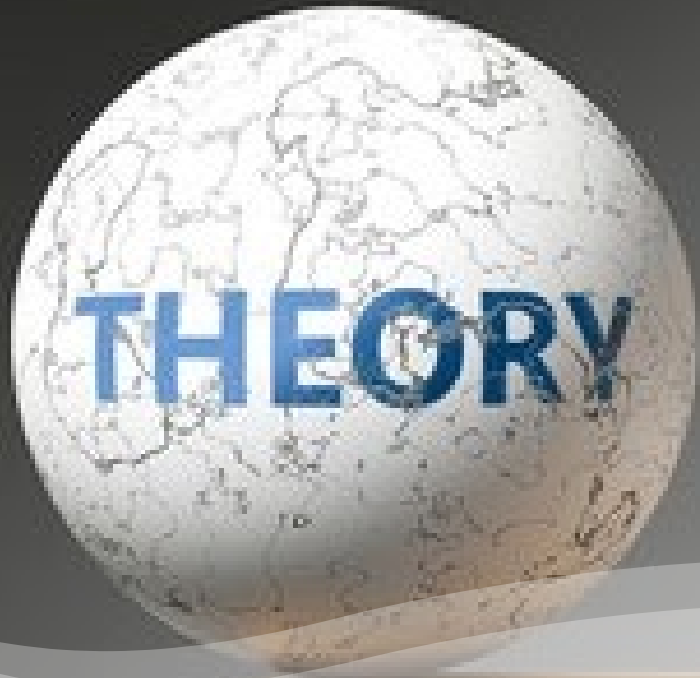
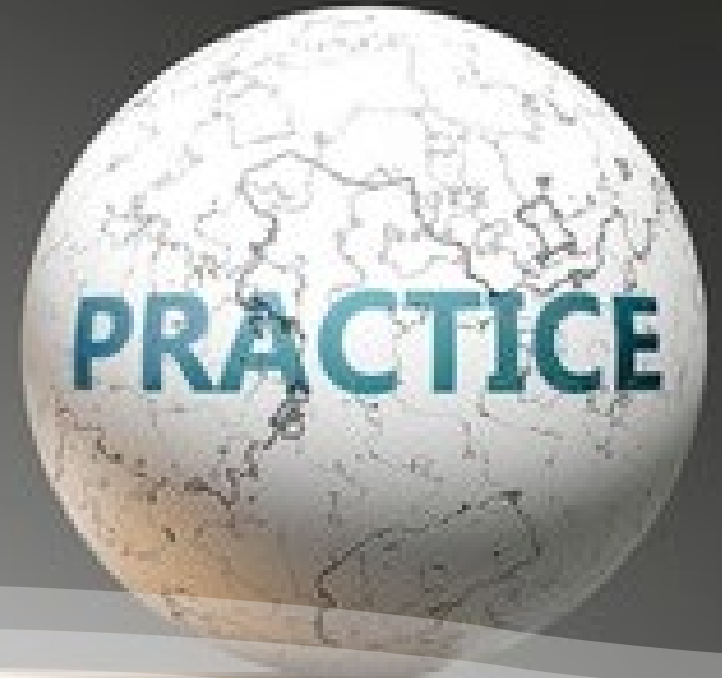




Title IX *in Theory and Practice*



2022 NADC Nashville, TN.

December 13, 2022

PRESENTERS:

Peg Pennepacker, CAA *High School Title IX Consulting Services*
W. Scott Lewis, J.D. *Managing Partner TNG*

Workshop Presenters

Peg Pennepacker, CAA



W. Scott Lewis, JD



LEGAL DISCLAIMER

The information provided in this presentation is NOT a substitute for legal advice.

Title IX of the Education Amendments of 1972 is a federal law.

Participants of this presentation are strongly encouraged to seek the advice of their state association or school district legal counsel.

June 23, 2022



TITLE IX^{at} 50
Celebrating and Growing Opportunities



Leading Up to Title IX...

- **Title VI of the Civil Rights Act of 1964**

“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” [“Sex” added by Executive Order 11246 in 1965]

- **Title VII of the Civil Rights Act of 1964**

Prohibits discrimination in the terms, conditions or privileges of employment on the basis of an individual’s race, color, religion, sex, or national origin.

- **Title IX is signed into law in 1972**

- **Department of Health, Education and Welfare (HEW) – Title IX regulations codified in 1975**

The genesis of Title IX...

“Too strong for a woman”

- Dr. Bernice Sandler
- The “godmother” of Title IX
- PhD. in Economics
- 1969 turned down for a faculty position – No grounds to sue
- Lobby Efforts – Collaboration with groups
- June 23, 1972



Bernice Sandler



Patsy Mink



Birch Bayh



Edith Green

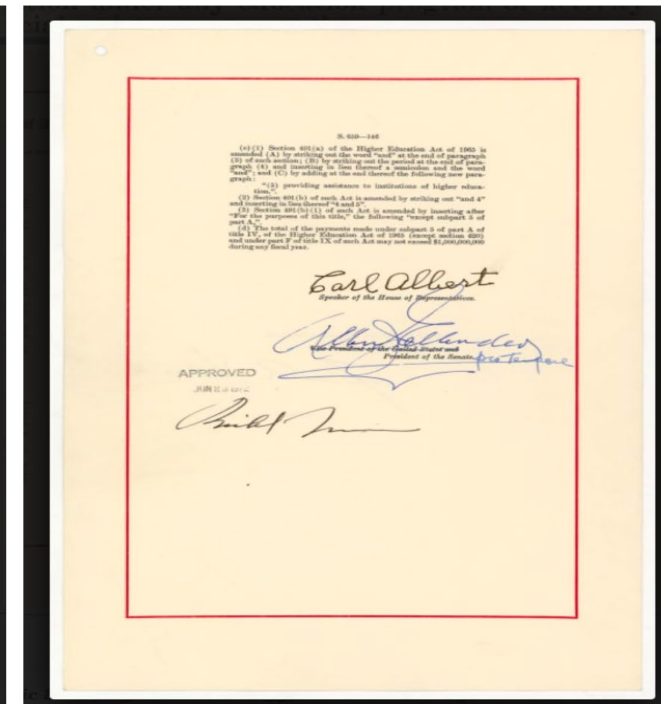
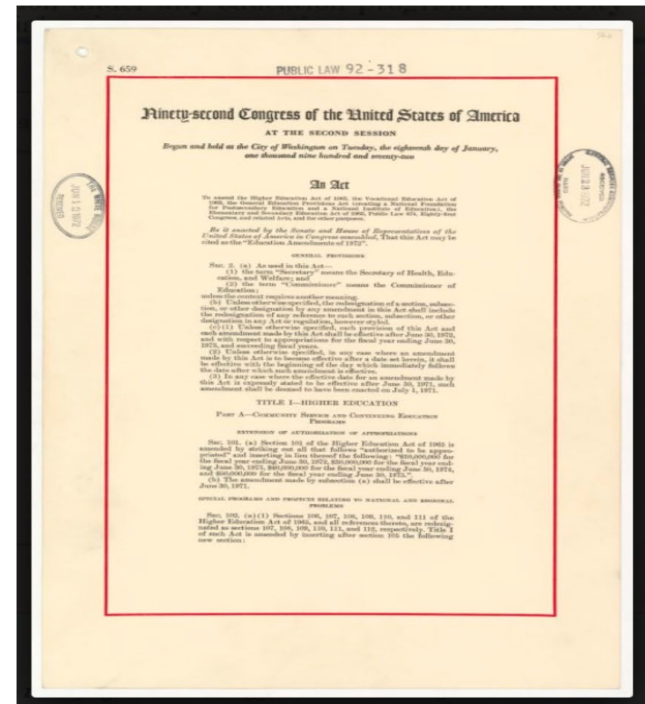


1972

June 23, 1972

Title IX of the Education Amendments of 1972 is

enacted by Congress and is signed into law by President Richard Nixon, prohibiting sex discrimination in any educational program or activity receiving any type of federal financial aid.





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

**— Title IX, Education
Amendments of 1972**

The exact language of the law basically prohibits sex discrimination by any educational institution receiving any form of federal financial assistance.

The statute does not include the word “athletics”, but it is clear from debates in committee and on the floor of the House before Title IX was passed that consideration was given to the impact that it was going to have on athletic programs and on all different aspects of educational institutions.

BUILDING THE FUTURE

...through Educational Athletics



Education-Based Athletics

Student-Athlete

Student First, Athlete Second

Extension of the Classroom

Community Service

Leadership

Coaches' Education

Sportsmanship

Wellness

What Title IX Covers in Your School...

Sex-Based Discrimination

Program Equity	Housing
Recruitment,	Access to Course
Admissions & Access	Offerings
Pregnancy	Salaries & Benefits
Athletics	Financial Assistance
Employment,	Facilities
Recruitment & Hiring	Funding
Extra-curricular	Sex, Gender, Gender
Activities	Identity

Sexual Harassment

Quid Pro Quo
Hostile Environment
Sexual Assault
Domestic Violence
Dating Violence
Stalking

Retaliation

General Concepts About Title IX of the Education Amendments of 1972

- Title IX does not only pertain to sports. Title IX is not a sports law. *The OCR considers athletics an education program.*
- *Title IX is the first comprehensive federal law that prohibits sex discrimination in education programs and activities that receive Federal financial assistance.*
- Title IX does not only protect females. It protects all students (boys & girls), faculty and staff.
- *Title IX covers sexual harassment/sexual assault in schools.*
- Title IX requires schools to maintain policies, practices and programs that do not discriminate against anyone based on sex.
- *Title IX is at the heart of efforts to create gender equitable schools. Males and females are expected to receive fair and equitable treatment in all arenas of public schooling.*

Why is Title IX Important?

BEFORE TITLE IX,



1 IN 27 GIRLS PLAYED SPORTS.

TODAY,



THAT NUMBER IS **2 IN 5**

Myths About Women Athletes



- Women are less competitive and aggressive than men.
- Contact sports harm women's reproductive organs and breasts.
- Women cannot regain physical prowess after childbirth.
- Women cannot exert peak athletic performances during menstruation.
- Weight lifting builds large muscles in women.
- Competition in contact sports is not feminine.
- Men are inherently better athletes than women.

History of Women & Girls in Sport

- *Gender Stereotypes*
- *Implicit and Explicit Bias*
- *Preconceived notions about girls and women*

Gender Judgement People
Preferences Ethnicity Unfair
Race UNCONSCIOUS Behavior
Cognition BIAS Stereotypes
Research Subtle Decisions
Hidden Respect Beliefs Reaction
Subconscious Prejudice Diversity
Perception Social Unfair Favoring
Attitudes Implicit Reinforced Groups Corporations



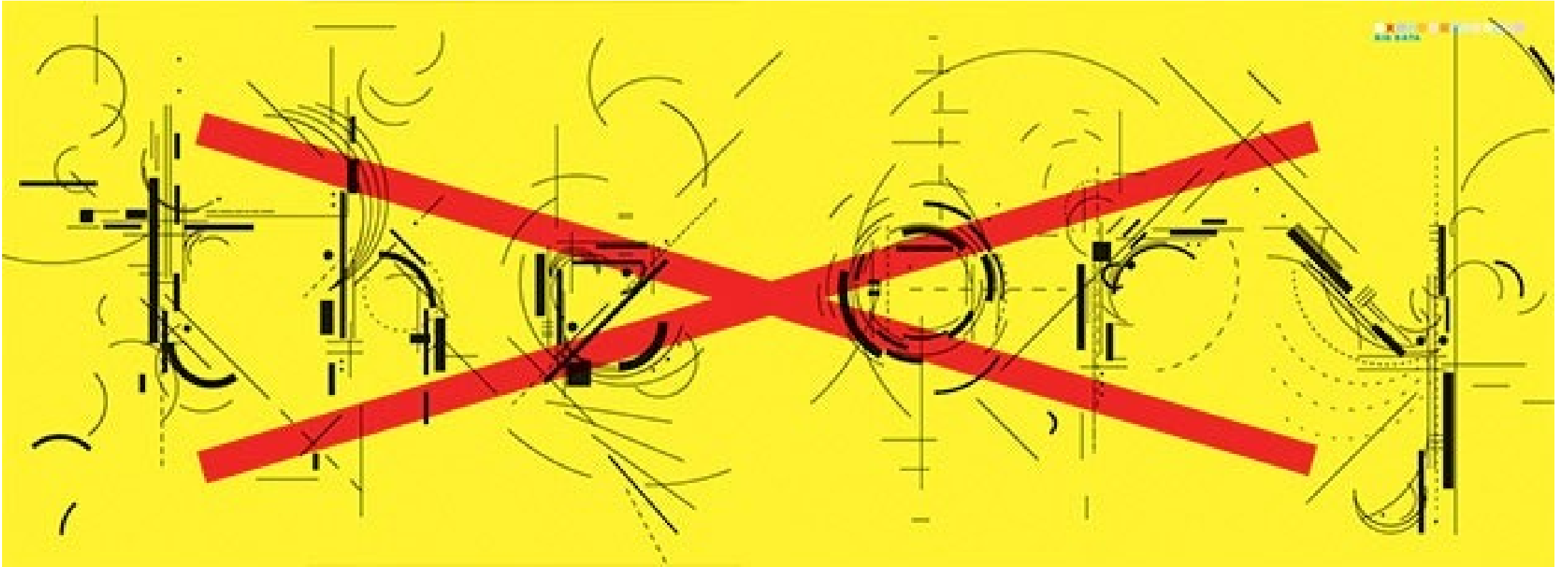
**STRONG
IS THE
NEW
PRETTY**

A Celebration of Girls
Being Themselves

*Girls seek the same
benefits from
participating in
sports as boys...*



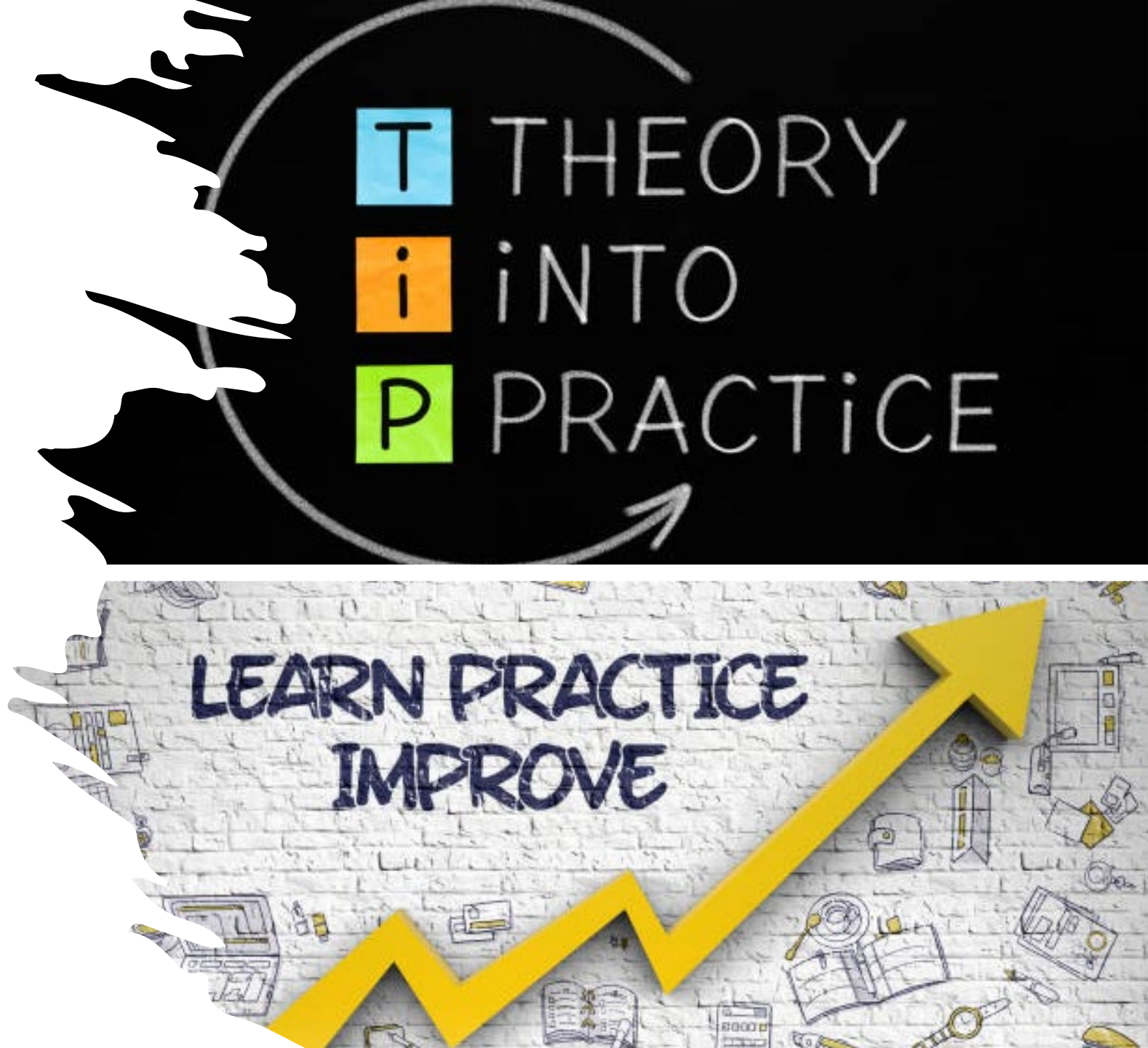
To be clear.. Title IX is not a “theory”...



Title IX is a Federal law.

We must gain understanding and learn about the law so that we can apply it in our daily practice as Athletic Administrators.

We must apply our knowledge and turn it into *Best Practice* so that we can create and support a healthy and safe environment for ALL student-athletes.





STEP ONE

THE PATH TO COMPLIANCE

FIND YOUR TITLE IX COORDINATOR



Speak to the **Title IX Coordinator**

ATHLETIC OVERSIGHT – GENDER EQUITY IN ATHLETICS

The oversight of compliance remains the responsibility of the school/district's **Title IX Coordinator**.

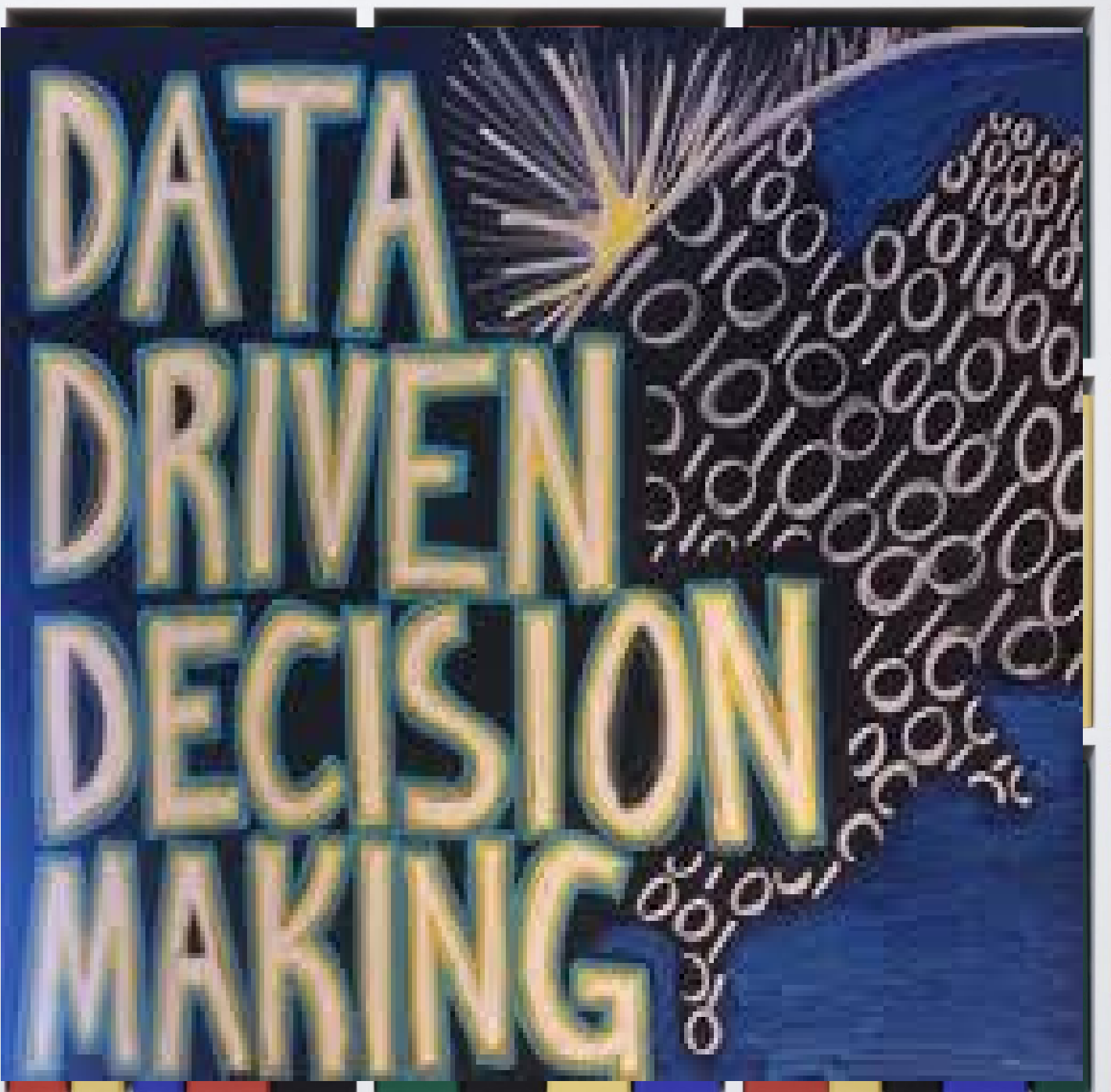
Compliance in athletics may be delegated but for most K-12 schools, this will be the responsibility of the school/district's **Athletic Director**.



STEP TWO

THE PATH TO COMPLIANCE

DOCUMENT, DOCUMENT,
DOCUMENT...



The Title IX Self-Assessment Process

**It's all about
Documentation...**

**Document,
Document,
Document...**

OCR will want to see the evidence/proof.



Your Permanent Title IX File:

Holds documentation and data necessary to analyze and assess the school's athletics program.

Provides the comprehensive documentation of the athletics program necessary for identifying issues, creating strategic plans, and tracking progress of the school's Title IX athletics compliance.

Should be housed in a location that is accessible by both the Athletic Director and the school district's Title IX Coordinator.

Data will be generated and updated as a routine duty of the work of the athletic department.

The Athletic Director and Title IX Coordinator should be working in collaboration relative to the data collected and its analysis.



STEP THREE

THE PATH TO COMPLIANCE

WHERE TO START...

COLLECT AND ANALYZE THE DATA

START



Wrapping your head around assessing your athletic program for Title IX compliance...and arming yourself with the tools needed.

Self-Assessment is a **DYNAMIC** process – it is not *static*.

Doing the work over time - the process will become routine.

Assessment is a **BEST PRACTICE**.

TITLE IX AND ATHLETICS

Title IX does not require a school/district to:

- Provide the same funding to the overall girls' and boys' programs
- Provide the same funding to boys' and girls' teams for the same sport
- Provide specific benefits to teams
- Offer the same number of teams for boys and girls
- Offer the same sports for boys and girls
- Provide the same benefits to boys' and girls' teams in the same sport
- Compete at a specific level

Title IX requires a school/district to:

1. Provide equal **opportunities** for female and male students to become interscholastic athletes.
[Analyzed by means of the "Three-Prong Test"]

2. Provide equitable **treatment** of participants in the overall girls' program as compared to the overall boys' program.

[Analyzed according to eleven different program components often referred to as "The Laundry List" – LTI 506: P-L-A-Y-I-N-G F-A-I-R]

THE THREE-PRONG TEST: Opportunities

PRONG 1: Opportunities for males and females are *substantially proportionate* to their respective enrollments; OR

PRONG 2: Where one sex has been underrepresented, a history and continuing practice of program expansion responsive to the *developing interests and abilities* of that sex; OR

PRONG 3: Where one sex is underrepresented and cannot show a continuing practice of program expansion, whether it can be demonstrated that the *interests and abilities* of that sex have been fully and effectively accommodated by that present program.

PRONG 1: *Substantial Proportionality*...Do the MATH...

- Opportunities for males and females are substantially proportionate to their respective enrollments.
- Information Needed:
 - Enrollment numbers for males & females
 - Athletic participation numbers for males
 - Athletic participation numbers for females
- Analysis: Comparison of female enrollment to female athletic participation.

EFFECTIVE ACCOMMODATION & PARTICIPATION OPPORTUNITIES

PRONG NUMBER ONE OF THE THREE-PRONG TEST

ASSESSMENT OF "SUBSTANTIAL PROPORTIONALITY"

Key Issue: Is the Athletic Participation Rate of Women Substantially Proportional to Enrollment Percentage of Women?

1. Compute Female Enrollment Percentage: $\frac{\# \text{ Girls Enrolled at School}}{\# \text{ Total Students Enrolled at School}} = \underline{\hspace{2cm}}\%$
2. Compute Unduplicated Female Participation Rate: $\frac{\# \text{ Girls Participating in One or More Sports}^*}{\# \text{ Total Students Participating in One or More Sports}} = \underline{\hspace{2cm}}\%$
3. Compute Duplicated Female Participation Rate: $\frac{\# \text{ Total Participations by Girls in All Sports}^{**}}{\# \text{ Total Participations of Boys \& Girls in All Sports}} = \underline{\hspace{2cm}}\%$
4. Unduplicated Participation Variance [1 minus 2] = $\underline{\hspace{2cm}}\%$
5. Duplicated Participation Variance [1 minus 3] = $\underline{\hspace{2cm}}\%$

In order to interpret the implications of unduplicated and duplicated variances in 4 and 5, refer to pages 2-9 through 2-13. It is important to note that neither the regulatory language in any of the Title IX sources of law, nor the Office of Civil Rights, nor any court case has precisely set forth a clear rule defining "substantially proportional" – that is, what constitutes an acceptably small variance. Several court cases and settlement agreements have "hinted at" 5% as an acceptable variance, however this measure should be relied on only as a red flag to identify a substantial proportionality problem where variances exceed 5%, not as a guarantee that your school is in compliance if the variance is less than 5%. Also note that to verify the unduplicated participation variance and duplicated participation variance, you may repeat the above set of computations using the number of boys in the numerator of each computation – the variances calculated in 4 and 5 should be identical to the variances computed for girls.

* Count each student only once regardless of how many sports the student participates in. The "unduplicated" rate measures how many of the boys and how many of the girls at your school participate in athletics.

** Count students who participate in more than one sport twice or three times as the case may be. The duplicated rate measures the total number of sports "participations" and compares the relative number of boys' participations to the number of girls' participations. Count only the number of students on teams as of the date of the first competition – do not count unfilled slots on teams as "participations."

PRONG 1: Doing the Math...another example...[DUPLICATED MEASURE]

ENROLLMENT MY HIGH SCHOOL - School Year 2021-2022		
Program	Number of Students	Rate of Enrollment
GIRLS	1673	49%
BOYS	1750	51%
Totals	3423	100%

INTERSCHOLASTIC ATHLETICS PARTICIPATION – 2021-2022		
SPORT	GIRLS	BOYS
Cross Country	43	39
Volleyball (V/JV)	14 (V) 12 (JV)	N/A
Volleyball (Freshman)	14	N/A
Soccer (V/JV)	29 (V) 32 (JV)	23 (V)
Soccer (JV 1)	N/A	19
Soccer (JV 2)	N/A	22
Football (V/JV)	N/A	106 (combined)
Football (Freshman)	N/A	56
Tennis	29	33
Golf	12	12
Basketball (V/JV)	12 (V) 10 (JV)	14 (V) 9 (JV)
Basketball (Freshman)	11	15
Swimming/Diving	30	34
Wrestling	33	56
Softball (V/JV)	14 (V) 10 (JV)	N/A
Baseball (V/JV)	N/A	20 (V) 16 (JV)
Baseball (Freshman)	N/A	15
Track & Field	81	94
Unified Track & Field	13	16
TOTALS	399	599
GRAND TOTAL	998	

MY HIGH SCHOOL RATES OF PARTICIPATION COMPARED TO RATES OF ENROLLMENT 2021-2022		
Program	Rate of Enrollment	Rate of Participation
GIRLS	49%	40% (-9%)
BOYS	51%	60%
Totals	100%	100%

PRONG 2: History & Continuing Practice of Program Expansion - Responsive to the Developing Interests and Abilities of the Underrepresented Sex

Where one sex has been underrepresented, the school must demonstrate a history and continuing practice of program expansion responsive to the developing *interests* and *abilities* of that sex.

Information Needed:

- Year a sport was first offered
- Year sport was eliminated/rationale
- Ave. no. of participants
- *Requests for addition/expansion*
- *Plans to add a sport*

Analysis: Show growth for the *historically underrepresented gender*.

COMPONENT I: EFFECTIVE ACCOMMODATION OF ATHLETICS INTERESTS

EFFECTIVE ACCOMMODATION & PARTICIPATION OPPORTUNITIES
PRONG NUMBER TWO OF THE THREE-PRONG TEST
ASSESSMENT OF HISTORY & CONTINUING PRACTICE OF WOMEN'S PROGRAM EXPANSION

Key Issue: Whether the School Has Shown a History & Continuing Practice of Women's Program Expansion That Has Been Demonstrably Responsive to the Evolving Interests & Abilities of Women [Emphasis on Very Recent Past.]

In order to evaluate "history & continuing practice," refer to pages 2-9 through 2-13. The chart below and on the following page is intended for use in documenting the history of each of the boys' sports and girls' sports that are offered at your school, including the year in which the sport was first offered, the year in which any sport was eliminated and the rationale therefore, the number of participants in each sport, and other relevant information related to each sport. Make additional copies of the following page, as required, to document the history of all the sports offered at your school. Note that the questionnaire included on page SA-9 (that surveys the athletics interests of your school's students) and responses to the questions on pages SA-7 & SA-8 (that monitor developing athletics interests by reviewing other indicia such as the growth of club and intramural sports programs, community sports programs, and local-state-national trends in sports programs) should also be used in evaluating your school's "history & continuing practice."



Sport	Year Sport Was First Offered	Year Sport Was Eliminated [& Rationale for Elimination]	Average # of Participants [Varsity/JV/Soph/Frosh/Club]	Misc. Notes: Requests for Addition/Expansion of the Sport & Explanation. Plans to Add the Sport in Future & Details Regarding Plans.

PRONG 3: Full & Effective Accommodations of Athletic Interests & Abilities

“Hang-Your-Hat” on PRONG 3...

Information Needed: OCR considers several indicators in the context of evaluating three questions:

- 1. Is there unmet interest in a particular sport?**
- 2. Is there sufficient ability to sustain a team in the sport?**
- 3. Is there reasonable expectation of competition for the team?**

**EFFECTIVE ACCOMMODATION & PARTICIPATION OPPORTUNITIES
PRONG NUMBER THREE OF THE THREE-PRONG TEST****ASSESSMENT OF FULL & EFFECTIVE ACCOMMODATION OF ATHLETICS INTERESTS & ABILITIES**

Key Issue: Whether the Expressed Interests in Athletics of the School's Female Students Are Being "FULLY" and "EFFECTIVELY" Accommodated by Current Sports Offerings [As Determined by Surveys & Other Indicia.]

In order to evaluate whether your school is "fully" and "effectively" accommodating its women's athletics interests and abilities, refer to pages 2-9 through 2-13. The *Full & Effective Accommodation Questions* listed below and on the following page, that are intended to monitor other indicia of evolving athletics interests, should be completed by the school's *Gender Equity Coordinator* or *Gender Equity Committee*. The Sports Participation Survey on page SA-9 is intended for use in assessing the athletic interests of the students enrolled in your school. It is recommended that the Sports Participation Survey be administered in a manner that may maximize the response rate of the student body (e.g. at enrollment confirmation on the first day of school, in all homerooms on the same day, or along with other required paperwork of all students at any point during the school year.)

1. What steps have been taken to expand women's athletics participation opportunities in the *recent* past (within 3 years?)

2. What plans does the school have in place to expand women's athletics participation opportunities in the *near future* (within the next 2 years) in sports that are already being offered at your school (by increasing the participation numbers) or by adding entirely new sports offerings?

3. Based on the results of the **Sports Participation Survey** that you have administered to your student body (see attached page SA-9), what are the areas of growing athletics interests among your school's female students?

FULL & EFFECTIVE ACCOMMODATION QUESTIONS
[To Be Completed by Gender Equity Coordinator or Gender Equity Committee]

Ask these questions...

- Does your school offer any boy's sports for which **same-sport girls' equivalents** are typically offered by most schools but not at your school?
- *Are there sports offered at the **middle school/junior high/elementary school level** in your district/area/state that are not presently offered at your school?*
- Are there sports **offered by other high schools** in your geographic area (league/district/state) that are not presently offered at your school?
- *Are there any **club sports offered** at your school or at other area schools in which there has been sufficient demonstrated interest to elevate the club sport to varsity status? Would there be sufficient interscholastic competition to support a varsity schedule in the sport?*
- Are there any **intramural sports offered** at your school in which there has been sufficient demonstrated interest to support establishment of varsity teams in the sport? Would there be sufficient interscholastic competition to support a varsity schedule in the sport?
- *Are there any **community sports programs** or park/recreation sports programs presently offered in your area in which there has been sufficient demonstrated interest to support the establishment of a varsity program in the sport? Sufficient interscholastic competition available?*
- Have there been **any requests** in recent years by students/parents **to add** a particular new sport or **to elevate** a particular sport to varsity status?

PRONG 3: Requires continual assessment...

Student Participation
Interest Surveys
(Yearly/bi-yearly)

Club & Intramural
sports/Rec. programs
at the school/Elective
PE courses

Community/Regional
Rec. programs, etc.

Talk to students (both
student-athlete & non-
student-athlete) &
Coaches

Ask school guidance
counselors to assist
in assessing interest
levels

Collaborate with the
school district's Title
IX Coordinator

Use a "TEAM"
approach
(Gender Equity
Committee)

Procedure for Adding
a New Sport/Adding
Teams

Show evidence that the
school is "Fully and
Effectively" meeting the
"interests and abilities" of
the "historically
underrepresented gender"

*Document,
Document,
Document...*

The “LAUNDRY LIST”: Treatment

Equipment and Supplies

Scheduling Games and Practice Times

Travel and Per Diem Allowance

Opportunity to Receive Coaching

Opportunity to Receive Academic Tutoring

Provision of Locker Rooms, Practice and Competition Facilities

Provision of Medical and Training Facilities and Services

Provision of Housing and Dining Facilities and Services

Publicity

Institutional Support Services

Recruiting Resources

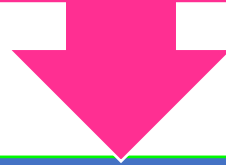


Analysis of the benefits flowing to programs and ensuring that they are equitable.

Collection of data and the analysis of the 11 program areas will be the most time-consuming aspect of the assessment process.



Involving Coaches in the process may provide a time-saving option. This may provide an opportunity to educate Coaches about the law.



Whether involving Coaches or a *Gender Equity Committee*, steps may have to be taken to educate those involved in the assessment process to ensure accuracy and consistency.

- Each of the 11 program areas requires analyses of the benefits for each interscholastic team under each “*factor*” within the program area.
- The term “*factor*” refers to the issues within each 11- program area that are reviewed for compliance.



Provision of **EQUIPMENT & SUPPLIES**

Key factors in examining the equivalence for boys and girls:

- ***Quality of Equipment***
- ***Suitability of Equipment***
- ***Amount of Equipment***
- ***Maintenance/Replacement of Equipment***
- ***Availability of Equipment***

Assess each Boys’ and Girls’ team separately.

TEAM ASSESSMENT
PROTECTIVE ATHLETIC EQUIPMENT & OTHER ATHLETICS
SUPPLIES



COMPLIANCE FACTORS	EVALUATIVE CRITERIA	IN THIS SPACE, ASSESS EVALUATIVE CRITERIA FOR THE TEAM
Quality of Equipment, Shoes, Uniforms, Sport-specific Equipment [Helmets, Bats, Rackets, etc.] & General Sports Equipment	Cost of Equipment? Cost relative to Other Options? High-end vs. Cut-rate? Durability?	
Suitability of Equipment	Officially Sanctioned by National Governing Body? By NFSHSA? By State Association? Meets Sport-specific Specifications as Defined by Sanctioning Bodies?	
Amount of Equipment	Adequacy of Number Provided to Each Member of Team? Do Participants Have to Share Equipment? Do Participants Have to Provide Their Own Equipment?	
Maintenance of Equipment	Reconditioning Provided for Equipment? Laundry Services Provided for Uniforms? Replacement Schedules for Old-Worn-Unsafe Equipment?	
Availability of Equipment	Access to Equipment by Athletes? Access for Use During Practice? After Practice? Schedules of Availability for Equipment?	

Use the “Summary Assessment” to compare overall program component benefits to Boys and Girls.

Summary Assessment for Overall Athletic Program
Protective Athletic Equipment & Other Athletic Supplies

Collectively Analyze All Team Assessment Forms in Order to Evaluate the Overall Athletic Equipment/Supplies Benefits to Men as Compared to Women.

Compliance Factors For Program Area	Identify Collective, Overall Differences Between Program Area Benefits Provided To Male Athletes Vs. Female Athletes	Identify Corrective Action To Be Taken To Remedy Differences In Program Area Benefits Between Male And Female Athletes
Quality of Equipment		
Suitability of Equipment		
Amount of Equipment		
Maintenance of Equipment		
Availability of Equipment		

- ***Scheduling Games and Practice Times:***

No. of Competitive Events – No. & Length of Practice Opportunities – Time of Day Competitive Events are Scheduled – Time of Day Practice Opportunities are Scheduled – Opportunities for Pre & Post Season Competition

- ***Travel and Per Diem Allowance:***

Modes of Transportation – Housing During Overnight Travel – Length of Stay Before/After Events – Per Diem Allowances – Dining Arrangements

- ***Opportunity to Receive Coaching:***

Opportunity to Receive Coaching – Assignment of Coaches – Compensation of Coaches

- ***Opportunity to Receive Academic Tutoring:***

Availability of Tutoring – Assignment of Tutors – Compensation of Tutors

- ***Provision of Locker Rooms, Practice and Competition Facilities:***

Quality/Availability of Facilities for Practice/Competition – Exclusivity of Use – Availability/Quality of Locker Rooms – Maintenance of Practice/Competition Facilities – Preparation of Practice/Competition Facilities

- **Provision of Medical and Training Facilities and Services:**

Availability of Medical Personnel – Availability/Quality of Weight/Training Facilities – Availability/Quality of Conditioning Facilities – Availability/Qualifications of Athletic Trainers/Training Facilities – Health, Accident & Injury Insurance Coverage

- ***Provision of Housing and Dining Facilities and Services:***

Housing Provided – Dining – Special Services Related to Housing/Dining

- **Publicity:**

Availability & Quality of Sports Information Personnel – Access to Other Publicity Resources – Quantity & Quality of Publications & Other Promotional Devices

- ***Institutional Support Services:***

Amount of Administrative Assistance Provided to Programs – Amount of Secretarial/Clerical Assistance Provided to Programs

- **Recruiting Resources:**

Opportunity to Recruit – Equivalent Resources to Recruit – Effect of Athletic Program Benefits on Recruiting



Assess each component area separately for Boy's and Girls' programs and then summarize and determine if benefits are equitable.

- Equipment and Supplies
- *Scheduling Games and Practice Times*
- Travel and Per Diem Allowance
- Opportunity to Receive Coaching
- Opportunity to Receive Academic Tutoring
- Provision of Locker Rooms, Practice and Competition Facilities
- Provision of Medical and Training Facilities and Services
- Provision of Housing and Dining Facilities and Services
- Publicity
- Institutional Support Services
- Recruiting Resources

TITLE IX AND ATHLETICS

Title IX requires a school/district to:

1. Provide equal **opportunities** for female and male students to become interscholastic athletes.

[Analyzed by means of the "Three-Prong Test"]

2. Provide equitable **treatment** of participants in the overall girls' program as compared to the overall boys' program.

[Analyzed according to eleven different program components often referred to as "The Laundry List" – LTI 506: P-L-A-Y-I-N-G F-A-I-R]



THE HISTORY AND IMPORTANCE OF TITLE IX

National Federation of State
High School Associations



The Importance Of Compliance

- Professional Obligation/*Title IX is a Federal Law*
- *Proactive Leadership Function -> **Best Practice***
- State Athletics Data Collection Laws
- A Complaint was Filed — *Defeat the rage to sue...*
- To Educate Yourself and Others
- To Develop a *Strategic Plan* for Improvement
- *To assess the current status of the program – How are we doing? What can we do better? What things are we doing well? (Give yourself credit!)*
- ***Do the Right Thing for ALL Students!***



**KEEP
CALM
AND**

**PUT INTO PRACTICE
WHAT YOU LEARNED**

KeepCalmAndPosters.com

Using a “*TEAM*” Approach



Gender Equity Committee

- Athletic Administrator
 - District Title IX Coordinator
 - Superintendent/Assistant Superintendent/ Director of Human Resources
 - School Board Members
 - Building Level Administrators
 - Supervisor of Buildings and Grounds
 - Coaches
 - Student-Athletes
 - Parents
 - School District Legal Counsel
 - Other Professionals and Community Members
- Educate, Educate, Educate...***

START SOMEWHERE...START WITH WHAT YOU KNOW

Prong-1: Substantial Proportionality – “Crunch-the-Numbers”

Continue to track the numbers yearly.



Prong-2: History & Continuing Practice of Program Expansion

Create a chart to document when sports were established, eliminated and reinstated.



Prong-3: Full & Effective Accommodation of Athletic Interests & Abilities

Do the “leg-work”...seek to show that opportunities have been “**maxed out**” for the “*historically underrepresented gender*” OR, provide evidence of **growth**, etc.

[Program “expansion”, not “retraction”]



Look at obvious potential “**red flags**” in the 11-program area (Laundry List) – Facilities, Schedules, Equipment (uniforms), Coaches, Transportation, etc. **DOCUMENT, DOCUMENT, DOCUMENT...**



Equity in Athletics

START

SOMEWHERE...

START WITH WHAT
YOU KNOW

- Conduct *Athletic Participation Interest Surveys* yearly/bi-yearly
- Talk to student-athletes/non-athletes and coaches
- Incorporate a student-athlete leadership program to engage student-athletes in conversations about program equity
- Ask Guidance Counselors to be a part of the process of assessing interest levels
- Talk with PE department staff
- Make a commitment to improve the experiences of *ALL* student-athletes
- *Show that you care...*

NIAAA Leadership Training Program

The NIAAA believes in the importance of Title IX and Title IX compliance.

There is one single four-hour course in the Leadership Training Program dedicated to this Law.

THE NIAAA CHAMPIONS THE PROFESSION OF ATHLETIC ADMINISTRATION THROUGH EDUCATIONAL OPPORTUNITIES, ADVOCATING ETHICS, DEVELOPING LEADERS, AND FOSTERING COMMUNITY.



LTC 506

**ATHLETIC ADMINISTRATION:
LEGAL ISSUES II (TITLE IX AND
SEXUAL HARASSMENT)**



National Interscholastic Athletic
Administrators Association

LTC 506

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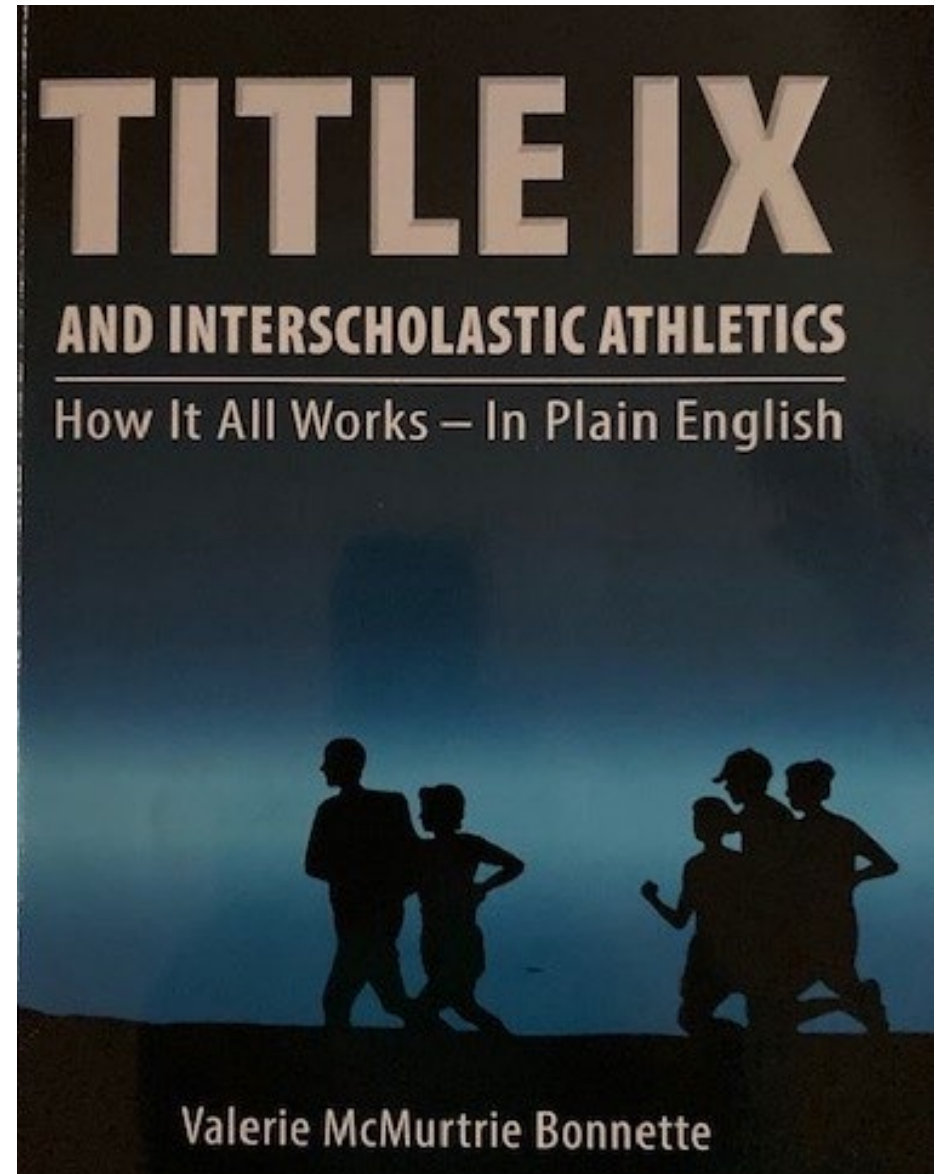
LEADERSHIP TRAINING COURSE

*“Title IX and
Interscholastic Athletics:
How It All Works – In Plain
English”*

Good Sports, Inc.

Valarie Bonnette

www.titleixspecialists.com





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Recommended for: **Coach, Administrator**

Title IX

Elective Course



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Description

Over 3.4 million girls participate in High School Athletics every year. This participation is fueled by the flagship legislation for girls' participation, Title IX. The NFHS has developed this Title IX course to help interscholastic professionals know the history and impact of Title IX and understand the responsibilities of a school and staff pertaining to girls athletic programs. This course discusses the standards at which Title IX compliance is evaluated and breaks down the factors involved in supporting girls programs.

This Course Includes

✓ Approved for 1 Clock Hour

✓ Certificate of Completion



Questions and Conversations

Thank you for allowing us to visit with you today!

Contact Information:

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**Title
IX**

EDUCATE – ADVOCATE - CELEBRATE

