



STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS**  
6<sup>th</sup> FLOOR ANDREW JOHNSON TOWER  
710 JAMES ROBERTSON PARKWAY  
Nashville, Tennessee 37243  
(615) 741-2921

### TEAM COACH WORKSHEET

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Number of participants: \_\_\_\_\_ Number of squads: \_\_\_\_\_

Your name: \_\_\_\_\_ (Check:  Male  Female)

Squad you coach: \_\_\_\_\_

1. How much time do you spend coaching student athletes each week?
2. How much preparation time each week?
3. Are there other coaches on the team? (Please include names, positions, and whether volunteer or paid.)
4. Is the amount of time spent coaching the team adequate?
5. Describe your coaching experience in this sport (number of years, where gained, etc.).
6. Describe your coaching experience in other sports (number of years, where, etc.).
7. Describe your experience playing in this sport (where, level, years).
8. Describe your experience playing in other sports (where, level, years).
9. Describe your other qualifications (e.g. camps, clinics, writing, speaking).
10. Are training opportunities made available to you by the district? Please describe briefly.
11. What is your salary and what are the terms of your contract?

Additional Comments:

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## COACHING DISTRICT WORKSHEET

In step 1, the district gathered information from each team coach on amount of coaching provided, coaches qualifications, and their compensation. Now you can use this district worksheet to compile district-wide information and evaluate the equity of coaching services provided to girls' and boys' teams.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer some of the questions on the worksheet below.

Based on the information acquired from the different coaches, carefully consider and answer the following questions for the district as a whole. Your objective is to determine whether, in the district interscholastic program as a whole, there are differences in the treatment of boys and girls in coaching.

1. How many coaches are there in the girls' program district-wide?
2. How many coaches are there in the boys' program district-wide?
3. What is the ratio of the total number of coaches to the total number of boys participating and girls participating?
4. How many assistant coaches are available to each team in the boys' and girls' programs?
5. What is the ratio of boys' coaches (including assistants and volunteers) to the number of boys participating in sports and the ratio of girls' coaches (including assistants and volunteers) to the number of girls participating in sports? How do the ratios compare for girls' and boys' teams?
6. Compare the number of girls' teams that have assistant coaches with the number of boys' teams that have assistant coaches and note differences.
7. Is there a difference along gender lines in the number of coaches identifying that the amount of coaching provided to their team is inadequate to meet the needs of their team?

8. Compare the training, experience, and other professional qualifications of coaches assigned to the boys' programs with coaches assigned to the girls' program.
9. If there are differences that favor either boys' sports or girls' sports overall, are they the result of discriminatory hiring practices based on the gender of team participants?
10. Do the differences result in a different level of quality in coaching for boys and girls overall?
11. How do the differences affect the coaching provided?
12. Compare the salaries of coaches for the boys' sports with the salaries of coaches for the girls' sports.
13. If there are differences, are they the result of such factors as: the nature of their duties, the experience of individual coaches, the number of participants for particular sports, or the number of assistant coaches supervised?
14. Do the differences in compensation result in a disparity on the coaching afforded to the boys' or girls' sports?
15. Compare the percentage of coaching funds available to the boys' sports and the percentage of coaching funds available to the girls' sports with the percentage of student athletes who are boys and girls. Note any significant differences in these proportions.
16. For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected overall?

Overall Conclusion:

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Action Steps to Address Coaching:

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### **TEAM EQUIPMENT AND SUPPLIES WORKSHEET**

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Number of participants: \_\_\_\_\_

Head coach: \_\_\_\_\_

Person completing form, if different: \_\_\_\_\_

For purposes of this worksheet, examples of equipment and supplies that should be considered include, but are not limited to, practice and game uniforms, shoes, rain-gear, warm-up suits, sport-specific equipment such as bats, balls, nets, gymnastics equipment, and general equipment and supplies such as instructional devices, and conditioning and weight training equipment. Stationary equipment such as basketball hoops, field goals, and tennis nets are reviewed under the legal standards for the "facilities" program component.

1. Number of squads.
2. List the equipment and supplies provided to the team or to team members by the district.
3. List the equipment and supplies provided by participants.
4. List the equipment and supplies provided by other sources (e.g., booster clubs, manufacturers).
5. Do students pay a participation fee and, if so, how much?
6. Do participants pay an equipment fee and, if so, how much?
7. What is the equipment and supplies budget for the current year?
8. What is the equipment and supplies budget for the previous year?
9. Is the quality of the equipment and supplies provided to this team satisfactory?

10. Are the equipment and supplies suitable for the team, e.g., are they regulation, officially sanctioned, meeting the rules or specifications for the sport?

11. Are the equipment and supplies provided in sufficient quantity, e.g., are there enough uniforms for the players?

12. Are the equipment and supplies appropriately maintained and replaced when needed?

13. Are the equipment and supplies stored near the practice and competitive areas and the locker rooms?

14. Are the equipment and supplies stored in a way that makes them readily available for use by the team?

15. Overall, are the equipment and supplies available to this team adequate?

16. Do you believe that the equipment and supplies provided to your team may deny the team equal treatment and opportunities?

Additional Comments:

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## **DISTRICT EQUIPMENT AND SUPPLIES WORKSHEET**

In step 1, the district gathered information about each team in the district using the team worksheets. Now you can use this district worksheet to compare the information from your schools about the equipment and supplies provided to boys' and girls' teams throughout the district. To complete the certification form in the next and final step, you will need to make a number of judgments about the comparability of the treatment of boys' and girls'.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer some of the questions on the worksheet below. Based on the information acquired from the different teams, carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether, in the district athletics program as a whole, there are differences in the treatment of boys and girls.

1. Do the team worksheets reflect a disparity between the girls' and boys' teams regarding the amount of equipment and supplies provided by the participants themselves?
2. If participation fees are charged to students, is there a difference between fees charged to members of boys' teams and to members of girls' teams? If there is a difference, why?
3. If fees for equipment or supplies are charged to students, is there a difference between fees charged to members of boys' teams and to members of girls' teams? If there is a difference, why?
4. Is there a disparity in the budgets for the girls' and the boys' teams? If there is a difference, why?
5. Is there a disparity in the number of boys' and girls' teams that report dissatisfaction with the quality of their equipment and supplies?
6. Is there a disparity in the number of boys' and girls' teams that report having sufficient quantities of equipment and supplies?
7. Is there a disparity in the number of boys' and girls' teams reporting that their equipment and supplies are suitable, e.g., equipment that is regulation, officially sanctioned, meeting the rules or specifications for the sport?

8. Is there a disparity in the number of boys' and girls' teams reporting that their equipment and supplies are appropriately maintained and replaced when needed?
9. Is there a disparity in the number of boys' and girls' teams reporting that the equipment and supplies are located near the practice and competitive facilities?
10. Is there a disparity in the number of boys' and girls' teams reporting that the equipment and supplies are stored in a way that make them readily available?
11. Is there a disparity in the number of boys' and girls' teams reporting that the equipment and supplies are adequate?
12. Is there a disparity in the number of boys' and girls' teams indicating that the overall provision of equipment and supplies may deny their team equal treatment and opportunities?
13. For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected?

Overall Conclusion:

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Action Steps to Address Equipment and Supplies Disparities:

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## TEAM FACILITIES WORKSHEET

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Number of participants: \_\_\_\_\_

Head Coach:  
\_\_\_\_\_

Person Completing Form, if different: \_\_\_\_\_

### Practice Facilities

1. What facilities does your team use for practice?
2. Is the facility you use for practice shared with any other activities? Does this interfere with your team's use of the facility?
3. Is the facility appropriately prepared and maintained?
4. Is the practice facility appropriately equipped?
5. What is the overall quality of the practice facility (e.g., excellent, adequate, poor)? Please note the problems.

### Competitive Facilities

6. What facilities does your team use for competition?
7. Is the facility you use for competition shared with any other activities?
8. Is the competitive facility appropriately prepared and maintained?
9. Is the competitive facility appropriately equipped?
10. What is the overall quality of the competitive facility (e.g., excellent, adequate, poor)? Please note the problems.

### Locker Rooms

11. What locker room does your team use? Are lockers individually assigned to the athletes? For what length of time (e.g., all year, the sport season, day use, etc.)?



12. Do athletes have exclusive use of the locker rooms or are other teams or groups using the locker room at the same time?
13. What is the quality of the locker room facilities (e.g., excellent, adequate, poor)? Please note the problems.

Additional Comments:

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## **DISTRICT FACILITIES WORKSHEET**

In step 1, the district gathered information about each team in the district using the team worksheets. Now you can use this district worksheet to compare the information from your schools about the facilities provided to boys' and girls' teams throughout the district. To complete the certification form in the next and final step, you will need to make a number of judgments about the comparability of the treatment of the boys' and girls' teams.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer some of the questions on the worksheet below.

Based on the information acquired from the different teams, carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether, in the district athletics program as a whole, there are differences in the treatment of boys and of girls.

Note: It may be helpful to organize the information from each team worksheet into two batches, with one batch including "like" teams that always use the same practice and competitive facilities, and the other batch including the teams that use facilities unique to their teams. This technique should better enable you to identify disparities between girls' and boys' teams.

### **Practice Facilities**

1. Is there a disparity in the number of boys' and girls' teams that report that their locker room is not of adequate quality and availability?
2. Overall, is there a disparity between the extent to which the district is meeting the needs of the girls' and boys' sports in the area of equipment and supplies?
3. For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected?
4. If there is a disparity overall, can the disparity be explained by nondiscriminatory factors and, if so, what factors?

**Competitive Facilities**

- 5. Is there an overall disparity between girls’ and boys’ teams regarding the need to share use of competitive facilities with other teams or district activities (e.g., interscholastic, club, or intramural teams, pep band, etc.)?
- 6. Is there a disparity between girls’ and boys’ teams regarding whether competitive facilities are appropriately equipped?
- 7. Is there a disparity in the number of boys’ teams and of girls’ teams that report that their competitive facilities are not of adequate quality?

**Locker Rooms**

- 8. Is there a disparity in the number of boys’ and girls’ teams that report that their locker room is not of adequate quality and availability?

**Overall Conclusion:**

Overall, is there a disparity between the extent to which the district is meeting the needs of the girls’ and boys’ sports in the area of equipment and supplies?

For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected?

If there is a disparity overall, can the disparity be explained by nondiscriminatory factors and, if so, what factors?

Action Steps to Address Facilities:

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## TEAM SCHEDULING OF GAMES AND PRACTICE TIMES WORKSHEET

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Squad: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Person completing form, if different: \_\_\_\_\_

1. How many regular season contests does the team play? Home? \_\_\_\_ Away? \_\_\_\_
2. Is the number of regular season events adequate for the team's competitive level?
3. Is each squad participating in the maximum number of contests allowed by the WIAA?
4. What days of the week and times are regular season contests played?
5. What days of the week and what times of day are considered "prime time", whether male or female, for this sport's contests?
6. What percentage of this squad's competitions occurred during prime time?
7. Do contest schedules permit reasonable opportunities to compete before student and community spectators?
8. What days of the week and times are practices? Is the practice schedule convenient?
9. When would be the preferred time for practices?
10. How long are practices?
11. Is the amount of practice time for this squad sufficient?
12. Are there competition or practice scheduling issues that may deny your team or athletes on your team competitive opportunities?

If yes, describe the issue(s):

Additional Comments:

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## **DISTRICT SCHEDULING OF GAMES AND PRACTICE TIMES WORKSHEET**

In step 1, the district gathered information about each team in the district using the team worksheet. Now you should use this district worksheet to compile and analyze the data to determine whether, district-wide, male and female athletes are receiving equal benefits from the scheduling of games and practice times. To complete the certification form in the next and final step, you will need to make a number of judgments about the comparability of the treatment of the boys' teams relative to scheduling.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected.

Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team.

You will need to use these numbers to conduct the calculations needed to answer some of the questions on the worksheet below.

Based on the information provided by each squad in step 1, you should compare the answers provided by girls' teams and boys' teams and then carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether boys' and girls' are being treated equally in this program component.

1. Overall, what percentage of the maximum number of competitions allowed did the girls' and boys' teams actually schedule?
2. Based on the above percentage, are girls' and boys' teams given equal opportunities to participate in the maximum number of competitions allowed for their team?
3. Is there a disparity between the number of games played at home for girls' and boys' teams?
4. Does the squad secure or receive invitations to out-of-state contests?
5. If a disparity exists in any of the above, is there a unique aspect about a team or teams of one gender that would explain the disparity? Explain.
6. Are boys' and girls' teams given an equivalent opportunity to compete during "prime time"?

7. Are boys' and girls' teams given an equal opportunity to compete in front of spectators?
8. Are boys' and girls' teams given an equal opportunity to practice during preferred times?
9. Is there a disparity between the number of girls' and boys' teams that report an insufficient amount of time to practice?
10. Is there a disparity between the total number of girl and boy participants affected by an insufficient amount of time to practice?
11. Is there any pattern of girls' or boys' teams reporting that scheduling issues may be affecting their competitive opportunities?

**Overall Conclusion:**

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**Action Steps to Address Scheduling Disparities:**

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### **TEAM MEDICAL AND TRAINING WORKSHEET**

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Your Name: \_\_\_\_\_

#### **Medical and Training Facilities (such as conditioning and weight facilities)**

1. What training/weight rooms does your team use?
2. Do athletes use the training rooms on a scheduled or drop-in basis? What is the schedule?
3. What is the quality of the training, weight, and conditioning facilities?
4. Are there any problems with the scheduling or availability of the facilities?
5. Are the training facilities available to your team adequate?

#### **Medical and Training Services**

6. Are trainers provided for any events for your team?
7. Do trainers work with a physician who works with the team?
8. Is there a medical doctor available for home events?
9. Has any athlete ever had an injury requiring an examination or treatment by doctor? If so, how were the doctor's services obtained?
10. Does the district provide medical and accident insurance for student athletes on your team?
11. Are the training and medical services provided to your team adequate?

Additional Comments:

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## **DISTRICT MEDICAL AND TRAINING WORKSHEET**

In step 1, the district gathered information about each team in the district using the team worksheets. Now you can use this district worksheet to compare the information from your schools about the medical and training facilities and services provided to boys' and girls' teams throughout the district. To complete the certification form in the next and final step, you will need to make a number of judgments about the comparability of the treatment of the boys' and girls' teams.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer the final question on the worksheet below.

Based on the information acquired from the different teams, carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether, in the district athletic program there are differences in the treatment of boys and girls.

1. Is there a difference overall in the access of girls' and boys' sports teams with respect to access to training facilities?
2. Is there a disparity in the number of boys' teams and of girls' teams that report that their training facilities are not adequate?
3. Overall, is there a disparity between the extent to which the district is meeting the needs of the girls' and boys' programs in the area of training facilities?
4. If there is a disparity overall, can the disparity be explained by nondiscriminatory factors and, if so, what factors? (For example, do unique aspects of particular sports account for the disparity?)
5. Overall, is there a disparity between the extent to which the district is meeting the needs of the girls' and boys' programs in the area of health, accident, and injury insurance?
6. Overall, is there a disparity between the extent to which the district is meeting the needs of the girls' and boys' programs in the area of medical services?
7. If there is a disparity overall, can the disparity be explained by nondiscriminatory factors and, if so, what factors? (For example, do unique aspects of particular sports account for the disparity?)

8. For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected?
9. If there is a disparity overall, can the disparity be explained by nondiscriminatory factors and, if so, what factors (for example, do unique aspects of particular sports account for the disparity)?

Summary Determination:

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Action Steps to Address Medical and Training:

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### TEAM PUBLICITY WORKSHEET

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Your name: \_\_\_\_\_

Squad you coach: \_\_\_\_\_

1. Is anyone assigned to be responsible for the team publicity and promotional activities? Who?
2. If no one is assigned the responsibility, who handles publicity and promotional activities for the team (e.g., the team, coach, cheerleaders)?
3. Describe the qualifications and the time spent by whoever handles these activities.
4. Do you believe that the amount of support provided to your team for publicity and promotional activities may deny your team equal treatment and opportunities? Explain.
5. Are the following publicity resources available to your team? (check response)

Trophy Cases  Yes  No

Banners Displayed  Yes  No

Posters Displayed  Yes  No

Team Photographs  Yes  No

Layout in the Yearbook  Yes  No

Pep Band at games  Yes  No

Cheerleaders at home games  Yes  No

Cheerleaders at away games  Yes  No

Pep rallies before games  Yes  No

Other special events \_\_\_\_\_ Yes \_\_\_\_\_ No  
(e.g., drill team performances,  
dances) coordinated with games

6. Are the following publicity resources available to your team? (check response)

Radio broadcasts \_\_\_\_\_ Yes \_\_\_\_\_ No

TV broadcasts \_\_\_\_\_ Yes \_\_\_\_\_ No

Press releases \_\_\_\_\_ Yes \_\_\_\_\_ No

Local newspaper articles \_\_\_\_\_ Yes \_\_\_\_\_ No

School newspaper coverage \_\_\_\_\_ Yes \_\_\_\_\_ No

Promotion on marquee/  
reader board \_\_\_\_\_ Yes \_\_\_\_\_ No

School announcements of  
upcoming events and  
competition results \_\_\_\_\_ Yes \_\_\_\_\_ No

Programs for events \_\_\_\_\_ Yes \_\_\_\_\_ No

Other special events \_\_\_\_\_ Yes \_\_\_\_\_ No  
(e.g., )

Additional Comments:

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## **DISTRICT PUBLICITY WORKSHEET**

In Step 1, the district gathered information about each team in the district using the team worksheets.

Now you should use this district worksheet to compile and analyze the data to determine whether district-wide, girls' and boys' are receiving equal efforts by the district to publicize and promote their team.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer some of the questions on the worksheet below.

Based on the information provided by each team in step 1, you should compare the answers provided by girls' and boys' and then carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether boys' and girls' are being treated equally in this program component.

1. Do the forms reflect a disparity in the number of boys' and girls' teams that have personnel assigned to promote and publicize the teams?
2. Are the people who handle publicity and promotions for girls' and boys' teams equally qualified for the task?
3. Is an equal amount of time spent working to publicize and promote girls' and boys' teams?
4. Is there any pattern of girls' or boys' teams reporting that the amount of support received for publicity and promotional activities may deny their team equal treatment and opportunities?
5. Are the following publicity resources equally available to boys' and girls' teams in the district?

Trophy Cases	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Banners Displayed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Posters Displayed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Team Photographs	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Layout in the Yearbook	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pep Band at games	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cheerleaders at home games	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cheerleaders at away games	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pep rallies before games	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other special events (e.g., drill team performances, dances) coordinated with games	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Radio broadcasts	<input type="checkbox"/> Yes	<input type="checkbox"/> No
TV broadcasts	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Press releases	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Local newspaper articles	<input type="checkbox"/> Yes	<input type="checkbox"/> No
School newspaper coverage	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Promotion on marquee/ reader board	<input type="checkbox"/> Yes	<input type="checkbox"/> No
School announcements of upcoming events and competition results	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Programs for events	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other special events (e.g., )	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Overall Conclusion:**

For each disparity or difference that you identified in the question above, have you found that there is a significantly greater percentage of girls or boys affected?

Action Steps to Address Publicity:

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### **TEAM TRAVEL AND PER DIEM WORKSHEET**

School: \_\_\_\_\_

Sport: \_\_\_\_\_  
(use separate worksheets for each boys' team and girls' team)

Number of participants: \_\_\_\_\_

Head Coach: \_\_\_\_\_

Person completing form, if different: \_\_\_\_\_

1. What mode of transportation is usually used to transport the team to away events?
2. Does the team ever use transportation other than indicated above? If so, why?
3. What overnight accommodations are furnished during travel (e.g. Holiday Inn)?
4. When overnight accommodations are furnished, how many athletes share a room?
5. Who pays for the team's meals while traveling?
6. If the school or district pays, how much money per meal is allotted for each athlete?
7. Do you feel that the team's travel arrangements provide an adequate amount of time at the away venue before and after competitions?
8. Overall, are the travel arrangements for the team adequate to meet the needs of the team?  
If not, please explain.
9. Do you feel that the travel arrangements for the team are comparable to other teams with similar travel needs? If not, please explain.
10. Has your team been denied any opportunities as a result of a lack of travel funds?

Additional Comments:

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STATE OF TENNESSEE  
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## **DISTRICT TRAVEL AND PER DIEM WORKSHEET**

In step 2, the district gathered information about each team in the district using the team worksheets. Now you can use this district worksheet to compare the information from your schools about the travel and per diem provided to boys' and girls' teams throughout the district. To complete the certification form in the next and final step, you will need to make a number of judgments about the comparability of the treatment of boys and girls.

It is essential in determining whether there is a disparity in this area that you consider both the number of girls' and boys' teams affected and the actual number of team participants affected. Because the number of participants on each team will vary greatly, simply comparing the number of girls' and boys' teams reporting problems will not give you a complete measure of whether the male and female athletes in the district are being treated equally as a whole.

The top of each team worksheet should indicate the number of students participating on the team. You will need to use these numbers to conduct the calculations needed to answer some of the final questions on the worksheet below.

Based on the information acquired from the different teams, carefully consider and answer the following questions for the district as a whole. Your objective is to arrive at a conclusion about whether, in the district athletics program as a whole, there are differences in the treatment of boys and girls.

1. Do the forms reflect that boys' and girls' teams are provided an equivalent type of transportation, such as, school bus, new or old vans, private cars, etc.?
2. If there is a difference overall between the types of transportation provided to boys' and girls' teams, what may account for the difference?
3. If the district provides overnight accommodations for away events, are the boys' and girls' teams provided equivalent quality of accommodations?
4. If the district provides overnight accommodations for away events, are the number of athletes assigned to each room equivalent for boys and girls?
5. Do the forms reflect an overall disparity between the amount of money allotted per meal for female and male athletes?
6. Is there a disparity between the number of girls' and boys' coaches who indicate that the amount of time at the away venue before and after competitions is inadequate?
7. Is there a disparity between the number of girls' and boys' coaches who indicate that, overall, the travel arrangements for their team are inadequate?

8. Is there a disparity between the number of girls' and boys' coaches who indicate that the travel arrangements for their team are not comparable to other teams with similar travel needs?
9. Is there a disparity between the number of girls' and boys' coaches who indicate that their team has been denied opportunities as a result of a lack of travel funds?
10. For the disparities or differences that you identified in the questions above, have you found that there is a significantly greater percentage of girls or boys affected?

Overall Conclusion:

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Action Steps to Address Travel and Per Diem:

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