To amend the Elementary and Secondary Education Act of 1965 to ensure gender equity in education, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

APRIL 21, 1993

Mrs. Schroeder (for herself, Ms. Snowe, Mr. Kildee, Mrs. Mink, Mrs. Collins of Illinois, Mrs. Lowey, Ms. Molinari, Mrs. Morella, Ms. Slaughter, Mrs. Unsoeld, Ms. Woolsey, Ms. Brown of Florida, Ms. Byrne, Mrs. Clayton, Ms. Kaptur, Mrs. Kennelly, Mrs. Lloyd, Mrs. Maloney, Ms. Margolies-Mezvinsky, Mrs. Meeke, Ms. Norton, Ms. Pelosi, Ms. Roybal-Allard, Ms. Schenk, Ms. Shepherd, Ms. Velázquez, Ms. Waters, Mr. Delums, Mr. Evans, Mr. Frank of Massachusetts, Mr. McDermott, Mr. Miller of California, Mr. Reed, Mr. Towns, Mr. Yates, Ms. Eshoo, Miss. Collins of Michigan, Ms. Furse, Ms. Harman, Ms. Eddie Bernice Johnson of Texas, Ms. McKinney, Ms. Long, Ms. Cantwell, Mr. Williams, and Mr. Martinez) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Elementary and Secondary Education Act of 1965 to ensure gender equity in education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,
SECTION 1. SHORT TITLE.

This Act may be cited as the “Gender Equity in Education Act of 1993”.

TITLE I—WOMEN’S EDUCATIONAL EQUITY

SEC. 101. ESTABLISHMENT OF THE OFFICE OF WOMEN’S EQUITY.

(a) Office of Women’s Equity.—The Department of Education Organization Act is amended—

(1) by redesignating section 215 as 216; and

(2) by inserting after section 214 the following:

“SEC. 215. OFFICE OF WOMEN’S EQUITY.

“(a) There shall be in the Department, an Office of Women’s Equity, to be administered by a Director of Women’s Equity, who shall be appointed by the Secretary. The Director shall promote, coordinate and evaluate gender equity programs, disseminate information, provide technical assistance, coordinate research activities, and administer grant programs. The Director shall report directly to the Secretary, and shall perform such additional functions as the Secretary shall prescribe.

“(b) The Director shall, not later than the final day of each fiscal year, submit a report to the President and the Congress setting forth the programs and activities assisted under the Women’s Educational Equity Act, and
provide for the distribution of such report to all interested
groups and individuals.’’.

(b) ORGANIZATIONAL ENTITY.—For purposes of sec-
tion 413(a) of the Department of Education Organization
Act, the Office of Women’s Equity shall be considered to
be an organizational entity established under such Act and
shall not be subject to the reorganization authority of the
Secretary of Education under such section or any other
provision of law.

SEC. 102. WOMEN’S EDUCATIONAL EQUITY PROGRAMS.
Part A of title IV of the Elementary and Secondary
Education Act of 1965 is amended to read as follows:

‘‘PART A—WOMEN’S EDUCATIONAL EQUITY

SEC. 4001. SHORT TITLE.
‘‘This part may be cited as the ‘Women’s Educational
Equity Act of 1993’.

SEC. 4002. FINDINGS AND STATEMENT OF PURPOSE.
‘‘(a) FINDINGS.—The Congress finds and declares
that—

‘‘(1) educational programs in the United States
are frequently inequitable as such programs relate to
women and girls;

‘‘(2) such inequities limit the full participation
of all individuals in American society; and
“(3) efforts to improve the quality of public education also must include efforts to ensure equal access to quality education programs for all women and girls.

“(b) PURPOSE.—The purpose of this part is to provide gender equity in education in the United States, to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972, and to provide equity in education to women and girls who suffer multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age.

“SEC. 4003. PROGRAMS AUTHORIZED.

“The Director of the Office of Women’s Educational Equity (referred to in this part as the ‘Director’ is authorized—

“(1) to promote, coordinate and evaluate gender equity policies, programs, activities and initiatives in all Federal education programs and offices;

“(2) to develop, maintain, and disseminate materials, resources, analyses and research relating to education equity for women and girls;

“(3) to provide information and technical assistance to assure the effective implementation of gender equity programs;
“(4) coordinate gender equity programs and activities with other Federal agencies that have jurisdiction over education and related programs;

“(5) to provide grants to develop model equity programs;

“(6) to provide funds for the implementation of equity programs in schools throughout the Nation; and

“(7) to coordinate or provide any other activities consistent with achieving the purposes of this part.

“SEC. 4004. LOCAL IMPLEMENTATION GRANTS.

“(a) Authority.—The Secretary is authorized to make grants to, and enter into contracts with, public agencies, private nonprofit agencies, organizations, and institutions, including students and community groups, for activities designed to achieve the purposes of this part at all levels of education, including preschool, elementary and secondary education, higher education, adult education and vocational and technical education; for the establishment and operation, for a period not exceeding 4 years, of local programs to ensure—

“(1) educational equity for women and girls;

“(2) equal opportunities for both sexes; and
“(3) to conduct activities incident to achieving compliance with title IX of the Education Amendments of 1972.

“(b) Grant Program.—Authorized activities under subsection (a) may include—

“(1) introduction into the curriculum and classroom of curricula, textbooks, and other material designed to achieve equity for women and girls;

“(2) implementation of preservice and inservice training with special emphasis on programs and activities designed to provide educational equity for women and girls;

“(3) evaluation of promising or exemplary model programs to assess the ability of such programs to improve local efforts to advance educational equity for women and girls;

“(4) implementation of programs and policies to address sexual harassment and violence against women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;

“(5) implementation of guidance and counseling activities, including career education programs, designed to ensure educational equity for women and girls;
“(6) implementation of nondiscriminatory tests of aptitude and achievement and of alternative assessments that eliminate biased assessment instruments from use;

“(7) implementation of programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women; including underemployed and unemployed women and women receiving Aid to Families with Dependent Children benefits;

“(8) implementation of programs to improve representation of women in educational administration at all levels; and

“(9) planning, development and initial implementation of—

“(A) comprehensive plans for implementation of equity programs in State and local educational agencies and institutions of higher education, including community colleges;

“(B) innovative approaches to school-community partnerships for educational equity; and

“(C) innovative approaches to equity programs addressing combined bias, stereotyping, and discrimination on the basis of sex and race,
ethnic origin, limited English proficiency, and disability.

“(c) Application; Participation.—A grant may be made, and a contract may be entered into, under this part only upon application to the Secretary, at such time, in such form, and containing or accompanied by such information as the Secretary may prescribe. Each such application shall—

“(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant and in cooperation with appropriate educational and community leaders, including parent, teacher and student organizations, educational institutions, business leaders, community-based organizations serving women, and other significant groups and individuals;

“(2) describe a program for carrying out the purposes described in section 4004(b) which is likely to make a substantial contribution in attaining such purposes;

“(3) describe plans for continuation and institutionalization of the program with local support following completion of the grant period and termination of Federal support under this part; and
“(4) establish policies and procedures which ensure adequate documentation and evaluation of the activities intended to be carried out under the application.

“(d) Criteria; Priorities; Categories of Competition.—The Secretary shall establish criteria, priorities, and categories of competition for awards under this part to ensure that available funds are used to achieve the purposes of this part.

“(1) The criteria shall address the extent to which—

“(A) the program addresses the needs of women and girls of color and women and girls with disabilities;

“(B) the program meets locally defined and documented educational equity needs and priorities, including compliance with the requirements of title IX of the Education Amendments of 1972;

“(C) the program is a significant component of a comprehensive plan for educational equity and compliance with the requirements of title IX of the Education Amendments of 1972 in the particular local educational agency, institution of higher education, vocational-technical
institution, or other educational agency or institution; and

“(D) the program implements an institutional strategy with long-term impact that will continue as a central activity of the applicant agency or institution after the grant is completed.

“(2) The Secretary shall establish not more than 4 priorities, 1 of which shall be a priority for compliance with title IX of the Educational Amendments of 1972. Not more than 60 percent of the funds available in each fiscal year under this part which implement the 4 priorities.

“(3) The Secretary shall establish 3 categories of competition, distinguishing among 3 types of applicants and levels of education that are—

“(A) grants to local educational agencies, State education agencies, and other agencies and organizations providing elementary and secondary education;

“(B) grants to institutions of higher education, including community colleges and other agencies and organizations providing post-secondary education, including vocational-tech-
nical education, adult education, and other pro-
grams; and
“(C) grants to nonprofit organizations, in-
cluding community-based organizations groups
representing students, parents, and women, in-
cluding women and girls of color and women
and girls with disabilities.
“(e) Requirement.—Not less than 25 percent of
funds used to support activities covered by subsection (b)
shall be used for awards under each category of competi-
tion in each fiscal year.
“(f) Special Rule.—The Secretary shall ensure
that the grants awarded each year address—
“(1) all levels of education, including preschool,
elementary and secondary education, higher edu-
cation, vocational education, and adult education;
“(2) all regions of the United States, including
at least 1 grant in each of the 10 Federal regions;
and
“(3) urban, rural, and suburban educational in-
stitutions.
“SEC. 4005. RESEARCH AND DEVELOPMENT GRANTS.
“(a) Authority.—The Secretary is authorized to
make grants to, and enter into contracts with, public agen-
cies, private nonprofit agencies, organizations, and institu-
1. The development and evaluation of gender-equitable curricula, textbooks, software, and other educational materials and technology;

2. The development of model preservice and inservice training programs for educational personnel with special emphasis on programs and activities designed to provide educational equity;

3. The development of guidance and counseling activities, including career education programs, designed to ensure gender equity;

4. The development and evaluation of nondiscriminatory assessment systems;

5. The development of policies and programs to address and prevent sexual harassment and violence to ensure that educational institutions are free from threats to safety of students and personnel;
“(6) the development and improvement of programs and activities to increase opportunity for women, including continuing educational activities, vocational education, and programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children;

“(7) the development of instruments and strategies for program evaluation and dissemination of promising or exemplary programs designed to improve local efforts to achieve gender equity;

“(8) the development of instruments and procedures to assess the presence or absence of gender equity in educational settings; and

“(9) the development and evaluation of various strategies to institutionalize gender equity in education.

“(b) Application.—A grant may be made, and a contract may be entered into, under this part only upon application to the Secretary, at such time, in such form, and containing or accompanied by such information as the Secretary may prescribe. Each such application shall—

“(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;
“(2) describe a plan for carrying out 1 or more research and development activities authorized in subsection (a) above, which is likely to make substantial contribution toward attaining the purposes of this part; and

“(3) set forth policies and procedures which ensure adequate documentation, data collection, and evaluation of the activities intended to be carried out under the application, including an evaluation or estimate of the potential for continued significance following completion of the grant period.

“(c) CRITERIA AND PRIORITIES.—(1) The Secretary shall establish criteria and priorities to ensure that available funds are used for programs that most effectively will achieve the purposes of this part.

“(2) The criteria and priorities shall be promulgated in accordance with section 431 of the General Education Provisions Act.

“(3) In establishing priorities the Secretary shall establish not more than 4 priorities, 1 of which shall be a program which addresses the educational needs of women and girls who suffer multiple or compound discrimination based on sex and on race, ethnic origin, disability, or age.

“(d) SPECIAL RULE.—The Secretary shall ensure that the total of grants awarded each year address—
“(1) all levels of education, including preschool, elementary and secondary education, higher education, vocational education, and adult education;

“(2) all regions of the United States.

“(e) Limitation.—Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted under this part.

“SEC. 4006. AUTHORIZATION OF APPROPRIATIONS. "There are authorized to be appropriated $100,000,000 for the fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995, 1996, 1997, and 1998, to carry out the provisions of section 4004 of this part; and $10,000,000 for the fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995, 1996, 1997, and 1998 to carry out the provisions of section 4005 of this part.’’.

TITLE II—GENDER EQUITY IN ELEMENTARY AND SECONDARY EDUCATION

Subtitle A—Teacher Equity Training

SEC. 201. BASIC PROGRAM REQUIREMENTS. (a) Program Description.—Paragraph (2) of section 1011 of the Elementary and Secondary Education Act is amended by inserting ‘‘the training of teachers, li-
brarians, counselors, and other instructional and pupil
services personnel in gender-equitable education methods,
techniques, and practices; the evaluation of the degree of
gender equity in the programs and projects assisted under
this chapter;'' after ``school year);’’.

(b) INNOVATIVE PROJECTS.—Subsection (b) of sec-
tion 1011 of the Elementary and Secondary Education
Act of 1965 is amended—

(1) in paragraph (6), by striking “and” after
the semicolon;

(2) in paragraph 7, by striking the period and
adding ‘‘; and’’; and

(3) by adding at the end the following:
‘‘(8) training of parents, teachers, and other in-
structional pupil services personnel regarding the
impact of gender-role socialization on the edu-
cational needs of eligible children and the use of
gender-equitable educational practices.’’.

SEC. 202. SCHOOLWIDE PROJECTS.

Subsection (b) of section 1015 of the Elementary and
Secondary Education Act of 1965 is amended—

(1) in paragraph (1)—

(A) by redesignating subparagraphs (D)
and (E) as (E) and (F), respectively; and
(B) by inserting after subparagraph (C) the following:

“(D) describes the methods used to ensure gender-equitable instruction in programs supported under this part;”; and

(2) in paragraph (4), by inserting “including training in the impact of gender-role socialization on learning and gender-equitable teaching practices” after “the plan”.

SEC. 203. PARENTAL INVOLVEMENT.

Paragraph (3) of section 1016(a) of the Elementary and Secondary Education Act of 1965 is amended by inserting “, including training in the impact of gender-role socialization on learning and on gender-equitable teaching practices” before the period.

SEC. 204. PROGRAM IMPROVEMENT.

Subsection (b) of section 1021 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating paragraph (2) as paragraph (3); and

(2) by inserting after paragraph (1) the following:

“(2) A local educational agency that demonstrates a substantial difference in the participation or achievement of students by sex shall include
a description of planned efforts to implement gender

SEC. 205. EVEN START USES OF FUNDS.

Paragraph (4) of section 1054(b) of the Elementary
and Secondary Education Act of 1965 is amended by in-
serting “, including training on the impact of gender-role
socialization on learning and gender-equitable education
practices” after “programs”.

SEC. 206. SECONDARY SCHOOL APPLICATIONS.

Subsection (b) of section 1104 of the Elementary and
Secondary Education Act is amended—

(1) by redesignating paragraphs (10), (11), and
(12) as paragraphs (11), (12), and (13), respec-
tively; and

(2) by inserting after paragraph (9) the follow-
ing:

“(10) describe the methods used to ensure gen-
der-equitable instruction in the programs supported
under this part;”.

SEC. 207. AWARD OF GRANTS.

Subsection (a) of section 1105 of the Elementary and
Secondary Education Act of 1965 is amended—

(1) in paragraph (3), by striking “and” after
the semicolon;
(2) in paragraph (4) by striking the period and
adding ‘‘; and’’; and
(3) by adding at the end the following:
(5) demonstrate the greatest degree of effort
to promote gender equity and to incorporate gender-
equitable instruction into the program.’’.

SEC. 208. LOCAL TARGETED ASSISTANCE PROGRAMS.
Subsection (b) of section 1531 of the Elementary and
Secondary Education Act of 1965 is amended—
(1) by redesignating paragraphs (6) and (7) as paragraphs (7) and (8), respectively; and
(2) by inserting after paragraph (5) the follow-
ing:
(6) programs designed to promote gender eq-
uality in education by eliminating gender bias in in-
struction and educational materials, identifying and
analyzing gender inequities in education, and imple-
menting and evaluating educational policies and
practices designed to achieve gender equity, includ-
ing training in gender-equitable instruction for
teachers and other educational personnel and com-
munity education programs to enhance the leader-
ship and academic skills of girls and young
women.’’.
SEC. 209. ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.

Paragraph (1) of section 2006(b) of the Elementary and Secondary Education Act of 1965 is amended—

(1) in subparagraph (D), by striking “or” after the semicolon;

(2) in subparagraph (E), by striking the period and adding “; and”; and

(3) by adding at the end the following:

“(F) preservice, inservice, and retraining of teachers and other school personnel in gender-equitable instruction in mathematics and science.”.

SEC. 210. NATIONAL PROGRAMS.

Paragraph (3) of section 2012(e) of the Elementary and Secondary Education Act of 1965 is amended—

(1) in subparagraph (D), by striking “and” after the semicolon;

(2) in subparagraph (E), by striking the period and adding “; and”; and

(3) by adding at the end the following:

“(F) demonstrate a commitment to achieving gender equity both in access to the computer-use program and in the teaching practices used in the program.”.
SEC. 211. WOMEN'S EDUCATIONAL EQUITY.

(a) APPLICATION; PARTICIPATION.—Paragraph (1) of section 4002(a) of the Elementary and Secondary Education Act of 1965 is amended—

(1) in subparagraph (B)—

(A) by inserting “the development and implementation of” before “model”; and

(B) by inserting “gender and” after “to provide”.

(2) in subparagraph (D);

(A) by inserting “the development and implementation of” before “guidance”; and

(B) by inserting “career education programs and” after “including”.

SEC. 212. GIFTED AND TALENTED CHILDREN.

Subsection (b) of section 4104 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating paragraphs (4) and (5) as (5) and (6), respectively; and

(2) by inserting after paragraph (3) the following:

“(4) training of personnel involved in talented and gifted programs with respect to the impact of gender-role socialization on the educational needs of gifted and talented children and in gender-equitable education methods, techniques and practices;”.

HR 1793 IH
SEC. 213. SECRETARY’S FUND FOR INNOVATION IN EDUCATION.

Subsection (b) of section 4604 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating paragraphs (2) and (3) as (3) and (4), respectively; and

(2) by inserting after paragraph (1) the following:

“(2) training programs for teachers and instructional personnel on the impact of gender-role socialization on computer learning styles and gender-equitable methods, techniques, and practices for computer-based instruction;”.

Subtitle B—Gender Equity in Math and Science

SEC. 215. DWIGHT D. EISENHOWER MATHEMATICS AND SCIENCE EDUCATION.

Section 2006 of the Elementary and Secondary Education Act of 1965 is amended—

(1) in subsection (b)—

(A) subparagraph (B), by inserting “and female” after “of minority”; 

(B) subparagraph (D) by striking “or” after the semicolon;

(C) in subparagraph (E) by striking the period and inserting “; and”; and
(D) by adding at the end the following:

“(F) preservice, inservice, and retraining of teachers and other school personnel in gender-equitable instruction in mathematics and science; or

“(G) providing funds for grant projects to provide career counseling, special instructional activities, and other targeted intervention and followup programs to encourage historically underserved students to participate fully in mathematics and science programs.”; and

(2) in paragraph (3) of subsection (c), by inserting “, including informal education such as programs sponsored by community-based organizations,” after “special projects”.

SEC. 216. NATIONAL PROGRAMS.

Paragraph (3) of section 2012(e) of the Elementary and Secondary Education Act of 1965 is amended—

(1) in subparagraph (D), by striking “and” after the semicolon;

(2) in subparagraph (E), by striking the period and adding “; and”; and

(3) by adding at the end the following:

“(F) demonstrate a commitment to achieving gender equity both in access to the com-
puter-use program and in the teaching practices
used in the program.”.

Subtitle C—Dropout Prevention for
Pregnant and Parenting Teens

SEC. 221. EVEN START PROGRAMS OPERATED BY LOCAL
EDUCATIONAL AGENCIES.

(a) USES OF FUNDS.—Subsection (a) of section 1054
of the Elementary and Secondary Education Act of 1965
is amended—

(1) by inserting “, including teenage parents,
obtain educational skills and” after “help parents”;

(2) by redesignating paragraphs (6) and (7) as
(7) and (8), respectively; and

(3) by inserting after paragraph (5) the follow-
ing:

“(6) the provision that whenever feasible, data
regarding the number, age, sex, race, and ethnicity
of participants is collected;”.

(b) ELIGIBLE PARTICIPANTS.—Section 1055 of the
Elementary and Secondary Education Act of 1965 is
amended—

(1) in paragraph (1), by striking “and”;

(2) in paragraph (2), by striking the period and
inserting “; and”; and by adding at the end the fol-
lowing:
"(3) pregnant teenagers, teenage parents, and
the children of such teenagers.".

(c) APPLICATIONS.—Subparagraph (B) of section
1056(c)(5) is amended—

(1) by striking "and" after "proficiency"; and

(2) by inserting ", and teenage parents" after
"handicaps".

SEC. 222. SECONDARY SCHOOL PROGRAMS FOR BASIC
SKILLS IMPROVEMENT AND DROPOUT PRE-
VENTION AND REENTRY.

(a) ALLOCATION.—Subsection (c) of section 1102 of
the Elementary and Secondary Education Act of 1965 is
amended by adding at the end of paragraph (2) the follow-
ing:

"(3) Each State educational agency shall allo-
cate not less than 25 percent of the funds available
to local educational agencies in the State to dropout
prevention and reentry programs which—

"(A) are specifically designed to serve
pregnant teenagers and teenage parents; or

"(B) include services or the coordination of
services for pregnant teenagers and teenage
parents.".

(b) USES OF FUNDS.—Subsection (c) of section 1103
of the Elementary and Secondary Education Act of 1965
is amended in paragraph (4), by inserting “sex, race or
ethnicity,” after “number, ages,”.

(c) Applications.—Subsection (b) of section 1104
of the Elementary and Secondary Education Act of 1965
is amended—

(1) by redesignating paragraphs (8), (9), (10),
and (11) as paragraphs (10), (11), (12), and (13),
respectively;

(2) by inserting after paragraph (7) the follow-
ing:

“(8) assure that set-aside programs for preg-
nant teenagers and teenage parents provide, either
directly or in conjunction with other programs, aca-
demic skills training, parenting and child develop-
ment classes, onsite child care or transportation to
a nearby facility, and an outreach program to reach
such teenagers;

“(9) assure that whenever practicable, the set-
aside programs for pregnant teenagers and teenage
parents include the provision of health care, job
training, other support services such as transpor-
tation, life skills training, mentor support, counsel-
ing services, scheduling flexibility, and referrals for
community resources;’’.
SEC. 223. LOCAL TARGETED ASSISTANCE PROGRAMS.

Paragraph (1) of section 1531(b) of the Elementary and Secondary Education Act of 1965 is amended by inserting “, pregnant teenagers and teenage parents” after “dropping out”.

SEC. 224. STATE AND LOCAL PLANS.

(a) State Plans.—Subparagraph (C) of section 5122(b)(2) of the Elementary and Secondary Education Act of 1965 is amended by inserting “or is a parent” after “pregnant”.

(b) Local Drug Abuse Education and Prevention Programs.—Subsection (a) of section 5125 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating paragraphs (15) and (16) as (16) and (17), respectively; and

(2) inserting after paragraph (14) the following:

“(15) programs that address the special needs of pregnant teenagers and teenage parents;”.

SEC. 225. ASSISTANCE TO ADDRESS SCHOOL DROPOUT PROGRAMS.

(a) Grants to Local Educational Agencies.—Section 6004 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating subsections (b) through (f) as (c) through (g), respectively; and

*HR 1793 IH*
(2) by inserting after subsection (a) the following:

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(b) In addition to the allocation requirements of subsection (a), the Secretary shall ensure that not less than 25 percent of the total funds available are used to develop programs specifically designed to serve pregnant teenagers or teenage parents.
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(b) **Application.**—Subparagraph (A) of section 6005(b)(1) of the Elementary and Secondary Education Act of 1965 is amended by inserting “, and if practicable, the age, sex, race and ethnicity” after “number”.

(c) **Reports.**—Subsection (a) of section 6008 of the Elementary and Secondary Education Act of 1965 is amended by inserting “age, sex,” after “school students by”.

**SEC. 226. ASSISTANCE TO PROVIDE BASIC SKILLS IMPROVEMENT.**

Section 6106 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating paragraphs (8), (9), and (10) as paragraphs (10), (11), and (12) respectively;

(2) by inserting after paragraph (7) the following:

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(8) an assurance that set-aside programs for pregnant teenagers and teenage parents provide, ei-
other directly or in conjunction with other programs, academic skills training, parenting and child development classes, onsite child care or transportation to a nearby facility, and an outreach program to reach such teenagers;

“(9) an assurance that whenever practicable, the set-aside programs for pregnant teenagers and teenage parents include the provision of health care, job training, other support services such as transportation, life skills training, mentor support, counseling services, scheduling flexibility, and referrals for community resources;”.

Subtitle D—Schools Free from Sexual Harassment and Abuse

SEC. 231. FREEDOM FROM SEXUAL HARASSMENT AND ABUSE.

Subparagraph (C) of section 1471(7) of the Elementary and Secondary Education Act is amended—

(1) by striking “effective schools”; and

(2) in clause (iii) of such subparagraph, by inserting “, including an environment free from sexual harassment and abuse,” after “orderly school environment”.

•HR 1793 IH
SEC. 232. EFFECTIVE SCHOOLS.

Paragraph (3) of section 1542 of the Elementary and Secondary Education Act of 1965 is amended—

(1) by striking "effective schools"; and

(2) in subparagraph (C) of such paragraph, by inserting ", including an environment free from sexual harassment and abuse," after "orderly school environment".

SEC. 233. WOMEN'S EDUCATIONAL EQUITY.

Paragraph (1) of section 4002(a) of the Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating subparagraphs (E) and (F) as (F) and (G), respectively; and

(2) by inserting after subparagraph (D) the following:

"(E) development and implementation of programs to address sexual harassment and violence as part of efforts to ensure that educational institutions are free from threats to the safety of students and employees;".

SEC. 234. PROGRAMS FOR THE IMPROVEMENT OF COMPREHENSIVE SCHOOL HEALTH EDUCATION.

Subsection (b) of section 4605 of the Elementary and Secondary Education Act of 1965 is amended—
(1) by redesignating paragraphs (7), (8), (9), and (10) as (8), (9), (10), and (11), respectively; and

(2) by inserting after paragraph (6) the following:

“(7) sexual harassment and assault;”.

Subtitle E—Link-up for Learning

SEC. 241. CONGRESSIONAL FINDINGS.

The Congress makes the following findings:

(1) Growing numbers of children live in an environment of social and economic conditions that greatly increase their risk of academic failure when they become students.

(2) More than 20 percent of the Nation’s children live in poverty while at the same time the Nation’s infrastructure of social support for children of poor families has greatly eroded; for example, 40 percent of eligible children do not receive free or reduced price lunches or benefit from food stamps, 25 percent are not covered by health insurance, and only 20 percent are accommodated in public housing.

(3) Many at-risk students suffer the effects of inadequate nutrition and health care, overcrowded and unsafe living conditions and homelessness, fam-
ily and gang violence, substance abuse, sexual abuse, and child abuse, involuntary migration, and limited English proficiency that often create severe barriers to learning the knowledge and skills needed to become literate, independent, and productive citizens.

(4) Almost half of all children and youths live in a single parent family for some period of their lives, greatly reducing parental involvement in their education.

(5) High proportions of disadvantaged and minority children are with never married mothers or teenage mothers, greatly limiting the resources available for early childhood development and education.

(6) Large numbers of children and youths are recent immigrants or children of recent immigrants with limited English proficiency and significant unmet educational needs.

(7) Services for at-risk students are fragmented, expensive, overregulated, often ineffective and duplicative, and focused on narrow problems and not the needs of the whole child and family.

(8) School personnel and other support service providers often lack knowledge of and access to available services for at-risk students and their family in the community, are constrained by bureau-
cratic obstacles from providing the services most needed, and have few resources or incentives to coordinate services.

(9) Service providers for at-risk students such as teachers, social workers, health care givers, juvenile justice workers and others are trained in separate institutions, practice in separate agencies, and pursue separate professional activities that provide little support for coordination and integration of services.

(10) Coordination and integration of services for at-risk students emphasizing prevention and early intervention offer a great opportunity to break the cycle of poverty that leads to academic failure, teenage parenthood, leaving school, low skill levels, unemployment, and low income.

(11) Coordination of services is more cost effective for schools and support agencies because it reduces duplication, improves quality of services, and substitutes prevention for expensive crisis intervention.

SEC. 242. PURPOSES.

(a) Improvement of Student Performance.—It is the purpose of this subtitle to establish a program of
grants to local educational agencies to improve the educational performance of at-risk students by—

(1) removing barriers to their learning;
(2) coordinating and enhancing the effectiveness of educational support services;
(3) replicating and disseminating programs of high quality coordinated support services;
(4) increasing parental educational involvement;
(5) improving the capacity of school and support services personnel to collaborate;
(6) integrating services, regulations, data bases, eligibility procedures, and funding sources whenever possible; and
(7) focusing school and community resources on prevention and early intervention strategies to address student needs holistically.

(b) Coordination.—It is also the purpose of this subtitle to provide assistance to foster planning, coordination, and collaboration among local, county, State, and Federal educational and other student support service agencies and levels of government, nonprofit organizations, and the private sector to improve the educational performance of at-risk students by—
(1) identifying and removing unnecessary regulations, duplication of services, and obstacles to coordination;

(2) improving communication and information exchange;

(3) creating joint funding pools or resource banks;

(4) providing cross-training of agency personnel; and

(5) increasing parental and community involvement in education.

SEC. 243. ELIGIBILITY.

(a) Coordinated Services.—A local educational agency that seeks to plan and implement a coordinated services program for at-risk students with at least 1 other cooperating public agency is eligible to apply.

(b) Coordinating Support Services.—A consortium, including at least 1 local educational agency and 1 cooperating public service agency, formed for the purpose of coordinating support services for at-risk students is eligible to apply.

(c) Cooperating Agencies.—Nonprofit organizations, institutions of higher education, and private enterprises with experience or expertise in providing services for at-risk students may also participate as a cooperating
agency with a local educational agency or consortium in developing, operating, or evaluating programs assisted under this subtitle.

(d) Head Start Agencies.—A local educational agency that is receiving assistance under the Head Start Transition program shall also be eligible for assistance under this subtitle if it meets the requirements under subsection (a) or (b) and the cooperating public agency is in addition to a local Head Start agency.

(e) Limitation.—A local educational agency shall not be eligible to apply unless it is eligible to receive financial assistance under chapter 1 of the Elementary and Secondary Education Act of 1965.

SEC. 244. TARGET POPULATION.

(a) Eligible Students.—Educationally deprived students, in chapter 1 eligible schools or students in chapter 1 schoolwide projects, and their family members, may receive services provided by a project funded under this subtitle.

(b) Eligible Schools, Grades, and Areas.—An eligible local educational agency may select any school, grade span, or program area for project services providing the requirements of subsection (a) are met and the project design is of adequate size, scope, and quality to achieve project outcomes.
SEC. 245. AUTHORIZED USES OF FUNDS.

Local educational agencies receiving grants under this subtitle may use the funds to—

(1) plan, develop, coordinate, acquire, expand, or improve school-based or community-based education support services through cooperative agreements, contracts for services, or direct employment of staff to strengthen the educational performance of at-risk students; education support services may include but are not limited to child nutrition and nutrition education; health education, screening and referrals; student and family counseling, substance abuse prevention; extended school-day enrichment and remedial programs; child care; tutoring; mentoring; homework assistance; special curricula; family literacy; and parent education and involvement activities;

(2) plan, develop, and operate with other agencies a coordinated services program for at-risk students to increase their access to community-based social support services including but not limited to child nutrition, health and mental health services; substance abuse prevention and treatment; foster care and child protective services; child abuse services; welfare services; recreation; juvenile delinquency prevention and court intervention; job train-
(3) develop effective strategies for coordinated services for at-risk students whose families are highly mobile;

(4) develop effective prevention and early intervention strategies with other agencies to serve at-risk students and families;

(5) improve interagency communications and information-sharing including developing local area telecommunications networks, software development, data base integration and management, and other applications of technology that improve coordination of services;

(6) support colocation of support services in schools, cooperating service agencies, community-based centers, public housing sites, or other sites nearby schools including rental or lease payments, open and lock-up fees, or maintenance and security costs necessary for the delivery of services for at-risk students;

(7) design, implement, and evaluate unified eligibility procedures, integrated data bases, and secure
confidentiality procedures that facilitate information sharing;

(8) provide at-risk students with integrated case planning and case management services through staff support for interagency teams of service providers or hiring school-based support services coordinators;

(9) subsidize the coordination and delivery of education-related services to at-risk students outside the school site by a participating service agency such as a public housing authority, library, senior citizen center, or community based organization;

(10) provide staff development for teachers, guidance counselors, administrators, and participating agency support services staff including cross-agency training in service delivery for at-risk students;

(11) plan and operate 1-stop school-based or nearby community-based service centers to provide at-risk students and their families with a wide variety and intensity of support services such as information, referral, expedited eligibility screening and enrollment, and direct service delivery; and

(12) support dissemination and replication of a model coordinated educational support services pro-
gram to other local educational agencies including materials and training.

**SEC. 246. APPLICATION REQUIREMENTS.**

An applicant seeking assistance under this subtitle shall submit an application that provides evidence of—

1. the degree of need for a coordinated services plan among the students of the local educational agency;
2. the expected improvement in educational outcomes for at-risk students served by the program;
3. a plan for assessing educational and other outcomes of support services by each cooperating agency providing support services;
4. participation of a coordinated services program advisory council in the development of the application which council shall consist of the head of each cooperating support services agency, a member of the local board of education and the superintendent of schools or their designees, representatives of parents, students, and the private sector;
5. a plan for improving the educational achievement of at-risk youth through more effective coordination of support services, staff development and cross-agency training, and the educational involvement of parents;
(6) a plan for continuing support services when Federal assistance is terminated; and
(7) capacity to serve as a model that could be replicated by other local educational agencies.

SEC. 247. SPECIAL CONSIDERATIONS.
In making an award under this subtitle, the Secretary shall give special consideration to—
(1) the geographic distribution of awards, including urban and rural districts;
(2) districts with high proportions of at-risk students;
(3) plans that include interagency teams of collaborators to provide case management services; and
(4) districts that experience a significant increase in the number of at-risk students.

SEC. 248. REVIEW OF APPLICATIONS.
The Secretary of Education shall coordinate review of applications with the Secretary of Health and Human Services and the Secretary of Housing and Urban Development as appropriate.

SEC. 249. DURATION.
Grants under this subtitle may be for up to 3 years duration subject to providing the Secretary with evidence of satisfactory progress toward the achievement of program objectives.
SEC. 250. LIMITATIONS.

(a) FEDERAL SHARE.—Federal funds may be used for no more than 80 percent of the costs of the project with the remaining funds coming from non-Federal sources, including in-kind services.

(b) LIMITATION ON LIABILITY FOR COSTS.—In no case may a local educational agency be held liable for the cost of a service under the project provided by a cooperating agency that is not required by law or mutually agreed to.

(c) NONENTITLEMENT.—The provision of any support service under this program by a local educational agency or cooperating agency to any student does not entitle that student or other similarly situated students to the continuation of such services if at any time the local educational agency chooses to terminate the program or if Federal funds are withdrawn for any reason.

(d) LIMITATION ON PLANNING COSTS.—No more than \( \frac{1}{3} \) of project funds may be used for planning a coordinated services program.

(e) LIMITATION ON DELIVERY OF DIRECT SERVICES.—No more than 50 percent of project funds may be used for the delivery of direct services.

(f) SUPPLEMENTATION OF NON-FEDERAL FUNDS.—All Federal funds must be used to supplement and not
supplant the funds that would otherwise be available from non-Federal sources for this project.

SEC. 251. FEDERAL INTERAGENCY TASK FORCE.

There is established a Federal Interagency Task Force consisting of the Secretary of Education, the Secretary of Housing and Urban Development, the Secretary of Health and Human Services, and the heads of other Federal agencies, as appropriate, for the purpose of identifying means to facilitate interagency collaboration at the Federal, State, and local level to improve support services for at-risk students. The Task Force shall, at a minimum—

(1) identify, and to the extent possible, eliminate program regulations or practices that impede coordination and collaboration;

(2) develop and implement whenever possible plans for creating jointly funded programs, unified eligibility and application procedures, and confidentiality regulations that facilitate information sharing; and

(3) make recommendations to the Congress concerning a comprehensive youth policy and legislative action needed to facilitate coordination of support services.
SEC. 252. STUDY.  

The Secretary of Education shall conduct a study of grantees under this subtitle to identify the regulatory and legislative obstacles encountered in developing and implementing coordinated support services programs and the innovative procedures and program designs developed with support under this subtitle and report the results to the Congress with recommendations for further legislative action to facilitate coordinated educational support services.

SEC. 253. AUTHORIZATION OF FUNDS.  

There are authorized to be appropriated to carry out the provisions of this Act $250,000,000 for the fiscal year 1994 and such sums as may be necessary for each of the fiscal years 1995, 1996, 1997, 1998, and 1999.

Subtitle F—Child Abuse Education and Prevention

SEC. 261. PROGRAMS OF CHILD ABUSE EDUCATION AND PREVENTION.  

(a) General Authority.—Part F of title IV of the Elementary and Secondary Education Act of 1965 is amended—

(1) by inserting after section 4608 the first place it appears the following new section:
SEC. 4609. PROGRAMS OF CHILD ABUSE EDUCATION AND PREVENTION.

"From amounts appropriated under this part, the Secretary shall carry out programs for the development of curricula related to child abuse education and prevention and the training of personnel to teach child abuse education and prevention to elementary and secondary school children."; and

(2) by redesignating section 4608 the second place it appears as section 4610.

(b) EFFECTIVE DATE.—This section shall take effect October 1, 1993.

SEC. 262. DEMONSTRATION PROGRAM OF CHILD ABUSE EDUCATION AND PREVENTION.

(a) ESTABLISHMENT.—The Secretary of Education shall establish a demonstration program for the development of curricula related to child abuse education and prevention and the training of personnel to teach child abuse education and prevention to elementary and secondary school children.

(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for fiscal year 1993 and for each succeeding fiscal year such sums as may be necessary to carry out this section.
Subtitle G—Data Collection

SEC. 271. SCHOOLWIDE PROJECTS.

Paragraph (3) of section 1015(e) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following:

"Whenever feasible, such achievement and other assessment data shall be collected, cross-tabulated, and reported by sex within race or ethnicity and socioeconomic status.".

SEC. 272. PROGRAM IMPROVEMENT.

Subsection (a) of section 1021 is amended—

(1) by redesignating paragraphs (3) and (4) as (5) and (6), respectively; and

(2) by inserting after paragraph (2) the following:

"(3) Determine whether improved performance under paragraph (1) is consistent for male and female students, cross-tabulated by age, race and ethnicity;".

SEC. 273. USES OF FUNDS.

Subsection (c) of section 1103 of the Elementary and Secondary Education Act of 1965 is amended—

(1) in paragraph (4), by inserting "sex, race, or ethnicity" after "number, ages,";
(2)(A) by redesignating paragraphs (4) through (7) as (5) through (8), respectively; and
(B) by inserting after paragraph (3) the following:

"(4) effective programs to identify factors related to gender and family roles and dropping out and create interventions, including linkages to social services to prevent such students from dropping out;"

SEC. 274. REPORTS; DEVELOPMENT OF INFORMATION BASE.

Section 1106 of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following:

"(d) The information contained in such reports and the information base shall be collected, cross-tabulated, and reported by sex within race or ethnicity and socioeconomic status."

SEC. 275. NATIONAL DIFFUSION NETWORK ACTIVITIES.

Subsection (b) of section 1562 is amended—

(1) in paragraph (4) by striking "‘and’’;
(2) in paragraph (5) by striking the period and inserting ‘‘; and’’; and
(3) by inserting after paragraph (5) the following:
“(6) ensure that all such activities, programs, and practices demonstrate a commitment to following gender-equitable methods and techniques.”

SEC. 276. EVALUATIONS AND REPORTING.

Paragraph (1) of section 1573(c) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following: “Whenever feasible, such data shall be collected, cross-tabulated, and reported by sex within race or ethnicity, and socioeconomic status.”

SEC. 277. STATE APPLICATION.

Subparagraph (H) of section 2008(b)(2) of the Elementary and Secondary Education Act of 1965 is amended by inserting “sex and race or ethnicity” after “the number”.

SEC. 278. FEDERAL ADMINISTRATION.

Subsection (c) of section 2011 of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following: “Whenever feasible, such data shall be collected, cross-tabulated, and reported by sex within race or ethnicity, and socioeconomic status.”

SEC. 279. REPORTS.

Subparagraph (D) of section 5127(a)(3) is amended to read as follows:

“(D) the demographic characteristics of populations served and whenever feasible, such
data shall be collected, cross-tabulated, and re-
ported by sex within race or ethnicity and socio-
economic status;''.

SEC. 280. PURPOSE.

Paragraph (4) of section 6002 of the Elementary and
Secondary Education Act of 1965 is amended by inserting
“sex, race or ethnicity,” after “number, ages,”.

SEC. 281. APPLICATION.

Paragraph (2) of section 6005(b) of the Elementary
and Secondary Education Act of 1965 is amended by in-
serting “which collects and cross-tabulates data, where
feasible, by sex within race or ethnicity and socioeconomic
status” after “dropout problem”.

SEC. 282. AUTHORIZED ACTIVITIES.

Subsection (a) of section 6006 of the Elementary and
Secondary Education Act is amended—

(1) in paragraph (13), by striking “and” follow-
ing the semicolon;

(2) by redesignating paragraph (14) as para-
graph (15); and

(3) by inserting after paragraph (13) the fol-
lowing:

“(14) the establishment of effective programs to
identify factors related to gender and dropping out
and create interventions, including linkages to social
services to prevent such students from dropping out;

and”.

**SEC. 283. GENERAL PROVISIONS.**

Subsection (d) of section 6201 of the Elementary and Secondary Education Act of 1965 is amended by adding at the end of subsection (d) the following: “Whenever feasible, data collected for such evaluations shall be cross-tabulated and reported by sex, within race or ethnicity and socioeconomic status.”

**TITLE III—GENDER EQUITY IN HIGHER EDUCATION**

**SEC. 301. SHORT TITLE.**

This title may be cited as the “Equity in Athletics Disclosure Act”.

**SEC. 302. FINDINGS.**

The Congress finds that—

(1) participation in athletic pursuits plays an important role in teaching young Americans how to work on teams, handle challenges and overcome obstacles;

(2) participation in athletic pursuits plays an important role in keeping the minds and bodies of young Americans healthy and physically fit;

(3) there is increasing concern among citizens, educators, and public officials regarding the athletic
opportunities for young men and women at institutions of higher education;

(4) a recent study by the National Collegiate Athletic Association found that in Division I-A institutions, only 20 percent of the average athletic department operations budget of $1,310,000 is spent on women’s athletics; 15 percent of the average recruiting budget of $318,402 is spent on recruiting female athletes; the average scholarship expenses for men is $1,300,000 and $505,246 for women; and an average of 143 grants are awarded to male athletes and 59 to women athletes;

(5) female college athletes receive less than 18 percent of the athletics recruiting dollar and less than 24 percent of the athletics operating dollar;

(6) male college athletes receive approximately $179,000,000 more per year in athletic scholarship grants than female college athletes;

(7) prospective students and prospective student athletes should be aware of the commitments of an institution to providing equitable athletic opportunities for its men and women students; and

(8) knowledge of an institution’s expenditures for women’s and men’s athletic programs would help prospective students and prospective student athletes
make informed judgments about the commitments of
a given institution of higher education to providing
equitable athletic benefits to its men and women
students.

SEC. 303. AMENDMENT.

Section 485 of the Higher Education Act of 1965 is
amended by adding at the end the following new sub-
section:

“(g) DISCLOSURE OF ATHLETIC PROGRAM PARTICI-
PATION RATES AND FINANCIAL SUPPORT DATA.—

“(1) DATA REQUIRED.—Each institution of
higher education which participates in any program
under this title, and has an intercollegiate athletic
program, shall annually submit a report to the Sec-
retary that contains the following:

“(A) For each men’s team, women’s team,
and any team that includes both male and fe-
male athletes, the following data:

“(i) the total number of participants
and their gender;

“(ii) the total scholarship expendi-
tures;

“(iii) a figure that represents the total
scholarship expenditures divided by the
total number of participants;
“(iv) the total number of contests for the team;
“(v) the total operating expenses for the team;
“(vi) the total recruiting expenses for the team;
“(vii) the total personnel expenses for the team;
“(viii) whether the head coach is male or female, whether the head coach is full time or part time, and what the race is of the head coach;
“(ix) the number of assistant coaches that are male and the number of assistant coaches that are female, whether each particular coach is full time or part time, and what the race is of each assistant coach;
“(x) the number of graduate assistant coaches that are male, the number of graduate assistant coaches that are female, and the race of each graduate assistant coach;
“(xi) the number of volunteer assistant coaches that are male the number of volunteer assistant coaches that are fe-
male, and the race of each assistant volunteer coach;

"(xii) the ratio of participants to coaches;

"(xiii) the full compensation of the head coach; and

"(xiv) the full compensation of the assistant coaches by sex and race; and

"(B) A statement of the following:

"(i) the ratio of male participants to female participants in the entire athletic program; and

"(ii) the ratio of male scholarship expenses to female scholarship expenses in the entire athletic program.

"(2) Disclosure to prospective students.—When an institution of higher education offers admission to a potential student, such institution shall provide to the student the information contained in the report submitted by such institution to the Secretary under paragraph (1).

"(3) Disclosure to the public.—An institution of higher education must make available to the public, upon request, the information contained in
the report submitted by such institution to the Secretary under paragraph (1).

“(4) Secretary of Education’s duty to publish a report of the data.—On an annual basis, the Secretary, using the reports submitted under this subsection, shall compile and publish a report containing the information collected broken down by (A) the individual institutions, and (B) by the athletic conferences recognized by the National Collegiate Athletic Association and the National Association of Intercollegiate Athletics.

“(5) Definition.—For the purposes of this subsection, the term ‘operating expenses’ means all nonscholarship expenditures.

“(6) Reports to Congress.—The Secretary shall submit the reports compiled pursuant to this subsection to the appropriate committees of Congress on an annual basis.

“(7) Effective date.—This subsection takes effect July 1, 1993, except that the first report to the Secretary shall be due on July 1, 1994.”