

Guide to 14.9

Annual Athletic Evaluations (14.9.A–C)

Note: If your LEA operates, sponsors, or provides interscholastic, club, or intramural athletics, submit evidence for this item.

Legal Background

Annual Athletic Evaluations

Title IX and state law require LEAs to ensure girls and boys have equitable opportunities, benefits, and treatment in athletic programs. Each school building that offers an athletic program conducts an annual evaluation of its athletic program to ensure that the overall benefits and treatment of the boys' and girls' athletic programs are comparable, considering the following factors:

- Accommodation of interests and abilities (addressed in Item 14.8)
- Coaching and tutoring
- Equipment and supplies
- Scheduling
- Facilities
- Medical services and training
- Publicity and awards
- Travel and per diem

Outside Sources of Funding

Title IX and state law require LEAs to ensure girls and boys have equitable opportunities, benefits, and treatment in athletic programs regardless of their source. This means LEAs should consider all opportunities, benefits, and treatment attained through outside sources of funds in combination with LEA resources. Outside sources of funding may include booster clubs, fundraisers (e.g., a carwash or bake sale run by individual teams), donations, and in-kind contributions.

Schools may accept funding from outside sources to support their athletic programs. However, once a school accepts an outside source of funding, it must ensure that its acceptance and use of the funds does not result in a disparity between girls' and boys' athletic programs. If the acceptance or use of outside funding results in a disparity along gender lines, the district must find and use resources from elsewhere to offset it.

Budgets for boys' and girls' teams and athletic programs do not have to be equal, but the opportunities, benefits, and treatment provided must be equal in effect.

Key Resources:

Athletic Evaluation Worksheets:

[Team](#) | [Building](#) | [District](#)

[Sex Equity in Athletics Training Handout](#)



Legal Authority: Title IX, [34 C.F.R. Sec.106.41](#); RCW [28A.640.020](#); WAC [392-190-025](#), [392-190-030](#), [392-190-040](#), and [392-190-045](#).

Annual Athletic Evaluation (14.9.A–C)

Evidence to Provide

For 14.9.B and 14.9.C, provide evidence for a middle/junior high school and high school (where applicable). For 14.9.C, please submit evidence for the same schools previously selected in 14.8.B.

- A. A description of the LEA’s process for annually evaluating girls’ and boys’ athletic programs at each building to identify and address disparities based on each required factor.
- B. Evidence of implementation of annual athletic evaluations for each selected building for the 2022–23 or 2023–24 school year. Evidence must include dated and completed building-level worksheets and analysis, or equivalent.
- C. If the athletic evaluations identified disparities that favor one sex at any selected building, evidence that the LEA or building is taking effective steps to correct the disparity.

Tips for Program Review

- OSPI provides **sample worksheets** ([Team](#) | [Building](#) | [District](#)) to assist LEAs in completing the annual athletic evaluations. While use of OSPI’s sample worksheets is not required, thorough documentation of an LEA’s evaluation process, activities, and outcomes is vital to ensuring successful implementation of this requirement.
- A **thorough process** for annual athletic evaluations should address:
 - When the annual evaluations will be completed
 - How annual evaluations will be documented
 - How information from each team will be collected
 - Who is responsible for compiling and analyzing team evaluations
 - How each school will correct any disparities that are identified between girls’ and boys’ programs
- In addition to team worksheets completed by team coaches, other **helpful sources of evaluation information** could include student questionnaires, practice and competitive schedules, facilities tours, uniform and equipment rotation schedules, and budgets.

Outside Sources of Funds in Athletics (14.9.D)

Evidence to Provide

- D. A description of the LEA's process to ensure that outside sources of athletic funding (including fundraisers, donations, and booster club activities) do not result in disparities that favor one sex over another.

Tips for Program Review

- LEA should be able to articulate the process in place for ensuring the acceptance and use of outside sources of funds do not result in inequities between girls' and boys' athletic programs. **Examples of this process** could include a system for tracking the distribution and use of donations, athletic director approvals for fundraising requests and donation distributions, notices to donors about Title IX obligations and equitable distribution of donations, and a protocol for addressing any disparities that arise from outside funding.
- A school board policy is not required. However, if an LEA has a school board policy related to gifts, fundraising, and booster club activities, OSPI recommends the policy address the process for ensuring equitable distribution and use of funds between girls' and boys' athletic programs.
- A donor or booster club may be adamant that donations go to a particular team. However, a school must understand that by accepting a particular donation, schools are obligated to ensure that it does not result in a disparity. Making sure that donors and booster clubs are aware of this obligation is key, and might involve taking **proactive steps** such as:
 - Developing and distributing policies and procedures for athletic fundraising and fundraisers.
 - Developing and distributing procedures and forms to request and report donations. This allows for better school and district oversight and avoids donations going directly to individual coaches or teams.
 - Establishing an inclusive, school-wide sports booster club policy and procedure, e.g., all donations go into one fund, with the athletic director in control of any distributions from there.
 - Establishing a booster club advisory committee comprised of booster club members, parents, coaches, and athletic director(s) to encourage communication and collaboration.
 - Developing a consistent system for tracking booster club donations.
 - Providing ongoing training for all coaching staff in the areas of equal opportunity in fundraising and donations, as well as in federal and state nondiscrimination laws.

Learn More About Sex Equity in Athletics

- OSPI's [Sex Equity in Athletics](#) webpage

- OSPI Equity and Civil Rights Webinar: [Annual Athletic Evaluations](#) | [Sex Equity in Athletics Training Handout](#)
- OCR [Letter: Outside Sources of Funding \(1995\)](#)
- [Paying for the Playing Field: Booster Clubs, Funding, School Sports, and Title IX \(National Women's Law Center\)](#)