

2018 Title IX Data Guidance Standards

Use the following rubric to determine your school's level of proportionality or equity and need for an action plan.

Compliance Area	Proportionality/Equity Level 3	Proportionality/Equity Level 2	Proportionality/Equity Level 1
<p><u>Student Data</u></p> <p>Opportunities/Roster spots required: Roster spots refer to the number of opportunities provided by the school rather than the number of unique individual participants.</p>	<p>Less than 10 roster spots required.</p> <p>Schools that show nine or fewer roster spots required are not encouraged to complete an action plan for this section.</p>	<p>10 – 30 Roster spots required.</p> <p>Schools that show between 10 and 30 roster spots required. Schools in this category are encouraged to complete an action plan for this section.</p>	<p>31 or more roster spots required.</p> <p>Schools that show more than 30 roster spots required. Schools that fall into this category are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.</p>
<p><u>Personnel Compensation</u></p> <p>Compensation % difference: The percent difference between %compensation for women's program personnel and %female enrollment.</p>	<p>Less than 5% difference</p> <p>Schools that show less than a 5% difference between %compensation for women's program personnel and %female enrollment. These schools will not be encouraged to complete an action plan for this section.</p>	<p>5% - 10% difference</p> <p>Schools that show between a 5% and 10% difference between %compensation for women's program personnel and %female enrollment. Schools in this category are encouraged to complete an action plan for this section.</p>	<p>More than 10% difference</p> <p>Schools that show difference between %compensation for women's program personnel and %female enrollment of more than 10%. Schools that fall into this category are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.</p>
<p><u>Expenditures</u></p> <p>Total expenditures per student difference (TEPSD): The difference in expenditures per student between women's and men's programs.</p> <p>TEPSD (school funds only): The difference in expenditures per student from school based funds only between women's and men's programs.</p>	<p>TEPSD is less than \$10 <u>And/or</u> TEPSD (School Funds only) is less than \$5.</p> <p>Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range will not be encouraged to complete an action plan for this section.</p>	<p>TEPSD is between \$10 and \$40 <u>And/or</u> TEPSD (School Funds only) is between \$5 and \$35</p> <p>Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range are encouraged to complete an action plan. Within the action plan for this section it is important to take into account cost differences among sports which may account for a large difference in funds spent per student.</p> <p><i>*See action plan guidance for more information.</i></p>	<p>TEPSD is greater than \$40 <u>And/or</u> TEPSD (School Funds only) is greater than \$35</p> <p>Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support. Within the action plan for this section, schools must take into account and explain differences among sports which may, in part, account for a large difference in funds per student.</p> <p><i>*See expenditures action plan guidance for more information.</i></p>

<p>Benefits:</p> <p>Facilities Condition Difference: % difference of facilities that are in somewhat good or good condition used by male and female sports.</p> <p>Facilities Location: % of facilities that are off-site</p> <p>Facility Lights: % of facilities with lights</p>	<p>One or none of the three data categories show a significant difference of 25% or more.</p> <p>Schools that show a significant difference in one or none of the three data categories will not be encouraged to complete an action plan for this section.</p> <p><i>*For "Facilities Location" differences among off-site locations should be assessed.</i></p>	<p>Two of the data categories show a significant difference of 25% or more.</p> <p>Schools that show a significant difference in two of the data categories will be encouraged to complete an action plan for this section.</p> <p><i>*Schools should use the action plan to explain this difference focusing on the specific needs of different sports which require the use of off-site facilities.</i></p> <p><i>** See action plan guidance for more information.</i></p>	<p>All three of the data categories show a significant difference of 25% or more.</p> <p>Schools that show a significant difference in all three data categories will be strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.</p> <p><i>*Schools should use the action plan to explain this difference focusing on the specific needs of different sports which require the use of off-site facilities.</i></p> <p><i>**See action plan guidance for more information.</i></p>
<p>Personnel</p> <p>Experience: Average experience for personnel.</p> <p>Multiple Roles: Average number of athletic roles for personnel.</p>	<p>Average experience shows a difference of less than 10 years and average number of roles shows a difference of less than two (2) roles.</p> <p>Schools within this range for both data categories are not encouraged to complete an action plan and are not required to make any changes.</p>	<p>Average experience shows a difference between 10 and 15 years and average number of roles shows a difference between two (2) and four (4) roles.</p> <p>Schools within this range for one or more of these data points should consider this information along with the other data points in this rubric. If schools fall within proportionality levels one (1) or two (2), for two or more additional categories, completing an action plan is encouraged. Making changes to personnel hiring practices should be addressed in the action plan.</p> <p><i>*See action plan guidance for more information.</i></p>	<p>Average experience shows a difference of more than 15 years and average number of roles shows a difference of more than four (4) roles.</p> <p>Schools within this range for both of these data points are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.</p>
<p>Title IX Personnel and Training</p> <p>Complete three member Gender Equity Review Committee (GERC).</p> <p>Title IX School Liaison</p> <p>Athletic Director trained in Title IX</p>	<p>Complete GERC, Title IX Liaison has been appointed, and the Athletic Director or Administrator has been trained by DCSAA.</p> <p>Schools within this range are not encouraged to complete an action plan.</p>	<p>Complete GERC, Title IX Liaison has been appointed, and the Athletic Director or Administrator has <u>NOT</u> been trained by DCSAA.</p> <p>Schools within this range are encouraged to complete the action plan for this section.</p>	<p>Incomplete GERC, or Title IX Liaison has been appointed, and/or the Athletic Director or Administrator has <u>NOT</u> been trained by DCSAA.</p> <p>Schools within this range are strongly encouraged to complete the action plan for this section and will be prioritized for targeted outreach and support.</p>

