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1ST SESSION

H. R. 1793

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. MEEK, Ms. NORTON, Ms. PELOSI, Ms. ROYBAL-ALLARD, Ms. SCHENK, Ms. SHEPHERD, Ms. VELÁZQUEZ, Ms. WATERS, Mr. DELLUMS, 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.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION. 1. SHORT TITLE.**

2 This Act may be cited as the “Gender Equity in Edu-
3 cation Act of 1993”.

4 **TITLE I—WOMEN’S**
5 **EDUCATIONAL EQUITY**

6 **SEC. 101. ESTABLISHMENT OF THE OFFICE OF WOMEN’S**
7 **EQUITY.**

8 (a) OFFICE OF WOMEN’S EQUITY.—The Department
9 of Education Organization Act is amended—

10 (1) by redesignating section 215 as 216; and

11 (2) by inserting after section 214 the following:

12 **“SEC. 215. OFFICE OF WOMEN’S EQUITY.**

13 “(a) There shall be in the Department, an Office of
14 Women’s Equity, to be administered by a Director of
15 Women’s Equity, who shall be appointed by the Secretary.
16 The Director shall promote, coordinate and evaluate gen-
17 der equity programs, disseminate information, provide
18 technical assistance, coordinate research activities, and ad-
19 minister grant programs. The Director shall report di-
20 rectly to the Secretary, and shall perform such additional
21 functions as the Secretary shall prescribe.

22 “(b) The Director shall, not later than the final day
23 of each fiscal year, submit a report to the President and
24 the Congress setting forth the programs and activities as-
25 sisted under the Women’s Educational Equity Act, and

1 provide for the distribution of such report to all interested
2 groups and individuals.”.

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

10 **SEC. 102. WOMEN’S EDUCATIONAL EQUITY PROGRAMS.**

11 Part A of title IV of the Elementary and Secondary
12 Education Act of 1965 is amended to read as follows:

13 **“PART A—WOMEN’S EDUCATIONAL EQUITY**

14 **“SEC. 4001. SHORT TITLE.**

15 “This part may be cited as the ‘Women’s Educational
16 Equity Act of 1993’.

17 **“SEC. 4002. FINDINGS AND STATEMENT OF PURPOSE.**

18 “(a) FINDINGS.—The Congress finds and declares
19 that—

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

23 “(2) such inequities limit the full participation
24 of all individuals in American society; and

1 “(3) efforts to improve the quality of public
2 education also must include efforts to ensure equal
3 access to quality education programs for all women
4 and girls.

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

13 **“SEC. 4003. PROGRAMS AUTHORIZED.**

14 “The Director of the Office of Women’s Educational
15 Equity (referred to in this part as the ‘Director’ is author-
16 ized—

17 “(1) to promote, coordinate and evaluate gen-
18 der equity policies, programs, activities and initia-
19 tives in all Federal education programs and offices;

20 “(2) to develop, maintain, and disseminate ma-
21 terials, resources, analyses and research relating to
22 education equity for women and girls;

23 “(3) to provide information and technical as-
24 sistance to assure the effective implementation of
25 gender equity programs;

1 “(4) coordinate gender equity programs and ac-
2 tivities with other Federal agencies that have juris-
3 diction over education and related programs;

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

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

9 “(7) to coordinate or provide any other activi-
10 ties consistent with achieving the purposes of this
11 part.

12 **“SEC. 4004. LOCAL IMPLEMENTATION GRANTS.**

13 “(a) AUTHORITY.—The Secretary is authorized to
14 make grants to, and enter into contracts with, public agen-
15 cies, private nonprofit agencies, organizations, and institu-
16 tions, including students and community groups, for ac-
17 tivities designed to achieve the purposes of this part at
18 all levels of education, including preschool, elementary and
19 secondary education, higher education, adult education
20 and vocational and technical education; for the establish-
21 ment and operation, for a period not exceeding 4 years,
22 of local programs to ensure—

23 “(1) educational equity for women and girls;

24 “(2) equal opportunities for both sexes; and

1 “(3) to conduct activities incident to achieving
2 compliance with title IX of the Education Amend-
3 ments of 1972.

4 “(b) GRANT PROGRAM.—Authorized activities under
5 subsection (a) may include—

6 “(1) introduction into the curriculum and class-
7 room of curricula, textbooks, and other material de-
8 signed to achieve equity for women and girls;

9 “(2) implementation of preservice and inservice
10 training with special emphasis on programs and ac-
11 tivities designed to provide educational equity for
12 women and girls;

13 “(3) evaluation of promising or exemplary
14 model programs to assess the ability of such pro-
15 grams to improve local efforts to advance edu-
16 cational equity for women and girls;

17 “(4) implementation of programs and policies
18 to address sexual harassment and violence against
19 women and girls and to ensure that educational in-
20 stitutions are free from threats to the safety of stu-
21 dents and personnel;

22 “(5) implementation of guidance and counseling
23 activities, including career education programs, de-
24 signed to ensure educational equity for women and
25 girls;

1 “(6) implementation of nondiscriminatory tests
2 of aptitude and achievement and of alternative as-
3 sessments that eliminate biased assessment instru-
4 ments from use;

5 “(7) implementation of programs to increase
6 educational opportunities, including higher edu-
7 cation, vocational training, and other educational
8 programs for low-income women; including under-
9 employed and unemployed women and women receiv-
10 ing Aid to Families with Dependent Children bene-
11 fits;

12 “(8) implementation of programs to improve
13 representation of women in educational administra-
14 tion at all levels; and

15 “(9) planning, development and initial imple-
16 mentation of—

17 “(A) comprehensive plans for implementa-
18 tion of equity programs in State and local edu-
19 cational agencies and institutions of higher edu-
20 cation, including community colleges;

21 “(B) innovative approaches to school-com-
22 munity partnerships for educational equity; and

23 “(C) innovative approaches to equity pro-
24 grams addressing combined bias, stereotyping,
25 and discrimination on the basis of sex and race,

1 ethnic origin, limited English proficiency, and
2 disability.

3 “(c) APPLICATION; PARTICIPATION.—A grant may be
4 made, and a contract may be entered into, under this part
5 only upon application to the Secretary, at such time, in
6 such form, and containing or accompanied by such infor-
7 mation as the Secretary may prescribe. Each such applica-
8 tion shall—

9 “(1) provide that the program or activity for
10 which assistance is sought will be administered by or
11 under the supervision of the applicant and in co-
12 operation with appropriate educational and commu-
13 nity leaders, including parent, teacher and student
14 organizations, educational institutions, business
15 leaders, community-based organizations serving
16 women, and other significant groups and individuals;

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

21 “(3) describe plans for continuation and institu-
22 tionalization of the program with local support fol-
23 lowing completion of the grant period and termi-
24 nation of Federal support under this part; and

1 “(4) establish policies and procedures which en-
2 sure adequate documentation and evaluation of the
3 activities intended to be carried out under the appli-
4 cation.

5 “(d) CRITERIA; PRIORITIES; CATEGORIES OF COM-
6 PETITION.—The Secretary shall establish criteria, prior-
7 ities, and categories of competition for awards under this
8 part to ensure that available funds are used to achieve
9 the purposes of this part.

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

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

15 “(B) the program meets locally defined
16 and documented educational equity needs and
17 priorities, including compliance with the re-
18 quirements of title IX of the Education Amend-
19 ments of 1972;

20 “(C) the program is a significant compo-
21 nent of a comprehensive plan for educational
22 equity and compliance with the requirements of
23 title IX of the Education Amendments of 1972
24 in the particular local educational agency, insti-
25 tution of higher education, vocational-technical

1 institution, or other educational agency or insti-
2 tution; and

3 “(D) the program implements an institu-
4 tional strategy with long-term impact that will
5 continue as a central activity of the applicant
6 agency or institution after the grant is com-
7 pleted.

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

14 “(3) The Secretary shall establish 3 categories
15 of competition, distinguishing among 3 types of ap-
16 plicants and levels of education that are—

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

21 “(B) grants to institutions of higher edu-
22 cation, including community colleges and other
23 agencies and organizations providing post-
24 secondary education, including vocational-tech-

1 nical education, adult education, and other pro-
2 grams; and

3 “(C) grants to nonprofit organizations, in-
4 cluding community-based organizations groups
5 representing students, parents, and women, in-
6 cluding women and girls of color and women
7 and girls with disabilities.

8 “(e) REQUIREMENT.—Not less than 25 percent of
9 funds used to support activities covered by subsection (b)
10 shall be used for awards under each category of competi-
11 tion in each fiscal year.

12 “(f) SPECIAL RULE.—The Secretary shall ensure
13 that the grants awarded each year address—

14 “(1) all levels of education, including preschool,
15 elementary and secondary education, higher edu-
16 cation, vocational education, and adult education;

17 “(2) all regions of the United States, including
18 at least 1 grant in each of the 10 Federal regions;
19 and

20 “(3) urban, rural, and suburban educational in-
21 stitutions.

22 **“SEC. 4005. RESEARCH AND DEVELOPMENT GRANTS.**

23 “(a) AUTHORITY.—The Secretary is authorized to
24 make grants to, and enter into contracts with, public agen-
25 cies, private nonprofit agencies, organizations, and institu-

1 tions, including students, and community groups, for ac-
2 tivities designed to achieve the purpose of this part at all
3 levels of education, including preschool, elementary and
4 secondary education, higher education, adult education,
5 and vocational-technical education, to develop model poli-
6 cies and programs, and to conduct research to address and
7 ensure educational equities for women and girls, including
8 but not limited to—

9 “(1) the development and evaluation of gender-
10 equitable curricula, textbooks, software, and other
11 educational material and technology;

12 “(2) the development of model preservice and
13 inservice training programs for educational person-
14 nel with special emphasis on programs and activities
15 designed to provide educational equity;

16 “(3) the development of guidance and counsel-
17 ing activities, including career education programs,
18 designed to ensure gender equity;

19 “(4) the development and evaluation of non-
20 discriminatory assessment systems;

21 “(5) the development of policies and programs
22 to address and prevent sexual harassment and vio-
23 lence to ensure that educational institutions are free
24 from threats to safety of students and personnel;

1 “(6) the development and improvement of pro-
2 grams and activities to increase opportunity for
3 women, including continuing educational activities,
4 vocational education, and programs for low-income
5 women, including underemployed and unemployed
6 women, and women receiving Aid to Families with
7 Dependent Children;

8 “(7) the development of instruments and strate-
9 gies for program evaluation and dissemination of
10 promising or exemplary programs designed to im-
11 prove local efforts to achieve gender equity;

12 “(8) the development of instruments and proce-
13 dures to assess the presence or absence of gender
14 equity in educational settings; and

15 “(9) the development and evaluation of various
16 strategies to institutionalize gender equity in edu-
17 cation.

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

23 “(1) provide that the program or activity for
24 which assistance is sought will be administered by or
25 under the supervision of the applicant;

1 “(2) describe a plan for carrying out 1 or more
2 research and development activities authorized in
3 subsection (a) above, which is likely to make sub-
4 stantial contribution toward attaining the purposes
5 of this part; and

6 “(3) set forth policies and procedures which en-
7 sure adequate documentation, data collection, and
8 evaluation of the activities intended to be carried out
9 under the application, including an evaluation or es-
10 timate of the potential for continued significance fol-
11 lowing completion of the grant period.

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

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

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

24 “(d) SPECIAL RULE.—The Secretary shall ensure
25 that the total of grants awarded each year address—

1 “(1) all levels of education, including preschool,
2 elementary and secondary education, higher edu-
3 cation, vocational education, and adult education;

4 “(2) all regions of the United States.

5 “(e) LIMITATION.—Nothing in this part shall be con-
6 strued as prohibiting men and boys from participating in
7 any programs or activities assisted under this part.

8 **“SEC. 4006. AUTHORIZATION OF APPROPRIATIONS.**

9 “There are authorized to be appropriated
10 \$100,000,000 for the fiscal year 1994, and such sums as
11 may be necessary for each of the fiscal years 1995, 1996,
12 1997, and 1998, to carry out the provisions of section
13 4004 of this part; and \$10,000,000 for the fiscal year
14 1994, and such sums as may be necessary for each of the
15 fiscal years 1995, 1996, 1997, and 1998 to carry out the
16 provisions of section 4005 of this part.”.

17 **TITLE II—GENDER EQUITY IN**
18 **ELEMENTARY AND SECOND-**
19 **ARY EDUCATION**
20 **Subtitle A—Teacher Equity**
21 **Training**

22 **SEC. 201. BASIC PROGRAM REQUIREMENTS.**

23 (a) PROGRAM DESCRIPTION.—Paragraph (2) of sec-
24 tion 1011 of the Elementary and Secondary Education
25 Act is amended by inserting “the training of teachers, li-

1 brarians, counselors, and other instructional and pupil
2 services personnel in gender-equitable education methods,
3 techniques, and practices; the evaluation of the degree of
4 gender equity in the programs and projects assisted under
5 this chapter;” after “school year);”.

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

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

11 (2) in paragraph 7, by striking the period and
12 adding “; and”; and

13 (3) by adding at the end the following:

14 “(8) training of parents, teachers, and other in-
15 structional pupil services personnel regarding the
16 impact of gender-role socialization on the edu-
17 cational needs of eligible children and the use of
18 gender-equitable educational practices.”.

19 **SEC. 202. SCHOOLWIDE PROJECTS.**

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

22 (1) in paragraph (1)—

23 (A) by redesignating subparagraphs (D)
24 and (E) as (E) and (F), respectively; and

1 (B) by inserting after subparagraph (C)
2 the following:

3 “(D) describes the methods used to ensure
4 gender-equitable instruction in programs sup-
5 ported under this part;” and

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

10 **SEC. 203. PARENTAL INVOLVEMENT.**

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

16 **SEC. 204. PROGRAM IMPROVEMENT.**

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

19 (1) by redesignating paragraph (2) as para-
20 graph (3); and

21 (2) by inserting after paragraph (1) the follow-
22 ing:

23 “(2) A local educational agency that dem-
24 onstrates a substantial difference in the participa-
25 tion or achievement of students by sex shall include

1 a description of planned efforts to implement gender
2 equity training for chapter 1 personnel;”.

3 **SEC. 205. EVEN START USES OF FUNDS.**

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

9 **SEC. 206. SECONDARY SCHOOL APPLICATIONS.**

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

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

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

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

20 **SEC. 207. AWARD OF GRANTS.**

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

23 (1) in paragraph (3), by striking “and” after
24 the semicolon;

1 (2) in paragraph (4) by striking the period and
2 adding “; and”; and

3 (3) by adding at the end the following:

4 “(5) demonstrate the greatest degree of effort
5 to promote gender equity and to incorporate gender-
6 equitable instruction into the program.”.

7 **SEC. 208. LOCAL TARGETED ASSISTANCE PROGRAMS.**

8 Subsection (b) of section 1531 of the Elementary and
9 Secondary Education Act of 1965 is amended—

10 (1) by redesignating paragraphs (6) and (7) as
11 paragraphs (7) and (8), respectively; and

12 (2) by inserting after paragraph (5) the follow-
13 ing:

14 “(6) programs designed to promote gender eq-
15 uity in education by eliminating gender bias in in-
16 struction and educational materials, identifying and
17 analyzing gender inequities in education, and imple-
18 menting and evaluating educational policies and
19 practices designed to achieve gender equity, includ-
20 ing training in gender-equitable instruction for
21 teachers and other educational personnel and com-
22 munity education programs to enhance the leader-
23 ship and academic skills of girls and young
24 women;”.

1 **SEC. 209. ELEMENTARY AND SECONDARY EDUCATION PRO-**
2 **GRAMS.**

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

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

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

9 (3) by adding at the end the following:

10 “(F) preservice, inservice, and retraining
11 of teachers and other school personnel in gen-
12 der-equitable instruction in mathematics and
13 science.”.

14 **SEC. 210. NATIONAL PROGRAMS.**

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

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

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

21 (3) by adding at the end the following:

22 “(F) demonstrate a commitment to achiev-
23 ing gender equity both in access to the com-
24 puter-use program and in the teaching practices
25 used in the program.”.

1 **SEC. 211. WOMEN'S EDUCATIONAL EQUITY.**

2 (a) APPLICATION; PARTICIPATION.—Paragraph (1)
3 of section 4002(a) of the Elementary and Secondary Edu-
4 cation Act of 1965 is amended—

5 (1) in subparagraph (B)—

6 (A) by inserting “the development and im-
7 plementation of” before “model”; and

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

10 (2) in subparagraph (D);

11 (A) by inserting “the development and im-
12 plementation of” before “guidance”; and

13 (B) by inserting “career education pro-
14 grams and” after “including”.

15 **SEC. 212. GIFTED AND TALENTED CHILDREN.**

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

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

20 (2) by inserting after paragraph (3) the follow-
21 ing:

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

1 **SEC. 213. SECRETARY'S FUND FOR INNOVATION IN EDU-**
2 **CATION.**

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

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

7 (2) by inserting after paragraph (1) the follow-
8 ing:

9 “(2) training programs for teachers and in-
10 structional personnel on the impact of gender-role
11 socialization on computer learning styles and gender-
12 equitable methods, techniques, and practices for
13 computer-based instruction;”.

14 **Subtitle B—Gender Equity in Math**
15 **and Science**

16 **SEC. 215. DWIGHT D. EISENHOWER MATHEMATICS AND**
17 **SCIENCE EDUCATION.**

18 Section 2006 of the Elementary and Secondary Edu-
19 cation Act of 1965 is amended—

20 (1) in subsection (b)—

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

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

25 (C) in subparagraph (E) by striking the
26 period and inserting “; and”; and

1 (D) by adding at the end the following:

2 “(F) preservice, inservice, and retraining of
3 teachers and other school personnel in gender-equi-
4 table instruction in mathematics and science; or

5 “(G) providing funds for grant projects to pro-
6 vide career counseling, special instructional activi-
7 ties, and other targeted intervention and followup
8 programs to encourage historically underserved stu-
9 dents to participate fully in mathematics and science
10 programs.”; and

11 (2) in paragraph (3) of subsection (c), by in-
12 serting “, including informal education such as pro-
13 grams sponsored by community-based organiza-
14 tions,” after “special projects”.

15 **SEC. 216. NATIONAL PROGRAMS.**

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

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

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

22 (3) by adding at the end the following:

23 “(F) demonstrate a commitment to achiev-
24 ing gender equity both in access to the com-

1 puter-use program and in the teaching practices
2 used in the program.”.

3 **Subtitle C—Dropout Prevention for**
4 **Pregnant and Parenting Teens**

5 **SEC. 221. EVEN START PROGRAMS OPERATED BY LOCAL**
6 **EDUCATIONAL AGENCIES.**

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

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

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

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

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

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

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

23 (2) in paragraph (2), by striking the period and
24 inserting “; and”; and by adding at the end the fol-
25 lowing:

1 “(3) pregnant teenagers, teenage parents, and
2 the children of such teenagers.”.

3 (c) APPLICATIONS.—Subparagraph (B) of section
4 1056(c)(5) is amended—

5 (1) by striking “and” after “proficiency”; and

6 (2) by inserting “, and teenage parents” after
7 “handicaps”.

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

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

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

19 “(A) are specifically designed to serve
20 pregnant teenagers and teenage parents; or

21 “(B) include services or the coordination of
22 services for pregnant teenagers and teenage
23 parents.”.

24 (b) USES OF FUNDS.—Subsection (c) of section 1103
25 of the Elementary and Secondary Education Act of 1965

1 is amended in paragraph (4), by inserting “sex, race or
2 ethnicity,” after “number, ages,”.

3 (c) APPLICATIONS.—Subsection (b) of section 1104
4 of the Elementary and Secondary Education Act of 1965
5 is amended—

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

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

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

18 “(9) assure that whenever practicable, the set-
19 aside programs for pregnant teenagers and teenage
20 parents include the provision of health care, job
21 training, other support services such as transpor-
22 tation, life skills training, mentor support, counsel-
23 ing services, scheduling flexibility, and referrals for
24 community resources;”.

1 **SEC. 223. LOCAL TARGETED ASSISTANCE PROGRAMS.**

2 Paragraph (1) of section 1531(b) of the Elementary
3 and Secondary Education Act of 1965 is amended by in-
4 serting “, pregnant teenagers and teenage parents” after
5 “dropping out”.

6 **SEC. 224. STATE AND LOCAL PLANS.**

7 (a) STATE PLANS.—Subparagraph (C) of section
8 5122(b)(2) of the Elementary and Secondary Education
9 Act of 1965 is amended by inserting “or is a parent” after
10 “pregnant”.

11 (b) LOCAL DRUG ABUSE EDUCATION AND PREVEN-
12 TION PROGRAMS.—Subsection (a) of section 5125 of the
13 Elementary and Secondary Education Act of 1965 is
14 amended—

15 (1) by redesignating paragraphs (15) and (16)

16 as (16) and (17), respectively; and

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

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

20 **SEC. 225. ASSISTANCE TO ADDRESS SCHOOL DROPOUT**
21 **PROGRAMS.**

22 (a) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—
23 Section 6004 of the Elementary and Secondary Education
24 Act of 1965 is amended—

25 (1) by redesignating subsections (b) through (f)

26 as (c) through (g), respectively; and

1 (2) by inserting after subsection (a) the follow-
2 ing:

3 “(b) In addition to the allocation requirements of
4 subsection (a), the Secretary shall ensure that not less
5 than 25 percent of the total funds available are used to
6 develop programs specifically designed to serve pregnant
7 teenagers or teenage parents.”.

8 (b) APPLICATION.—Subparagraph (A) of section
9 6005(b)(1) of the Elementary and Secondary Education
10 Act of 1965 is amended by inserting “, and if practicable,
11 the age, sex, race and ethnicity” after “number”.

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

16 **SEC. 226. ASSISTANCE TO PROVIDE BASIC SKILLS IM-**
17 **PROVEMENT.**

18 Section 6106 of the Elementary and Secondary Edu-
19 cation Act of 1965 is amended—

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

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

24 “(8) an assurance that set-aside programs for
25 pregnant teenagers and teenage parents provide, ei-

1 ther directly or in conjunction with other programs,
2 academic skills training, parenting and child devel-
3 opment classes, onsite child care or transportation to
4 a nearby facility, and an outreach program to reach
5 such teenagers;

6 “(9) an assurance that whenever practicable,
7 the set-aside programs for pregnant teenagers and
8 teenage parents include the provision of health care,
9 job training, other support services such as transpor-
10 tation, life skills training, mentor support, counsel-
11 ing services, scheduling flexibility, and referrals for
12 community resources;”.

13 **Subtitle D—Schools Free from**
14 **Sexual Harassment and Abuse**

15 **SEC. 231. FREEDOM FROM SEXUAL HARASSMENT AND**
16 **ABUSE.**

17 Subparagraph (C) of section 1471(7) of the Elemen-
18 tary and Secondary Education Act is amended—

19 (1) by striking “effective schools”; and

20 (2) in clause (iii) of such subparagraph, by in-
21 sserting “, including an environment free from sexual
22 harassment and abuse,” after “orderly school envi-
23 ronment”.

1 **SEC. 232. EFFECTIVE SCHOOLS.**

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

4 (1) by striking “effective schools”; and

5 (2) in subparagraph (C) of such paragraph, by
6 inserting “, including an environment free from sex-
7 ual harassment and abuse,” after “orderly school en-
8 vironment”.

9 **SEC. 233. WOMEN’S EDUCATIONAL EQUITY.**

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

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

14 (2) by inserting after subparagraph (D) the fol-
15 lowing:

16 “(E) development and implementation of
17 programs to address sexual harassment and vio-
18 lence as part of efforts to ensure that edu-
19 cational institutions are free from threats to the
20 safety of students and employees;”.

21 **SEC. 234. PROGRAMS FOR THE IMPROVEMENT OF COM-**
22 **PREHENSIVE SCHOOL HEALTH EDUCATION.**

23 Subsection (b) of section 4605 of the Elementary and
24 Secondary Education Act of 1965 is amended—

1 (1) by redesignating paragraphs (7), (8), (9),
2 and (10) as (8), (9), (10), and (11), respectively;
3 and

4 (2) by inserting after paragraph (6) the follow-
5 ing:

6 “(7) sexual harassment and assault;”.

7 **Subtitle E—Link-up for Learning**

8 **SEC. 241. CONGRESSIONAL FINDINGS.**

9 The Congress makes the following findings:

10 (1) Growing numbers of children live in an en-
11 vironment of social and economic conditions that
12 greatly increase their risk of academic failure when
13 they become students.

14 (2) More than 20 percent of the Nation’s chil-
15 dren live in poverty while at the same time the Na-
16 tion’s infrastructure of social support for children of
17 poor families has greatly eroded; for example, 40
18 percent of eligible children do not receive free or re-
19 duced price lunches or benefit from food stamps, 25
20 percent are not covered by health insurance, and
21 only 20 percent are accommodated in public hous-
22 ing.

23 (3) Many at-risk students suffer the effects of
24 inadequate nutrition and health care, overcrowded
25 and unsafe living conditions and homelessness, fam-

1 ily and gang violence, substance abuse, sexual abuse,
2 and child abuse, involuntary migration, and limited
3 English proficiency that often create severe barriers
4 to learning the knowledge and skills needed to be-
5 come literate, independent, and productive citizens.

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

10 (5) High proportions of disadvantaged and
11 minority children are with never married mothers or
12 teenage mothers, greatly limiting the resources avail-
13 able for early childhood development and education.

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

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

22 (8) School personnel and other support service
23 providers often lack knowledge of and access to
24 available services for at-risk students and their fam-
25 ily in the community, are constrained by bureau-

1 cratic obstacles from providing the services most
2 needed, and have few resources or incentives to co-
3 ordinate services.

4 (9) Service providers for at-risk students such
5 as teachers, social workers, health care givers, juve-
6 nile justice workers and others are trained in sepa-
7 rate institutions, practice in separate agencies, and
8 pursue separate professional activities that provide
9 little support for coordination and integration of
10 services.

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

17 (11) Coordination of services is more cost effec-
18 tive for schools and support agencies because it re-
19 duces duplication, improves quality of services, and
20 substitutes prevention for expensive crisis interven-
21 tion.

22 **SEC. 242. PURPOSES.**

23 (a) IMPROVEMENT OF STUDENT PERFORMANCE.—It
24 is the purpose of this subtitle to establish a program of

1 grants to local educational agencies to improve the edu-
2 cational performance of at-risk students by—

3 (1) removing barriers to their learning;

4 (2) coordinating and enhancing the effective-
5 ness of educational support services;

6 (3) replicating and disseminating programs of
7 high quality coordinated support services;

8 (4) increasing parental educational involvement;

9 (5) improving the capacity of school and sup-
10 port services personnel to collaborate;

11 (6) integrating services, regulations, data bases,
12 eligibility procedures, and funding sources whenever
13 possible; and

14 (7) focusing school and community resources on
15 prevention and early intervention strategies to ad-
16 dress student needs holistically.

17 (b) COORDINATION.—It is also the purpose of this
18 subtitle to provide assistance to foster planning, coordina-
19 tion, and collaboration among local, county, State, and
20 Federal educational and other student support service
21 agencies and levels of government, nonprofit organiza-
22 tions, and the private sector to improve the educational
23 performance of at-risk students by—

1 (1) identifying and removing unnecessary regu-
2 lations, duplication of services, and obstacles to co-
3 ordination;

4 (2) improving communication and information
5 exchange;

6 (3) creating joint funding pools or resource
7 banks;

8 (4) providing cross-training of agency person-
9 nel; and

10 (5) increasing parental and community involve-
11 ment in education.

12 **SEC. 243. ELIGIBILITY.**

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

17 (b) COORDINATING SUPPORT SERVICES.—A consor-
18 tium, including at least 1 local educational agency and 1
19 cooperating public service agency, formed for the purpose
20 of coordinating support services for at-risk students is eli-
21 gible to apply.

22 (c) COOPERATING AGENCIES.—Nonprofit organiza-
23 tions, institutions of higher education, and private enter-
24 prises with experience or expertise in providing services
25 for at-risk students may also participate as a cooperating

1 agency with a local educational agency or consortium in
2 developing, operating, or evaluating programs assisted
3 under this subtitle.

4 (d) HEAD START AGENCIES.—A local educational
5 agency that is receiving assistance under the Head Start
6 Transition program shall also be eligible for assistance
7 under this subtitle if it meets the requirements under sub-
8 section (a) or (b) and the cooperating public agency is in
9 addition to a local Head Start agency.

10 (e) LIMITATION.—A local educational agency shall
11 not be eligible to apply unless it is eligible to receive finan-
12 cial assistance under chapter 1 of the Elementary and Sec-
13 ondary Education Act of 1965.

14 **SEC. 244. TARGET POPULATION.**

15 (a) ELIGIBLE STUDENTS.—Educationally deprived
16 students, in chapter 1 eligible schools or students in chap-
17 ter 1 schoolwide projects, and their family members, may
18 receive services provided by a project funded under this
19 subtitle.

20 (b) ELIGIBLE SCHOOLS, GRADES, AND AREAS.—An
21 eligible local educational agency may select any school,
22 grade span, or program area for project services providing
23 the requirements of subsection (a) are met and the project
24 design is of adequate size, scope, and quality to achieve
25 project outcomes.

1 **SEC. 245. AUTHORIZED USES OF FUNDS.**

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

4 (1) plan, develop, coordinate, acquire, expand,
5 or improve school-based or community-based edu-
6 cation support services through cooperative agree-
7 ments, contracts for services, or direct employment
8 of staff to strengthen the educational performance of
9 at-risk students; education support services may in-
10 clude but are not limited to child nutrition and nu-
11 trition education; health education, screening and re-
12 ferrals; student and family counseling, substance
13 abuse prevention; extended school-day enrichment
14 and remedial programs; child care; tutoring;
15 mentoring; homework assistance; special curricula;
16 family literacy; and parent education and involve-
17 ment activities;

18 (2) plan, develop, and operate with other agen-
19 cies a coordinated services program for at-risk stu-
20 dents to increase their access to community-based
21 social support services including but not limited to
22 child nutrition, health and mental health services;
23 substance abuse prevention and treatment; foster
24 care and child protective services; child abuse serv-
25 ices; welfare services; recreation; juvenile delin-
26 quency prevention and court intervention; job train-

1 ing and placement; community-based alternatives to
2 residential placements for handicapped students; and
3 alternative living arrangements for students with
4 dysfunctional families;

5 (3) develop effective strategies for coordinated
6 services for at-risk students whose families are high-
7 ly mobile;

8 (4) develop effective prevention and early inter-
9 vention strategies with other agencies to serve at-
10 risk students and families;

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

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

24 (7) design, implement, and evaluate unified eli-
25 gibility procedures, integrated data bases, and secure

1 confidentiality procedures that facilitate information
2 sharing;

3 (8) provide at-risk students with integrated case
4 planning and case management services through
5 staff support for interagency teams of service provid-
6 ers or hiring school-based support services coordina-
7 tors;

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

13 (10) provide staff development for teachers,
14 guidance counselors, administrators, and participat-
15 ing agency support services staff including cross-
16 agency training in service delivery for at-risk stu-
17 dents;

18 (11) plan and operate 1-stop school-based or
19 nearby community-based service centers to provide
20 at-risk students and their families with a wide vari-
21 ety and intensity of support services such as infor-
22 mation, referral, expedited eligibility screening and
23 enrollment, and direct service delivery; and

24 (12) support dissemination and replication of a
25 model coordinated educational support services pro-

1 gram to other local educational agencies including
2 materials and training.

3 **SEC. 246. APPLICATION REQUIREMENTS.**

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

6 (1) the degree of need for a coordinated services
7 plan among the students of the local educational
8 agency;

9 (2) the expected improvement in educational
10 outcomes for at-risk students served by the program;

11 (3) a plan for assessing educational and other
12 outcomes of support services by each cooperating
13 agency providing support services;

14 (4) participation of a coordinated services pro-
15 gram advisory council in the development of the ap-
16 plication which council shall consist of the head of
17 each cooperating support services agency, a member
18 of the local board of education and the superintend-
19 ent of schools or their designees, representatives of
20 parents, students, and the private sector;

21 (5) a plan for improving the educational
22 achievement of at-risk youth through more effective
23 coordination of support services, staff development
24 and cross-agency training, and the educational in-
25 volvement of parents;

1 (6) a plan for continuing support services when
2 Federal assistance is terminated; and

3 (7) capacity to serve as a model that could be
4 replicated by other local educational agencies.

5 **SEC. 247. SPECIAL CONSIDERATIONS.**

6 In making an award under this subtitle, the Secretary
7 shall give special consideration to—

8 (1) the geographic distribution of awards, in-
9 cluding urban and rural districts;

10 (2) districts with high proportions of at-risk
11 students;

12 (3) plans that include interagency teams of col-
13 laborators to provide case management services; and

14 (4) districts that experience a significant in-
15 crease in the number of at-risk students.

16 **SEC. 248. REVIEW OF APPLICATIONS.**

17 The Secretary of Education shall coordinate review
18 of applications with the Secretary of Health and Human
19 Services and the Secretary of Housing and Urban Devel-
20 opment as appropriate.

21 **SEC. 249. DURATION.**

22 Grants under this subtitle may be for up to 3 years
23 duration subject to providing the Secretary with evidence
24 of satisfactory progress toward the achievement of pro-
25 gram objectives.

1 **SEC. 250. LIMITATIONS.**

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

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

11 (c) NONENTITLEMENT.—The provision of any sup-
12 port service under this program by a local educational
13 agency or cooperating agency to any student does not enti-
14 tle that student or other similarly situated students to the
15 continuation of such services if at any time the local edu-
16 cational agency chooses to terminate the program or if
17 Federal funds are withdrawn for any reason.

18 (d) LIMITATION ON PLANNING COSTS.—No more
19 than $\frac{1}{3}$ of project funds may be used for planning a co-
20 ordinated services program.

21 (e) LIMITATION ON DELIVERY OF DIRECT SERV-
22 ICES.—No more than 50 percent of project funds may be
23 used for the delivery of direct services.

24 (f) SUPPLEMENTATION OF NON-FEDERAL FUNDS.—
25 All Federal funds must be used to supplement and not

1 supplant the funds that would otherwise be available from
2 non-Federal sources for this project.

3 **SEC. 251. FEDERAL INTERAGENCY TASK FORCE.**

4 There is established a Federal Interagency Task
5 Force consisting of the Secretary of Education, the Sec-
6 retary of Housing and Urban Development, the Secretary
7 of Health and Human Services, and the heads of other
8 Federal agencies, as appropriate, for the purpose of identi-
9 fying means to facilitate interagency collaboration at the
10 Federal, State, and local level to improve support services
11 for at-risk students. The Task Force shall, at a mini-
12 mum—

13 (1) identify, and to the extent possible, elimi-
14 nate program regulations or practices that impede
15 coordination and collaboration;

16 (2) develop and implement whenever possible
17 plans for creating jointly funded programs, unified
18 eligibility and application procedures, and confiden-
19 tiality regulations that facilitate information sharing;
20 and

21 (3) make recommendations to the Congress
22 concerning a comprehensive youth policy and legisla-
23 tive action needed to facilitate coordination of sup-
24 port services.

1 **SEC. 252. STUDY.**

2 The Secretary of Education shall conduct a study of
3 grantees under this subtitle to identify the regulatory and
4 legislative obstacles encountered in developing and imple-
5 menting coordinated support services programs and the
6 innovative procedures and program designs developed with
7 support under this subtitle and report the results to the
8 Congress with recommendations for further legislative ac-
9 tion to facilitate coordinated educational support services.

10 **SEC. 253. AUTHORIZATION OF FUNDS.**

11 There are authorized to be appropriated to carry out
12 the provisions of this Act \$250,000,000 for the fiscal year
13 1994 and such sums as may be necessary for each of the
14 fiscal years 1995, 1996, 1997, 1998, and 1999.

15 **Subtitle F—Child Abuse Education**
16 **and Prevention**

17 **SEC. 261. PROGRAMS OF CHILD ABUSE EDUCATION AND**
18 **PREVENTION.**

19 (a) GENERAL AUTHORITY.—Part F of title IV of the
20 Elementary and Secondary Education Act of 1965 is
21 amended—

22 (1) by inserting after section 4608 the first
23 place it appears the following new section:

1 **“SEC. 4609. PROGRAMS OF CHILD ABUSE EDUCATION AND**
2 **PREVENTION.**

3 “From amounts appropriated under this part, the
4 Secretary shall carry out programs for the development
5 of curricula related to child abuse education and preven-
6 tion and the training of personnel to teach child abuse
7 education and prevention to elementary and secondary
8 school children.”; and

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

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

13 **SEC. 262. DEMONSTRATION PROGRAM OF CHILD ABUSE**
14 **EDUCATION AND PREVENTION.**

15 (a) ESTABLISHMENT.—The Secretary of Education
16 shall establish a demonstration program for the develop-
17 ment of curricula related to child abuse education and pre-
18 vention and the training of personnel to teach child abuse
19 education and prevention to elementary and secondary
20 school children.

21 (b) AUTHORIZATION OF APPROPRIATIONS.—There
22 are authorized to be appropriated for fiscal year 1993 and
23 for each succeeding fiscal year such sums as may be nec-
24 essary to carry out this section.

1 **Subtitle G—Data Collection**

2 **SEC. 271. SCHOOLWIDE PROJECTS.**

3 Paragraph (3) of section 1015(e) of the Elementary
4 and Secondary Education Act of 1965 is amended by add-
5 ing at the end the following:

6 “Whenever feasible, such achievement and other as-
7 sessment data shall be collected, cross-tabulated, and
8 reported by sex within race or ethnicity and socio-
9 economic status.”.

10 **SEC. 272. PROGRAM IMPROVEMENT.**

11 Subsection (a) of section 1021 is amended—

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

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

16 “(3) Determine whether improved performance
17 under paragraph (1) is consistent for male and fe-
18 male students, cross-tabulated by age, race and eth-
19 nicity;”.

20 **SEC. 273. USES OF FUNDS.**

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

23 (1) in paragraph (4), by inserting “sex, race, or
24 ethnicity” after “number, ages,”;

1 (2)(A) by redesignating paragraphs (4) through
2 (7) as (5) through (8), respectively; and

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

5 “(4) effective programs to identify factors relat-
6 ed to gender and family roles and dropping out and
7 create interventions, including linkages to social
8 services to prevent such students from dropping
9 out;”.

10 **SEC. 274. REPORTS; DEVELOPMENT OF INFORMATION**
11 **BASE.**

12 Section 1106 of the Elementary and Secondary Edu-
13 cation Act of 1965 is amended by adding at the end the
14 following:

15 “(d) The information contained in such reports and
16 the information base shall be collected, cross-tabulated,
17 and reported by sex within race or ethnicity and socio-
18 economic status.”.

19 **SEC. 275. NATIONAL DIFFUSION NETWORK ACTIVITIES.**

20 Subsection (b) of section 1562 is amended—

21 (1) in paragraph (4) by striking “and”;

22 (2) in paragraph (5) by striking the period and
23 inserting “; and”; and

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

1 “(6) ensure that all such activities, programs,
2 and practices demonstrate a commitment to follow-
3 ing gender-equitable methods and techniques.”.

4 **SEC. 276. EVALUATIONS AND REPORTING.**

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

10 **SEC. 277. STATE APPLICATION.**

11 Subparagraph (H) of section 2008(b)(2) of the Ele-
12 mentary and Secondary Education Act of 1965 is amend-
13 ed by inserting “sex and race or ethnicity” after “the
14 number”.

15 **SEC. 278. FEDERAL ADMINISTRATION.**

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

21 **SEC. 279. REPORTS.**

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

24 “(D) the demographic characteristics of
25 populations served and whenever feasible, such

1 data shall be collected, cross-tabulated, and re-
2 ported by sex within race or ethnicity and socio-
3 economic status;”.

4 **SEC. 280. PURPOSE.**

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

8 **SEC. 281. APPLICATION.**

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

14 **SEC. 282. AUTHORIZED ACTIVITIES.**

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

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

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

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

23 “(14) the establishment of effective programs to
24 identify factors related to gender and dropping out
25 and create interventions, including linkages to social

1 services to prevent such students from dropping out;
2 and”.

3 **SEC. 283. GENERAL PROVISIONS.**

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

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

12 **SEC. 301. SHORT TITLE.**

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

15 **SEC. 302. FINDINGS.**

16 The Congress finds that—

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

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

24 (3) there is increasing concern among citizens,
25 educators, and public officials regarding the athletic

1 opportunities for young men and women at institu-
2 tions of higher education;

3 (4) a recent study by the National Collegiate
4 Athletic Association found that in Division I–A insti-
5 tutions, only 20 percent of the average athletic de-
6 partment operations budget of \$1,310,000 is spent
7 on women’s athletics; 15 percent of the average re-
8 cruiting budget of \$318,402 is spent on recruiting
9 female athletes; the average scholarship expenses for
10 men is \$1,300,000 and \$505,246 for women; and an
11 average of 143 grants are awarded to male athletes
12 and 59 to women athletes;

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

16 (6) male college athletes receive approximately
17 \$179,000,000 more per year in athletic scholarship
18 grants than female college athletes;

19 (7) prospective students and prospective stu-
20 dent athletes should be aware of the commitments of
21 an institution to providing equitable athletic oppor-
22 tunities for its men and women students; and

23 (8) knowledge of an institution’s expenditures
24 for women’s and men’s athletic programs would help
25 prospective students and prospective student athletes

1 make informed judgments about the commitments of
2 a given institution of higher education to providing
3 equitable athletic benefits to its men and women
4 students.

5 **SEC. 303. AMENDMENT.**

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

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

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

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

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

21 “(ii) the total scholarship expendi-
22 tures;

23 “(iii) a figure that represents the total
24 scholarship expenditures divided by the
25 total number of participants;

1 “(iv) the total number of contests for
2 the team;

3 “(v) the total operating expenses for
4 the team;

5 “(vi) the total recruiting expenses for
6 the team;

7 “(vii) the total personnel expenses for
8 the team;

9 “(viii) whether the head coach is male
10 or female, whether the head coach is full
11 time or part time, and what the race is of
12 the head coach;

13 “(ix) the number of assistant coaches
14 that are male and the number of assistant
15 coaches that are female, whether each par-
16 ticular coach is full time or part time, and
17 what the race is of each assistant coach;

18 “(x) the number of graduate assistant
19 coaches that are male, the number of grad-
20 uate assistant coaches that are female, and
21 the race of each graduate assistant coach;

22 “(xi) the number of volunteer assist-
23 ant coaches that are male the number of
24 volunteer assistant coaches that are fe-

1 male, and the race of each assistant volun-
2 teer coach;

3 “(xii) the ratio of participants to
4 coaches;

5 “(xiii) the full compensation of the
6 head coach; and

7 “(xiv) the full compensation of the as-
8 sistant coaches by sex and race; and

9 “(B) A statement of the following:

10 “(i) the ratio of male participants to
11 female participants in the entire athletic
12 program; and

13 “(ii) the ratio of male scholarship ex-
14 penses to female scholarship expenses in
15 the entire athletic program.

16 “(2) DISCLOSURE TO PROSPECTIVE STU-
17 DENTS.—When an institution of higher education of-
18 fers admission to a potential student, such institu-
19 tion shall provide to the student the information
20 contained in the report submitted by such institution
21 to the Secretary under paragraph (1).

22 “(3) DISCLOSURE TO THE PUBLIC.—An institu-
23 tion of higher education must make available to the
24 public, upon request, the information contained in

1 the report submitted by such institution to the Sec-
 2 retary under paragraph (1).

3 “(4) SECRETARY OF EDUCATION’S DUTY TO
 4 PUBLISH A REPORT OF THE DATA.—On an annual
 5 basis, the Secretary, using the reports submitted
 6 under this subsection, shall compile and publish a
 7 report containing the information collected broken
 8 down by (A) the individual institutions, and (B) by
 9 the athletic conferences recognized by the National
 10 Collegiate Athletic Association and the National As-
 11 sociation of Intercollegiate Athletics.

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

15 “(6) REPORTS TO CONGRESS.—The Secretary
 16 shall submit the reports compiled pursuant to this
 17 subsection to the appropriate committees of Con-
 18 gress on an annual basis.

19 “(7) EFFECTIVE DATE.—This subsection takes
 20 effect July 1, 1993, except that the first report to
 21 the Secretary shall be due on July 1, 1994.”.

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