institutional housing and dining facilities and related services for student-athletes*
- N** nature of publicity, marketing, and media services provided for athletic programs
- G** game and practice times and scheduling
- F** facilities for and access to athletic training benefits and medical services
- A** academic tutoring services for student-athletes*
- I** institutional support services for athletic programs*
- R** recruiting resources provided to athletic programs*

* indicates this requirement is generally for colleges only.

STRATEGIES TO CONSIDER IN ADDRESSING TITLE IX ISSUES:

(NOTE: The number one objective and measuring stick in Title IX is the comparison of the number of female athletic “slots” to the number of male athletic “slots” and how this compares with the overall student female/male ratio.)

1. Increase the numbers of females in as many sports as possible.

- Have more uniforms than the corresponding male sport (softball, cross country, track, basketball, tennis, golf).
- Add a women's sport (golf, soccer, lacrosse, field hockey, etc.).
- Have a JV or "C" team where possible and funds permit.
- Strongly encourage your female sports coaches to increase their numbers.

2. Improve or add to your women's sports facilities.

- Do you have a softball field on campus. If not, what is your long range plan to add one.
- Are your women's locker rooms equitable to the men? If not, put together a plan to do so as soon as funding is available.
- Do you have equal access to your training/first aid room? If not, seek immediately to alleviate this scenario.

3. Combine the booster clubs and their efforts in all complementary sports (baseball/softball, track, cross country, basketball, tennis, golf).

- Analyze your athletic budget and the total expenditures per sport and athlete.
- Meet with splinter booster clubs and make an effort to combine their efforts.
- Consider a policy that has all booster club funds paid to the school for any and all expenditures (not allowing booster clubs to purchase or donate any funds directly to any coach, team or sport).