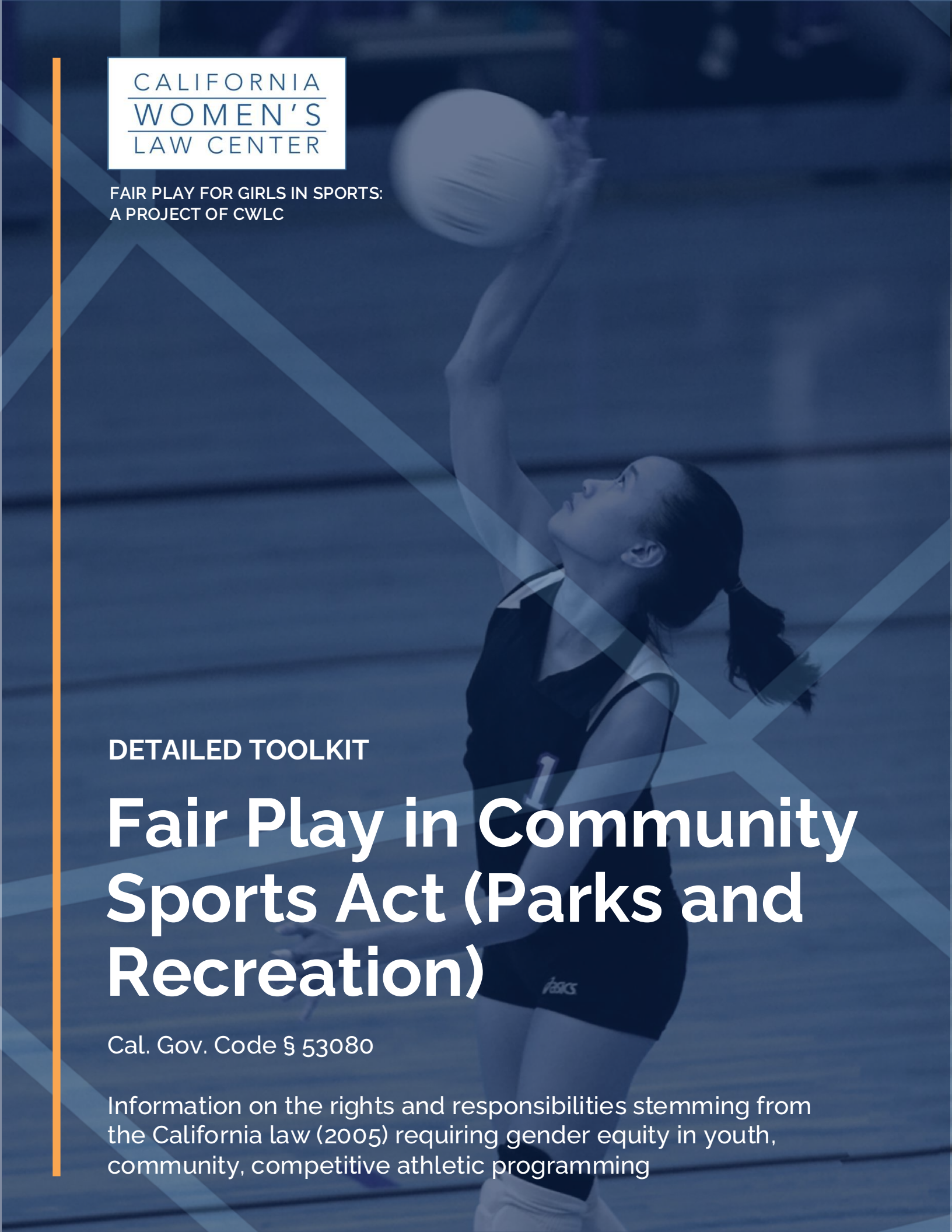




CALIFORNIA
WOMEN'S
LAW CENTER

FAIR PLAY FOR GIRLS IN SPORTS:
A PROJECT OF CWLC

DETAILED TOOLKIT

Fair Play in Community Sports Act (Parks and Recreation)

Cal. Gov. Code § 53080

Information on the rights and responsibilities stemming from the California law (2005) requiring gender equity in youth, community, competitive athletic programming

GIRLS' YOUTH SPORTS

Girls who play sports experience high self-esteem, strong physical fitness, and develop skills to lead healthy lives. Studies show that high school girls playing team sports are significantly more likely to graduate from high school and college and more often achieve employment success plus higher wages later in life. Despite these benefits, many girls in California do not have the same access and equitable experiences in community-based, park and recreation-oriented youth sports programs in comparison to boys. However, state law requires equity for girls in community youth sports. (Note: Throughout this Toolkit, "department" implies any government entity, including park and recreation departments and/or a city, county or special district, operating and/or hosting youth community athletics programs.)



PREFACE

This guide provides general information only, not legal advice. For anyone seeking help with a particular legal problem involving girls' athletics, contact the California Women's Law Center at (323) 951-1041 or cwlc@cwlc.org. Complete current text of the statute of focus in this guide is available [here](#). Park and recreation departments, cities, and counties should contact legal counsel should a violation be at issue.

THE FAIR PLAY ACT

AB 2404, the Fair Play in Community Sports Act (the “Fair Play Act” or “Law”) (California Government Code Section 53080) is a California law that prohibits gender discrimination in public community youth sports programs and in the allocation of parks and recreation facilities and resources. The Fair Play Act requires that local governments provide girls with opportunities to participate in community athletics programs that are **equal, both in quality and scope**, to those provided to boys. The Fair Play Act enables any person to bring a civil action against a non-compliant department. Each and every department is highly encouraged to read carefully through the law in addition to this Toolkit. Although the Fair Play Act passed in 2004, and has been in effect since 2005, many park and recreation departments do not fully understand the law and many do not comply. However, departments can comply through awareness and proactive, persistent steps.

This Toolkit seeks to increase knowledge of the Fair Play Act among departments, along with community members (e.g. youth, coaches, families, and third party leagues), and improve understanding about the Fair Play Act's requirements. The Toolkit also contains ideas for departments on how to expand girls' participation in an effort to help departments comply with the Fair Play Act. Many of the strategies in this Toolkit come from park and recreation departments in California working to become compliant with the Fair Play Act. While there is no one-size-fits-all strategy for complying with the Fair Play Act, the Toolkit provides a range of ideas and steps proven to work. Certain information in this Toolkit builds on the Title IX athletics law framework, borrowing its structure and enforcement concepts to **regulate fairness and parity**.



WHAT PROGRAMS ARE COVERED BY THE FAIR PLAY ACT?

The Fair Play Act applies to all community youth athletic programs in California. Whether the Law applies to a certain program depends on three factors:

- 1. Community:** The Law applies to programs that departments run or support including where departments administer sports leagues and/or allow outside sports organizations to use department property, facilities, and resources.
- 2. Youth:** The Fair Play Act applies to community youth athletics programs in which most of the participants are under the age of 18. It does not apply to adult athletics programs.
- 3. Athletics Programs:** The Fair Play Act applies to programs that involve athletic competition. Athletics include youth sports leagues such as baseball, softball, football, soccer, basketball, etc. The Fair Play Act encompasses more than team sports. Swimming, gymnastics, track, and other individual sports are part of the Law so long as there is some competition involved. Through a Title IX lens, traditional sideline cheer does not constitute a sport. However, competition cheer, with all the trappings of similar competitive sports, can count as a sport (*i.e.*, full season, coaching support, etc.). In addition, sports clinics and summer camps are not athletic programs under the Law if no comprehensive competition opportunities are available (yet potentially a programmatic benefit in the form of training to participants). Yet, such clinics and camps can be helpful additions to build competitive, equitable youth sports programs for girls.



WHAT DOES THE FAIR PLAY ACT REQUIRE?

The Fair Play Act requires that departments provide male and female athletes with equal opportunities and equal treatment in their youth sports programs.

Equal Opportunities

Departments must provide youth sports programs for girls and boys in numbers that reflect the percentages of girls and boys in the community. A typical community has roughly the same number of boys as it does girls. The Fair Play Act requires opportunities proportionate to the actual demographics of the community, which in many cases is close to 50/50. Thus, the number of sports opportunities (*i.e.*, slots on teams) available to girls and boys should be proportionate to their actual percentage in the community. If the opportunities for girls and boys are unequal, a department will be in violation of the Fair Play Act, unless the department can show it fully accommodates the athletic interests and abilities of girls as shown by surveys and other assessments of interest and ability in the community. Often, departments and the athletics they sponsor and support do not offer girls sufficient and equitable sports opportunities (*i.e.*, actual slots on teams, not just the “option” to play). Yet, the Fair Play Act does not require girls, or any youth to play in the form of quotas.

Equal Treatment

Should a department allocate resources such as money, coaching, officiating, locker rooms, athletic fields, equipment, field maintenance, and the like to girls' and boys' sports programs, the department must distribute such resources equitably. Unequal treatment can take many forms. Some examples include:

- Consistently giving boys' sports priority when scheduling access to fields or gyms;
- Providing inferior equipment, facilities, or fields to girls' sports;
- Providing fewer coaches to girls' teams in comparison to boys' teams;
- Publicizing sports programs for boys and not for girls;
- Not providing enough umpires or referees to girls' sporting events; or
- Providing field maintenance more often to fields used primarily by boys' teams as compared to fields used primarily by girls' teams.

These are examples of possible violations. If there is uncertainty regarding a violation, common sense helps. If it seems the department is treating girls' sports unequally, a violation of the Fair Play Act is possible.

WHEN DOES A DEPARTMENT NEED TO COMPLY WITH THE FAIR PLAY ACT?

The Fair Play Act, effective 2005, became more stringent in 2015, during the sunseting of a previous defense regarding participation opportunities. For more than a decade, the law has mandated that departments show proportionality or that they are accommodating girls' interests and abilities.

WHY SHOULD DEPARTMENTS COMPLY WITH THE FAIR PLAY ACT?

Departments should comply with the Fair Play Act for a number of reasons, including:

It's the Law

California law requires departments to comply and provide gender equitable athletic programming for youth.

It's the Right Thing to Do

Girls should have equitable athletic opportunities and equitable treatment when participating in youth sports. Girls' health, wellness, and life outcomes improve alongside the boys, and all kids, already playing.

Program Engagement

Complying with the Fair Play Act can generate new users for department programming. Girls in the community can increasingly take part in department-run and/or third party leagues thereby underscoring the strength and quality of department services.

Complaints & Lawsuits

Proactively complying with the Fair Play Act can help a department avoid complaints and resource-intensive lawsuits. The Law allows community members to file suit against departments that violate the Fair Play Act. While no lawsuits have been brought under the Law as of the publication of this Toolkit, subsequent enforcement actions (e.g., City of Santee, 2021; City of Davis 2022, City of Chula Vista 2026) confirm departments may face legal challenges.



ENSURING COMPLIANCE WITH THE FAIR PLAY ACT

There are several steps departments should take to follow the Law.

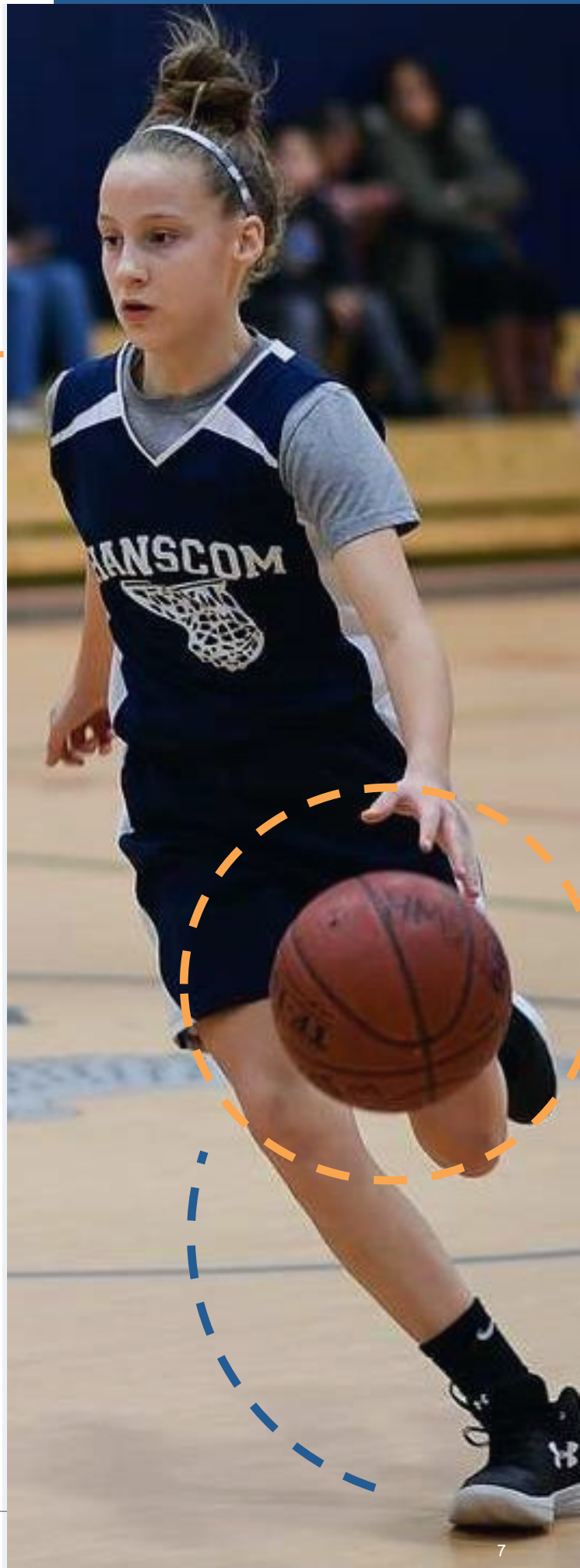
Self-Assess

Departments should complete the attached assessment tool (Appendix A) to better understand areas that need improvement.

Monitor

The only way to know if a department is actually in compliance with the Fair Play Act is to monitor participation in community youth sports programs. Departments should begin to monitor and keep records of:

1. **Department and third party youth sports programs:** Keep or obtain records of the programs departments offer and track the number of participants in youth sports by gender. Require that clubs and leagues provide gender data as a condition of using department facilities. A model data collection form can be found in Appendix B.
2. **Community interest in new sports programs:** Solicit feedback from community members about what new sports programs girls would like to experience. A model community survey form can be found in Appendix C.



Implement and Distribute a Gender Equity Policy

A gender equity policy will ensure that everyone in the department and community is aware of the Fair Play Act. This policy should describe the department's commitment to achieving gender equity in youth sports programs. A model gender equity policy can be found in Appendix D.

After a department adopts a gender equity policy, distributing the policy to the staff and public helps increase awareness and action. Departments should post the policy around offices and facilities as well as including it in mailings, brochures and on websites. Departments should notify coaches, volunteers, local schools, and independent youth sports organizations about the policy. Departments may consider distributing a press release or placing an article in the local paper. Publicizing the policy ensures that the community is aware of the department's efforts. A model press release can be found in Appendix G.

Designate a Fair Play Act Compliance Coordinator or ensure a staff member's role encompasses this work. This individual is responsible for coordinating the department's Fair Play Act compliance efforts. The compliance coordinator can train department staff on the requirements of the

Fair Play Act. This person also investigates and processes Fair Play Act complaints. Share the coordinator's name, mailing address, e-mail address, and phone number with staff, coaches and participants. The department web site can further contain contact information along with community newsletters and/or catalogues.

Establish Complaint Procedures

Departments should adopt and implement complaint procedures to promptly address complaints from the community alleging violations of the Fair Play Act. Such procedures should describe how to submit a complaint and complaint resolution details. Sample complaint procedures and a sample complaint form are available at Appendix E.

Reporting Compliance Efforts

If possible, regularly publish reports and/or updates outlining the department's continuing efforts to comply with the Fair Play Act. Such reports should include data about the gender of youth sports participants, a description of ongoing revisions regarding youth sports programs, and a description of department plans to further accommodate and equalize girls' sports programs.



ACTION STEPS REGARDING THE FAIR PLAY ACT

Departments and stakeholders can take additional steps to strengthen Fair Play Act compliance. The best way to address issues and avoid complaints and lawsuits, is to be proactive in identifying problems and taking steps to fix them.

Many departments offer sports leagues run by outside organizations such as Little League, American Youth Soccer Organization, and Pop Warner Football. If these leagues use a department's facilities, equipment, and/or support, the Fair Play Act is relevant in the following ways, among others:

Participation Numbers: Youth participating in sports leagues run by outside organizations using department property, facilities and/or resources count toward a department's compliance numbers. For example, if a department provides fields to a third-party youth football organization with 90 male participants and 10 female participants, such numbers count when calculating whether the department provides equal opportunities to girls and boys. In turn, a department needs to balance these numbers in providing other programs with proportional, comparable numbers of female participants in sports they wish to play.

Allocation of Resources: Third-party sports leagues can receive permits, facilities access, and equipment in a discriminatory manner. Third-party sports leagues, whether they cater to girls or boys, must receive gender equitable opportunities to schedule practices and games and to use park and recreation resources. This requirement covers the time of day, day of week, and season that practices and games are held, in addition to lengths and locations, plus other program components. For example, girls' sports practices cannot always occur late at night while boys' practices are immediately after school. Nor can a department schedule girls' sports in a non-traditional season (e.g., girls' basketball in the spring, versus the winter) without similar treatment of boys' sports.

Lease Agreements: Some cities have long-term lease agreements with sports organizations. For example, a boys' soccer league might have a ten-year lease with a city that guarantees league access to a certain soccer field every year. This lease can remain in place so long as the city can provide comparable fields to its girls' soccer leagues. If not, the department will need to renegotiate such a lease to allow for access by girls' sports organizations. Alternatively, the league itself can provide a girls' soccer league on that field. Simply put, the department or a third party club, team, or league cannot reserve the best fields (or other spaces) exclusively for boys' sports based on historical leasing arrangements or out-of-date, gender-inequitable practices.

NOTE

Assess participation numbers as a whole.

Consider all department sports offerings (through the department and through third parties), across various leagues and teams, when determining whether girls and boys have equal opportunities. For a survey to help the department collect data for participation rates in Third Party Leagues, see Appendix C at the end of this Toolkit.





HOW DOES THE FAIR PLAY ACT AFFECT BOYS' SPORTS?

Departments must be resourceful, creative, and open-minded regarding ways to maintain boys' sports programming while ensuring girls are provided equal opportunities, benefits, and treatment. This means, for example, boys' opportunities need not be cut, yet facilities and time for boys' sports merit rebalancing.

HOW TO INCREASE THE NUMBER OF GIRLS PARTICIPATING IN THE YOUTH SPORTS PROGRAMS?

If a department is not providing enough athletic opportunities for girls, there are numerous ways to increase the number of girls participating in youth sports leagues.

Develop a Recruitment Plan: Girls respond to active recruitment strategies. Sports demonstrations, follow-up contacts to girls and their families, and speaking with caregivers are just a few strategies that gauge and act upon girls' interest. Encourage girl athletes to invite their friends to join a team. Such strategies may take more time and effort, but will likely prove to be much more successful than traditional modes of recruiting female athletes.

Reach Out to Girls' Sports Leagues: Contact girls' sports leagues operating in nearby cities and talk to them about adding a league in any given community or across communities where multiple cities share space and opportunities.

Partner with the Local School District: Ask local schools to distribute information about the youth sports programs and share information about what department and district offerings can reinforce one another (e.g., if soccer is popular in middle and high school, consider ways to support that pipeline). Sponsor or participate in assemblies at schools showcasing local female athletes as well as allies of girls and women as means of recruiting students into youth sports programs.



Form a Girls' Sports Focus Group: A focus group can include government staff, caregivers, girls, coaches, as well as volunteers with interest in expanding girls' sports programs in the region. This group can develop strategies for marketing sports to girls and can discuss ideas or concerns from the community. It can also help track the department's progress in meeting the requirements of the Fair Play Act. This is an inexpensive way for the department to target female athletes and to start a dialogue with staff and community members about girls' sports.

Incentivize Outside Organizations: Provide incentives to outside youth sports organizations to increase the number of female participants. In tracking participation by gender, keep track of the organizations that are increasing their number of girl participants. Consider discounts to these organizations on registration fees, affording first priority when scheduling fields, and publicizing these incentives to the leagues.

Cultivate Female Coaches and Officials: Provide clinics to train parents, guardians, female middle school, high school, and college students to coach girls' sports teams. Hold clinics to train girls and women to officiate athletics. With more female coaches and officials acting as role models, girls are more likely to participate in youth sports.

Build Allyship: In working to increase girls' sports programs, some of the greatest allies can be boys and men. In light of 75% of youth coaches being male, for example, it is key to ensure boys and men are supporting more girls and women playing and coaching. Thus, finding ways to educate boys and men in teams, leagues, stakeholder positions, and leadership roles is one of many elements to ensure sweeping support for the Fair Play Act.

Provide Resources to Coaches on Working with Girls: A number of organizations have resources and fact sheets with tips and strategies that address the specific needs of girls, and resources to help coaches effectively coach girls' teams. Seek out and deploy such resources.

Use Connections with Local Athletes: Ask local high school, college, or professional athletes to put on demonstrations and clinics for the girls' youth sports teams in the community. With more athletic role models, whether male or female, girls will be more likely to participate in youth athletics.





Consider Providing Girl-Specific Teams and Leagues:

Many departments offer coed or mixed sports teams and leagues for children. This sometimes results in negative experiences for girls who play on predominately male teams. Girls often receive less playing time or feel isolated from their teammates. To counter this, certain sports leagues and teams can be girl-oriented, even for the youngest kids, to ensure that girls get ample playing time and have positive interactions with the sport experience plus their teammates. Providing enjoyable experiences for young girls in youth sports programs increases the odds that they continue to play sports as they get older.

Implement a Buddy System: Under a buddy system, girls have the option of requesting to be on the same team as another girl in her community. Girls are often more open and willing to play sports if they can request to be on the same team as a friend, cousin, or neighbor, for example.

Use Social Media: Use social media outlets to publicize the youth sports programs. Tout the benefits of girls participating in sports. Share posts from and about female athletes and regarding female sporting events. Solicit feedback from community members. This is an inexpensive way to market girls' sports to the community.

HOW CAN THE DEPARTMENT ACCOMMODATE INCREASED NUMBERS OF YOUTH ATHLETES?

A department may find that it needs to add girls' sports programs in order to comply with the Fair Play Act. There are several things a department can do to accommodate these new girls' sports programs, leagues, and teams.

To increase the field space available for youth sports:

- 1. Partner with Local School Districts:** Enter into a joint-use agreement which allows a department to use school facilities for its youth sports programs. This will increase the number of facilities available to the department for its youth sports games and practices.
- 2. Partner with Neighboring Cities:** Enter into joint-use agreements with neighboring departments. For example, there may be high demand for basketball courts in the city while there is little demand in a neighboring city. Through a joint use agreement, a department may be able to use these available courts for its youth sports programs.
- 3. Use Existing Facilities:** If the department needs to add girls' sports programs, use existing city facilities that are not in use by other sports programs. If the city has spare tennis courts, create a tennis program, for example. If the city has a community pool, add a swim team, and so on. Take stock of the facilities available for the department and consider new sports programs around any underutilized facilities.
- 4. Convert Existing Facilities to Multi-Use Fields:** Creative use of space, applying facilities lines for a range of sports, and ensuring a court, field, or other space accommodates a wide range of sports and teams provides community members with the most options. Some cities find success, for example, in leveling the baseball field and using a portable mound enabling softball to play on the same field as baseball throughout the year.

To increase youth sports programs using existing resources:

- 1. Add Sports that are Inexpensive and Adaptable:** Add sports that require minimal equipment and expenses (e.g., cross country). Basketball teams can split half of a gym for practices (or maybe even practice together on occasion), and girls' flag football is a fast-growing sport in California that requires very little by way of equipment (just flags, a football, and a field). Sports like these can increase numbers of girl athletes without putting additional strain on the department's limited resources.
- 2. Add Out-of-Season Sports Programs:** Once the department adds girls' sports in season and grows those programs significantly, consider adding out-of-season sport programs as a supplement. Thus, if a fall soccer program is full of girls, consider offering a second off-season soccer program to ensure accommodation of all interest.



WHO TO CONTACT FOR MORE INFORMATION ABOUT THE FAIR PLAY ACT?

For more information about the Fair Play Act, contact the California Women's Law Center. The staff at the California Women's Law Center can help answer questions and point community members toward additional resources about the Fair Play Act.



APPENDICES

The following documents can be used by a department, including at the beginning of addressing the requirements of the Fair Play Act. Some of these documents are samples from departments that already have gender equity policies. Thus, you will likely need to alter these documents to suit a department's needs. Copies of these documents can be found on the California Women's Law Center website, cwlc.org.

APPENDIX A - PARK AND RECREATION ASSESSMENT TOOL

FAIR PLAY ACT SELF-ASSESSMENT TOOL

Assessment Tool Performance Levels

The Fair Play Act Self-Assessment Tool helps park and recreation staff (and community members) determine the degree to which sports programming addresses girls' participation and equity. To help, answer each question using the following rating system:

- **LEVEL 1:** The program is beginning to work in this area and needs to address this practice. The program can be much better at this than the current status.
- **LEVEL 2:** The program is doing work in this area yet needs support to move to the next level. The program is making progress, but can improve further.
- **LEVEL 3:** The program is achieving a high level of proficiency in this area and needs only a little additional work to be exceptionally proficient. The program is very good at this practice.
- **LEVEL 4:** The program is exceptionally proficient in these practices and demonstrates this in observable ways. This is an area of quality practice where the program serves as an example for others.

- **DON'T KNOW ("DK"):** Due to lacking familiarity with these program aspects a rating is difficult to make at this time.
- **NOT APPLICABLE ("NA"):** The department does not provide or have access to this (e.g. if the department does not have locker rooms, "NA" is the response to the question.)

Park and recreation departments should strive to meet Level 3 or 4 for each indicator to demonstrate overall program quality. Assistance and support should be sought for areas scoring as Level 1 or Level 2. There is space next to each indicator for respondents to note what the practice looks like at their site or in their organization. Such information can help inform discussion of the results and next steps.



Rating Scale: Level 1–4; DK (Don't Know)

1. Effective Accommodation of Athletic Interest and Ability

Whether community athletic programs effectively accommodate athletic interests and abilities of youth.

- a. Girls and boys participate equally in sports programs (e.g., 50% girls participating in community athletic programs, where the community is comprised of 50% girls) (This includes third-party competitive sports programs that are run and/or supported by park and recreation department).
- b. Regular surveying to determine girls' interest in sports (at least once per year).
- c. Regular asking of parents and community members for input on sports programming for girls.
- d. Developing partnerships with outside organizations to provide sports for girls as well as boys.
- e. When a survey demonstrates girls' interest in a sport, the department plans to add that sport by the following season.

2. Provision of Monies, Equipment, and Supplies

- a. Girls' and boys' teams have equal access to functional, appropriate equipment and uniforms.
- b. Girls' and boys' teams have equal access to quality, safe, and accessible storage units or rooms for equipment.
- c. Funds and donations are generally distributed equally among girls' and boys' teams.

3. Scheduling of Games and Practice Times

- a. Scheduling of girls' and boys' games and practices so that all supporters can attend.
- b. Scheduling of game and practice times so parents/guardians can transport participants and/or attend games.

4. Opportunity to Receive Coaching

- a. Recruiting of qualified coaches for girls' and boys' teams.
- b. Girls' and boys' teams have an appropriate number of coaches to allow for individualized coaching.
- c. Coaches of girls' and boys' teams receive equal professional development opportunities.

5. Assignment and Compensation of Coaches

- a. Assignment of coaches in equal numbers to girls' and boys' sports activities.
- b. Equitable compensation for girls' and boys' teams, if compensation is available.

6. Availability of Lands and Areas

- a. Availability of lands and areas through permitting, leasing, or other land use arrangements from the city, county, or special district.
- b. Granting of permits, leases, and facility access to girls' and boys' teams on an equitable basis.



7. Selection of the Season for a Sport

- a. Providing sports opportunities for girls and boys equally throughout the year.
- b. Applying weather considerations equally when scheduling seasons for girls' and boys' leagues.

8. Location of Games and Practices

- a. Location of games and practices for girls' and boys' teams are convenient for all youth participants.
- b. Locations allow parents/guardians to transport participants and attend games.

9. Availability of Locker Rooms

- a. Girls' and boys' teams have access to locker rooms of equal quality, including size, locker availability, and convenience of location, where locker rooms are available.

10. Practice and Competitive Facilities

- a. Girls' and boys' teams have equal access to safe facilities with ongoing maintenance.

11. Publicity and Recognition

- a. Advertising girls' and boys' sports programs on an equal basis.
- b. Equally available programming information for parents and guardians of girls and boys.
- c. Programming information is equally available to girls and boys.
- d. Girls' and boys' teams receive equal quality awards, trophies, and recognition events.

12. Officiating

- a. Officials for girls' and boys' teams have similar levels of experience.
- b. Compensation for officials for girls' and boys' teams is equitable.
- c. Equitable support for officials for girls' and boys' teams.

Using the Assessment Tool

This tool is meant to support a reflective process in which department staff and stakeholders can explore girls' sports programs and work collaboratively to develop strategies to enhance policies, procedures, and practices to get more girls in the game. Please take a look at the scores in each of the twelve indicators. Have a discussion with staff and the community about the results. If the program scored Level 1 or 2 in some areas, the following section provides resources, tools, and ideas on strengthening the girls' sports programs and ensuring compliance with the Fair Play Act.

Suggestions for Improvement

1. Whether the community athletic programs effectively accommodate the athletic interest and abilities of all youth.
 - Use active recruitment strategies (e-mail, web, and hard copy advertising, etc.) to encourage girls to sign up for sports programs.
 - Consistently track and document the gender of program participants.
 - Offer a wide range of programming.
 - Offer all girls teams and leagues, where appropriate.

2. The scheduling of games and practice times.
 - Create a spreadsheet of all teams and field allocations. Keep track of the field/gym/other assignments to rotate times/space each season.
 - Build partnerships within the community to access additional space that fits in with the best times for youth, parents, and guardians to attend.
3. The provision of monies, equipment, and supplies.
 - Run fundraisers that are specific to girls' teams.
 - Assess equipment inventory for quality and numbers.
 - Plan for replacement of worn-out equipment.
4. The opportunity to receive coaching.
 - Build partnerships with local colleges and universities as well as high school sports teams.
 - Build a parent-volunteer network.
 - Hold coaching clinics for mothers and female community leaders/athletes.
5. The assignment and compensation of coaches.
 - Create a mentor training program enabling mentors to assist newer coaches.
6. The availability of lands and areas accessed through permitting, leasing, or other land use arrangements, or otherwise granted by the city, county, city and county, or a special district.
 - Make athletic facilities available to girls' teams.
7. The selection of the season for a sport.
 - Create a spreadsheet of all teams, court/field/overall facility allocations, or use department software. Keep track of permits and assignments to rotate times and spaces each season.
 - Factor in weather and traditional season scheduling for all sports programming season assignments.
8. The location of games and practices.
 - Build partnerships within the community to access additional space that fits in with the best times for youth and parents to attend.
9. Availability of locker rooms.
 - Ensure all available space is safe, secure, and divided between girls and boys.
10. The provision of practice and competitive facilities.
 - Make sure the premium facilities (e.g., best playing surfaces, bleachers, parking lots) are distributed evenly between girls' and boys' teams and leagues.
11. The manner of providing publicity.
 - Run clinics for girls and boys to advertise sports and coaches.
 - Ensure all programmatic materials advertise girls' and boys' programs equally in the appropriate language.
12. Officiating by umpires, referees, or judges who have met training and certification standards.
 - Equally assign top officials to girls' and boys' games.
 - Equally train referees for girls' and boys' leagues.

APPENDIX B - FAIR PLAY ACT THIRD PARTY LEAGUE DATA COLLECTION FORM

Department Name:

Fair Play Act Third Party League Data Collection Form

1. League Name:
2. Are most of the participants in this league under the age of 18?
☐ YES ☐ NO

If "Yes," please complete questions 3, 4, and 5
3. Number of boys (under the age of 18) participating in the league:
4. Number of girls (under the age of 18) participating in the league:
5. Number of non-binary youth:
6. Total number of youth participating in the league:
7. Main season (e.g., fall, spring, etc.):
8. Other seasons in play:
9. Facilities in use (e.g., main gym, community park, outdoor basketball courts):

I hereby certify that the information is accurate and the league complies with all rules and regulations.

Department Name:

Print Name:

Signature:

Date:





APPENDIX C – YOUTH SPORTS COMMUNITY SURVEY

Department Name: _____

Youth Sports Community Survey

The [insert department name] is committed to creating new youth athletic programs that meet the interests of the community members. Any community member or stakeholder with ideas for new sports programs, please take a moment to complete this brief survey. If filling out this form on behalf of a child, please answer the questions accordingly.

1. Child's gender: _____
Child's age: _____
2. In what sports programs does the child currently participate?
3. What sports programs or leagues would you like to see added by [Department Name]?

OPTIONAL

If willing to provide more information about the responses above, please provide a name and contact number at which you can be reached.

Name: _____

Telephone: _____

Email: _____



APPENDIX D - GENDER EQUITY POLICIES AND PROCEDURES

THE FAIR PLAY ACT

Effective as of 2005, California Government Code Section 53080, the Fair Play in Community Sports Act ("Fair Play Act"), renders California the first state in the nation to require gender equity in community youth sports offered through local jurisdictions, departments, and special districts. The [insert department name] is not only obligated to comply with the law, but, more importantly, it is the right thing to do. Therefore, the department maintains the following gender equity policy in youth sports programming run or facilitated by the department.

[Insert department name]'S GENDER EQUITY POLICY

It is [insert department name]'s policy to achieve gender equity in the department's youth sports programs as well as programs that are offered at [insert department name]'s facilities. The department's policy is to:

- Encourage the participation of youth in sports and recreation programs and to provide opportunities to youth for recreation.
- Address underrepresentation in sports programs where a gender, such as girls, is not adequately or proportionally represented.
- Improve the representation of female administrators of sports and recreation programs.
- Increase the number of female coaches, referees, instructors, mentors and other role models.
- Ensure the department is equitable in its distribution of resources (*i.e.*, facilities, quality of services, playfields, etc.) for all participants in youth sports.
- Ensure regular reporting and monitoring of the department's progress towards meeting its objectives.

PURPOSES

The purposes of the department's Gender Equity Policy are to:

- Involve more girls in sports and recreation programs in the community by undertaking measures to encourage their participation and by providing opportunities for participation.
- Improve the representation of girls and women in sports programs where they are not adequately represented.
- Ensure the department is equitable in its distribution of resources for all youth sports.

PROCEDURES

The Gender Equity Complaint Procedures (Appendix E) govern how the department addresses gender equity issues.



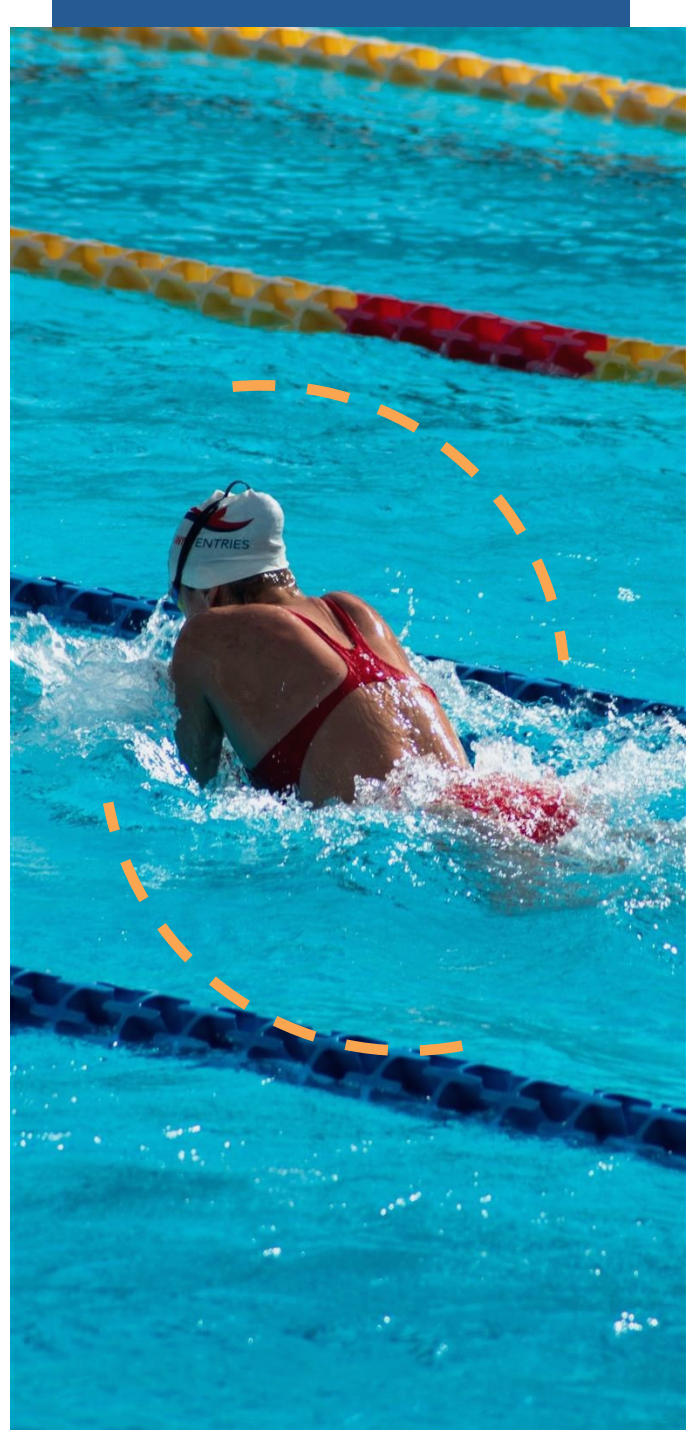
APPENDIX E - GENDER EQUITY COMPLAINT PROCEDURES

PURPOSE: Resolving youth athletic complaints alleging discrimination on the basis of sex.

[Insert department name] will maintain gender equitable opportunities for youth who participate in sports programs and recreational activities. In the event that a community member, department staffer, or other person discovers an inequitable situation [insert department name] provides multiple methods to file a concern regarding discrimination of youth athletes or youth athletic programming on the basis of sex.

1. Contact [insert department name]'s Anti-Discrimination Coordinator and Fair Play Act Compliance Coordinator, [insert compliance coordinator] at [insert telephone number] or [email address], to communicate concerns and obtain a Gender Equity Complaint Form. Upon completion of [insert department name]'s Gender Equity Complaint Form, the department will investigate and review the issue(s) for further action. [Insert Anti-Discrimination Coordinator's email/web contact information].
2. Attend a [. . .] Committee / Commission meeting and voice concerns during oral communications. After doing so:
 - The item will be on the agenda of an upcoming meeting for further discussion.
 - During the next meeting the item may be discussed, and if it requires action, the Committee / Commission may ask staff to investigate the item further, or make recommendation as well as to the City Council for final approval.

These procedures do not restrict the right to file a complaint with any state or federal agency responsible for the enforcement of anti-discrimination legislation. It is the commitment of [insert department name] to confront and eliminate discrimination and to provide gender equitable opportunities for all youth involved in sports and recreation programs.



APPENDIX F - GENDER EQUITY COMPLAINT FORM

The purpose of this form is to assist you in filing a Gender Equity complaint. It is not necessary to use this form; a letter or email with the same information is sufficient. Note, should the identity of the complainant/youth at issue be sensitive, the department and relevant stakeholders can examine ways to support sensitive approaches. No retaliation for complaints is permissible.

1. **State name and address.*

Name:

Address:

City:

Zip:

E-mail:

Phone Number: Home: ()

Alternate: ()

2. **Person(s) / team / league alleging discrimination, if different from above:*

Name

Address:

City:

Zip:

E-mail:

Phone Number: Home: ()

Alternate: ()

3. **Please explain relationship to this person(s).*

If person discriminated against is a minor (under 18 years old), please provide the following information:

Parent/Guardian Name:

Is the parent/guardian contact information the same as provided in question #2?

☐ YES ☐ NO

(If not, please provide contact information below)

Name:

Address:

City:

Zip:

E-mail:

Phone Number: Home: ()

Alternate: ()



4. *Fair Play Act Complaint: Please indicate below the basis on which you believe gender discrimination is taking place.

- ☐ Certain sports programs / teams / leagues are experiencing unfair treatment because of the gender of participants (e.g., girls' softball is playing on inferior facilities).
- ☐ There are unequal numbers of participation opportunities available to girls and boys, despite girls wishing to play sports in greater numbers.
- ☐ Other _____.

5. *To the best of one's recollection, on what date(s) did the alleged discrimination take place?

Earliest date of alleged discrimination:

Most recent date of discrimination:

6. *Please explain as clearly as possible the details including others who may wish to share information.

Name:

Address:

City:

Zip:

Email:

Phone Number: Home: ()

Alternate: ()

7. Do you have any other information that you think is relevant to the investigation?

8. What remedy are you seeking for the alleged discrimination?

9. When is a convenient time for us to contact you about this complaint?

10. If you have an attorney representing you concerning the matters in this complaint, please provide the following information about representation.

Name:

Address:

City:

Zip:

Email:

Phone Number: Home: ()

Alternate: ()

11. Name:

Signature:

Date:

Please submit the complete form to the Fair Play Act Compliance Coordinator or similar staff member.





APPENDIX G - MODEL PRESS RELEASE

[Insert department name] Achieving Gender Equity in its Youth Sports Programs

The Fair Play Act is a California law that requires local park and recreation departments to provide girls and boys with equal opportunities to participate in youth sports programs. Additionally, the law requires girls' and boys' sports receive equal treatment and benefits such as athletic fields and sports equipment.

[Insert department name] understands the importance of providing balanced opportunities in all areas of [insert department name] youth sport programs. Ongoing training for department staff is helping the department evaluate and

document the opportunities, treatment, and benefits available to girls and boys in youth sports programs made available by [department's name] in [City]. The department will report this data to relevant bodies, publish it for public review, and use it to allocate resources and opportunities equitably. It is the goal of [insert department name] to increase athletic opportunities and provide equitable programming for local girls while maintaining our existing youth sports programs for all youth.

Gender equity is a priority for [City], and we celebrate the benefits of athletic programs for everyone. If you have any questions or comments regarding this issue, please phone or e-mail the [insert compliance coordinator] at _____.

The mission of California Women's Law Center is to create a more just and equitable society by breaking down barriers and advancing the potential of women and girls through transformative litigation, policy advocacy, and education.

*Note, while this material and work focus on youth identifying as girls, California Women's Law Center (CWLC) supports equitable athletic access for all youth regardless of gender, gender identity, sexual orientation, race, socioeconomic status, ability, and more. CWLC notes the drafters' binary approach and language in laws covered in these materials and further underscores the importance of ensuring inclusive, equitable, welcoming, and safe environments for all youth.

Thank you to all who contributed to CWLC's Fair Play materials, including Goodwin Procter LLP.

[Learn More](#) | [Support](#) | [Get Involved](#) | [Donate](#)

CONTACT US!

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WOMEN'S
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