

106TH CONGRESS
1ST SESSION

H. R. 2505

To amend the Elementary and Secondary Education Act of 1965 and the National Education Statistics Act of 1994 to ensure that elementary and secondary schools prepare girls to compete in the 21st century, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JULY 14, 1999

Mr. KILDEE (for himself, Mrs. JOHNSON of Connecticut, Ms. WOOLSEY, Mrs. MORELLA, Mrs. MALONEY of New York, Mr. CLAY, Mr. GEORGE MILLER of California, Mr. MARTINEZ, Mrs. MINK of Hawaii, Mrs. MCCARTHY of New York, Ms. SANCHEZ, Ms. DELAURO, Mrs. LOWEY, Mr. HOYER, Ms. PELOSI, Ms. MILLENDER-McDONALD, Ms. KILPATRICK, Mrs. CAPPS, Ms. NORTON, and Ms. BALDWIN) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 and the National Education Statistics Act of 1994 to ensure that elementary and secondary schools prepare girls to compete in the 21st century, 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,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Educating America’s
5 Girls Act”.

1 **SEC. 2. EDUCATION TECHNOLOGY.**

2 (a) **TEACHER TECHNOLOGY TRAINING AMEND-**
3 **MENTS.—**

4 (1) **STATEMENT OF PURPOSE FOR TITLE I.—**

5 Section 1001(d)(4) of the Elementary and Sec-
6 ondary Education Act of 1965 (20 U.S.C.
7 6301(d)(4)) is amended by inserting “, giving atten-
8 tion to the role technology can play in professional
9 development and improved teaching and learning”
10 before the semicolon.

11 (2) **SCHOOL IMPROVEMENT.—**Section
12 1116(c)(3) of such Act (20 U.S.C. 6317(c)(3)) is
13 amended by adding at the end the following:

14 “(D) In carrying out professional develop-
15 ment under this paragraph a school shall give
16 attention to professional development that in-
17 corporates technology used to improve teaching
18 and learning.”.

19 (3) **PROFESSIONAL DEVELOPMENT ACTIVI-**
20 **TIES.—**Section 1119(b) of such Act (20 U.S.C.
21 6320(b)) is amended—

22 (A) in paragraph (1)—

23 (i) in subparagraph (D), by striking
24 “and” after the semicolon;

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

1 (iii) by adding at the end the fol-
2 lowing:

3 “(F) include instruction in the use of tech-
4 nology.”; and

5 (B) in paragraph (2)—

6 (i) by striking subparagraph (D); and

7 (ii) by redesignating subparagraphs
8 (E) through (I) as subparagraphs (D)
9 through (H), respectively.

10 (4) PURPOSES FOR TITLE II.—Section 2002(2)
11 of such Act (20 U.S.C. 6602(2)) is amended—

12 (A) in subparagraph (E), by striking
13 “and” after the semicolon;

14 (B) in subparagraph (F), by striking the
15 period and inserting “; and”; and

16 (C) by adding at the end the following:

17 “(G) uses technology to enhance the teach-
18 ing and learning process.”.

19 (5) NATIONAL TEACHER TRAINING PROJECT.—

20 Section 2103(b)(2) of such Act (20 U.S.C.
21 6623(b)(2)) is amended by adding at the end the
22 following:

23 “(J) Technology.”.

24 (6) LOCAL PLAN AND APPLICATION FOR IM-
25 PROVING TEACHING AND LEARNING.—Section

1 2208(d)(1)(F) of such Act (20 U.S.C.
 2 6648(d)(1)(F)) is amended by inserting “, tech-
 3 nologies,” after “strategies”.

4 (7) AUTHORIZED ACTIVITIES.—Section
 5 2210(b)(2)(C) of such Act (20 U.S.C.
 6 6650(b)(2)(C)) is amended by striking “and prac-
 7 tices” and inserting “practices, and technologies”.

8 (8) HIGHER EDUCATION ACTIVITIES.—Section
 9 2211(a)(1)(C) of such Act (20 U.S.C.
 10 6651(a)(1)(C)) is amended by inserting “, including
 11 technological innovation,” after “innovation”.

12 (9) SPECIAL CONSIDERATION FOR TITLES I, II,
 13 AND III.—Part E of title XIV of such Act (20
 14 U.S.C. 8891 et seq.) is amended by adding at the
 15 end the following:

16 **“SEC. 14515. SPECIAL CONSIDERATION FOR TITLES I, II,**
 17 **AND III.**

18 “In carrying out titles I, II, and III the Secretary
 19 shall take into special consideration the different learning
 20 styles and different exposures to technology for girls, stu-
 21 dents with disabilities, and students with limited English
 22 proficiency.”.

23 (b) TECHNOLOGY FOR EDUCATION.—

24 (1) LOCAL APPLICATIONS.—Section 3135 of
 25 such Act (20 U.S.C. 6845) is amended—

1 (A) in paragraph (1)—

2 (i) by redesignating subparagraphs
3 (C) through (H) as subparagraphs (D)
4 through (I), respectively;

5 (ii) by inserting after subparagraph
6 (B) the following:

7 “(C) an explanation of how the local edu-
8 cational agency will take into special consider-
9 ation the different learning styles and different
10 exposures to technology for girls, students with
11 disabilities, and students with limited English
12 proficiency;”; and

13 (iii) in subparagraph (F) (as redesign-
14 nated in clause (i)), by inserting “, includ-
15 ing those resources that will take into spe-
16 cial consideration the different learning
17 styles and different exposures to tech-
18 nology for girls, students with disabilities,
19 and students with limited English pro-
20 ficiency” before the semicolon;

21 (B) in paragraph (3)(B), by inserting
22 “that takes into special consideration the dif-
23 ferent learning styles and different exposures to
24 technology for girls, students with disabilities,

and students with limited English proficiency”
after “technology”; and

(C) in paragraph (4)—

(i) in subparagraph (A), by striking
“and” after the semicolon;

(ii) by redesignating subparagraph
(B) as subparagraph (C); and

(iii) by inserting after subparagraph
(A) the following:

“(B) will take into special consideration
the different learning styles and different expo-
sures to technology for girls, students with dis-
abilities, and students with limited English pro-
ficiency; and”.

(2) NATIONAL CHALLENGE GRANTS.—Section
3136 of such Act (20 U.S.C. 6846) is amended—

(A) in subsection (a), by adding after para-
graph (2) the following:

“(3) SPECIAL CONSIDERATION.—In awarding
grants under this section, the Secretary shall take
into special consideration the different learning
styles and different exposures to technology for girls,
students with disabilities, and students with limited
English proficiency.”; and

(B) in subsection (c)—

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

4 (ii) by inserting after paragraph (2)
 5 the following:

6 “(3) the project will take into special consider-
 7 ation the different learning styles and different expo-
 8 sures to technology for girls, students with disabil-
 9 ities, and students with limited English pro-
 10 ficiency;”; and

11 (iii) in paragraph (5) (as redesignated
 12 by clause (i)), by inserting “for girls, stu-
 13 dents with disabilities, and students with
 14 limited English proficiency” after “sub-
 15 section”.

16 (3) REGIONAL TECHNICAL SUPPORT AND PRO-
 17 FESSIOAL DEVELOPMENT.—Section 3141(b) of
 18 such Act (20 U.S.C. 6861(b)) is amended—

19 (A) in paragraph (1)(B), by striking
 20 “Goals and” and inserting “Goals, that pro-
 21 mote equitable teaching methods, techniques,
 22 and practices for girls, students with disabil-
 23 ities, and students with limited English pro-
 24 ficiency, and that”; and

25 (B) in paragraph (2)—

1 (i) in subparagraph (B)—

2 (I) by redesignating clauses (ii)
3 and (iii) as clauses (iii) and (iv), re-
4 spectively; and

5 (II) by inserting after clause (i)
6 the following:

7 “(ii) provide equitable teaching meth-
8 ods, techniques and practices for girls, stu-
9 dents with disabilities, and students with
10 limited English proficiency, based on es-
11 tablished research;”; and

12 (ii) in subparagraph (E), by inserting
13 “, including girls, students with disabil-
14 ities, and students with limited English
15 proficiency” after “region”.

16 (4) EDUCATIONAL TECHNOLOGY PRODUCT DE-
17 VELOPMENT.—Section 3151 of such Act (20 U.S.C.
18 6871) is amended—

19 (A) in subsection (b)(5)—

20 (i) by redesignating subparagraphs
21 (E), (F), (G), (H), and (I) as subpara-
22 graphs (F), (G), (H), (I), and (J), respec-
23 tively; and

24 (ii) by inserting after subparagraph
25 (D) the following:

1 “(E) take into special consideration the
2 different learning styles and different exposures
3 to technology for girls, students with disabili-
4 ties, and students with limited English pro-
5 ficiency;”;

6 (B) by redesignating subsections (c) and
7 (d) as subsections (d) and (e), respectively; and

8 (C) by inserting after subsection (b) the
9 following:

10 “(c) SPECIAL CONSIDERATION.—In approving grants
11 under this section, the Secretary shall take into special
12 consideration the different learning styles and different ex-
13 posures to technology for girls, students with disabilities,
14 and students with limited English proficiency.”.

15 (5) STAR SCHOOLS GRANTS.—Section
16 3204(a)(2) of such Act (20 U.S.C. 6894(a)(2)) is
17 amended by inserting “that takes into special con-
18 sideration the different learning styles and different
19 exposures to technology for girls, students with dis-
20 abilities, and students with limited English pro-
21 ficiency” after “programming”.

22 (c) FUND FOR THE IMPROVEMENT OF EDUCATION.—
23 Section 10101(b)(1)(M) of such Act (20 U.S.C.
24 8001(b)(1)(M)) is amended by inserting “, and programs
25 designed to promote education technology that take into

1 special consideration the different learning styles and dif-
2 ferent exposures to technology for girls, students with dis-
3 abilities, and students with limited English proficiency,”
4 after “gender equity in education”.

5 **SEC. 3. TEACHER TRAINING IN TECHNOLOGY.**

6 (a) PURPOSE.—It is the purpose of this section to
7 assist consortia of public and private entities in carrying
8 out projects that prepare prospective elementary school
9 and secondary school teachers to use advanced technology
10 to foster learning environments conducive to preparing all
11 students to achieve to challenging State and local content
12 and student performance standards.

13 (b) PROGRAM AUTHORITY.—

14 (1) IN GENERAL.—The Secretary, through the
15 Office of Educational Technology, is authorized to
16 award grants to and enter into contracts or coopera-
17 tive agreements with eligible consortia to assist the
18 eligible consortia in developing or redesigning teach-
19 er preparation programs that enable prospective ele-
20 mentary school and secondary school teachers to use
21 technology effectively in their classrooms. The Sec-
22 retary shall award the grants, contracts and cooper-
23 ative agreements on a competitive basis.

24 (2) PERIOD OF AWARD.—The Secretary may
25 award grants and enter into contracts or cooperative

1 agreements under this section for a period of not
2 more than 5 years.

3 (c) ELIGIBILITY.—

4 (1) DEFINITION OF ELIGIBLE CONSORTIUM.—

5 In this section, the term “eligible consortium”
6 means a consortium that includes—

7 (A) at least 1 institution of higher edu-
8 cation that offers a baccalaureate degree and
9 prepares elementary school and secondary
10 school teachers for their initial entry into teach-
11 ing;

12 (B) at least 1 State educational agency or
13 local educational agency; and

14 (C) may include 1 of the following entities:

15 (i) an institution of higher education
16 (other than the institution described in
17 subparagraph (A));

18 (ii) a school or department of edu-
19 cation at an institution of higher edu-
20 cation;

21 (iii) a school or college of arts and
22 sciences at an institution of higher edu-
23 cation; and

24 (iv) a professional association, founda-
25 tion, museum, library, for-profit business,

1 public or private nonprofit organization,
2 community-based organization, or other
3 entity with the capacity to contribute to
4 the technology-related reform of teacher
5 preparation programs.

6 (2) APPLICATION REQUIREMENTS.—In order to
7 receive a grant or enter into a contract or coopera-
8 tive agreement under this section, an eligible consor-
9 tium shall submit an application to the Secretary at
10 such time, in such manner and containing such in-
11 formation as the Secretary may require. The appli-
12 cation shall include—

13 (A) a description of the proposed project,
14 including how the project will ensure that indi-
15 viduals participating in the project will be pre-
16 pared to use technology to create learning envi-
17 ronments conducive to preparing all students to
18 achieve to challenging State and local content
19 and student performance standards;

20 (B) a demonstration of—

21 (i) the commitment, including the fi-
22 nancial commitment, of each of the mem-
23 bers of the eligible consortium; and

1 (ii) the active support of the leader-
2 ship of each member of the eligible consor-
3 tium for the proposed project;

4 (C) a description of how each member of
5 the eligible consortium will be included in
6 project activities;

7 (D) a description of how the project will
8 continue after the Federal funding awarded
9 under this section terminates; and

10 (E) a plan for the evaluation of the
11 project, which shall include benchmarks to mon-
12 itor progress toward specific project objectives.

13 (3) MATCHING REQUIREMENTS.—

14 (A) IN GENERAL.—The Federal share of
15 the cost of any project funded under this sec-
16 tion shall not exceed 50 percent. Except as pro-
17 vided in subparagraph (B), the non-Federal
18 share of such project may be in cash or in kind,
19 fairly evaluated, including services.

20 (B) ACQUISITION OF EQUIPMENT.—Not
21 more than 10 percent of the funds awarded for
22 a project under this section may be used to ac-
23 quire equipment, networking capabilities or in-
24 frastructure, and the non-Federal share of the
25 cost of any such acquisition shall be in cash.

1 (d) USES OF FUNDS.—

2 (1) REQUIRED USES.—An eligible consortium
3 shall use funds provided under this section for—

4 (A) creating projects that enable prospec-
5 tive teachers to use advanced technology to cre-
6 ate learning environments conducive to pre-
7 paring all students to achieve to challenging
8 State and local content and student perform-
9 ance standards; and

10 (B) evaluating the effectiveness of the
11 project.

12 (2) PERMISSIBLE USES.—An eligible consor-
13 tium may use funds provided under this section for
14 activities that carry out the purpose of this section,
15 such as—

16 (A) developing and implementing high-
17 quality teacher preparation programs that en-
18 able elementary school and secondary school
19 teachers to—

20 (i) learn the full range of resources
21 that can be accessed through the use of
22 technology;

23 (ii) integrate a variety of technologies
24 into the classroom in order to expand stu-
25 dents' knowledge;

1 (iii) evaluate educational technologies
2 and their potential for use in instruction;
3 and

4 (iv) help students develop their own
5 technical skills and digital learning envi-
6 ronments;

7 (B) developing alternative teacher develop-
8 ment paths that provide elementary schools and
9 secondary schools with well-prepared, tech-
10 nology-proficient educators, that have dem-
11 onstrated such proficiency;

12 (C) developing performance-based stand-
13 ards and aligned assessments to measure the
14 capacity of prospective teachers to use tech-
15 nology effectively in their classrooms;

16 (D) providing technical assistance to other
17 teacher preparation programs;

18 (E) developing and disseminating resources
19 and information in order to assist institutions
20 of higher education to prepare teachers to use
21 technology effectively in their classrooms; and

22 (F) acquiring equipment, networking capa-
23 bilities, and infrastructure to carry out the
24 project.

1 (e) AUTHORIZATION OF APPROPRIATIONS.—There
 2 are authorized to be appropriated to carry out this sub-
 3 section \$75,000,000 for fiscal year 2000 and such sums
 4 as may be necessary for each of the 4 succeeding fiscal
 5 years.

6 **SEC. 4. GETTING OUR GIRLS READY FOR THE 21ST CEN-**
 7 **TURY GRANTS.**

8 Part A of title III of the Elementary and Secondary
 9 Act of 1965 is amended by adding at the end the following
 10 new subpart:

11 **“Subpart 5—Grants to Schools**

12 **“SEC. 3161. SHORT TITLE.**

13 “This subpart may be cited as the ‘Getting Our Girls
 14 Ready for the 21st Century Act (Go Girl Act)’.

15 **“SEC. 3162. FINDINGS.**

16 “Congress finds the following:

17 “(1) Women have historically been underrep-
 18 resented in mathematics, science, and technology oc-
 19 cupations.

20 “(2) Female students take fewer high-level
 21 mathematics and science courses in high school than
 22 male students.

23 “(3) Female students take far fewer advanced
 24 computer classes and tend to take only the basic

1 data entry and word processing classes compared to
2 courses that male students take.

3 “(4) Female students earn fewer bachelors,
4 masters, and doctoral degrees in mathematics,
5 science, and technology than male students.

6 “(5) Early career exploration is key to choosing
7 a career.

8 “(6) Teachers’ attitudes, methods of teaching,
9 and classroom atmosphere affect females’ interest in
10 nontraditional fields.

11 “(7) Stereotypes about appropriate careers for
12 females, a lack of female role models, and a lack of
13 basic career information significantly deters girls’ in-
14 terest in mathematics, science, and technology ca-
15 reers.

16 “(8) Females consistently rate themselves sig-
17 nificantly lower than males in computer ability.

18 “(9) By the year 2000, 65 percent of all jobs
19 will require technological skills.

20 “(10) Limited access is a hurdle faced by fe-
21 males seeking jobs in mathematics, science, and
22 technology.

23 “(11) Common recruitment and hiring practices
24 make extensive use of traditional networks that
25 often overlook females.

1 **“SEC. 3163. PROGRAM AUTHORITY.**

2 “(a) IN GENERAL.—The Secretary is authorized to
3 provide grants to and enter into contracts or cooperative
4 agreements with local educational agencies to provide sub-
5 grants to elementary and secondary schools to encourage
6 the ongoing interest of girls in science, mathematics, and
7 technology and to prepare girls to pursue undergraduate
8 and graduate degrees and careers in science, mathematics,
9 or technology.

10 “(b) APPLICATION.—

11 “(1) IN GENERAL.—To be eligible to receive a
12 grant under this subpart, a local educational agency
13 shall submit an application to the Secretary at such
14 time, in such form, and containing such information
15 as the Secretary may reasonably require.

16 “(2) CONTENTS.—The application referred to
17 in paragraph (1) shall contain, at a minimum, the
18 following:

19 “(A) A specific program description, in-
20 cluding the content of the program and the re-
21 search and models used to design the program.

22 “(B) A description of the collaboration be-
23 tween elementary and secondary schools to ful-
24 fill goals of the program.

25 “(C) An explanation regarding the recruit-
26 ment and selection of participants.

1 “(D) A description of the instructional and
2 motivational activities planned to be used.

3 “(E) An evaluation plan.

4 **“SEC. 3164. ELEMENTARY SCHOOL PROGRAM.**

5 “(a) SELECTION.—Local educational agencies shall
6 select elementary schools to provide services that—

7 “(1) encourage girls in grades 4 and higher to
8 enjoy and pursue studies in science, mathematics,
9 and technology;

10 “(2) acquaint girls in grades 4 and higher with
11 careers in science, mathematics, and technology; and

12 “(3) educate the parents of girls in grades 4
13 and higher about the difficulties faced by girls to
14 maintain an interest and desire to achieve in science,
15 mathematics, and technology and enlist the help of
16 the parents in overcoming these difficulties.

17 “(b) USES OF FUNDS.—An elementary school that
18 receives a subgrant under this subpart may use such funds
19 for the following:

20 “(1) Tutoring in reading, science, mathematics,
21 and technology.

22 “(2) Mentoring relationships, both in-person
23 and through the Internet.

1 “(3) To pay the costs of attending events and
2 academic programs in science, mathematics, and
3 technology.

4 “(4) After-school activities designed to encour-
5 age the interest of girls in grades 4 and higher in
6 science, mathematics, and technology.

7 “(5) Summer programs designed to encourage
8 interest in and develop skills in science, mathe-
9 matics, and technology.

10 “(6) Purchasing software designed for girls, or
11 designed to encourage girls’ interest in science,
12 mathematics, and technology.

13 “(7) Field trips to locations that educate and
14 encourage girls’ interest in science, mathematics,
15 and technology.

16 “(8) Field trips to locations that acquaint girls
17 with careers in science, mathematics, and tech-
18 nology.

19 “(9) Purchasing and disseminating information
20 to parents of girls in grades 4 and higher that will
21 help parents to encourage their daughters’ interest
22 in science, mathematics, and technology.

1 **“SEC. 3165. SECONDARY SCHOOL PROGRAM.**

2 “(a) SUBGRANTS TO SECONDARY SCHOOLS.—Local
3 educational agencies shall select secondary schools to pro-
4 vide services that—

5 “(1) encourage girls in grades 9 and higher to
6 major in science, mathematics, and technology in a
7 postsecondary institution;

8 “(2) provide academic advice and assistance in
9 high school course selection;

10 “(3) encourage girls in grades 9 and higher to
11 plan for careers in science, mathematics, and tech-
12 nology; and

13 “(4) educate the parents of girls in grades 9
14 and higher about the difficulties faced by girls to
15 maintain an interest and desire to achieve in science,
16 mathematics, and technology and enlist the help of
17 the parents in overcoming these difficulties.

18 “(b) USES OF FUNDS.—A secondary school that re-
19 ceives a subgrant under this subpart may use such funds
20 for the following:

21 “(1) Tutoring in science, mathematics, and
22 technology.

23 “(2) Mentoring relationships, both in-person
24 and through the Internet.

1 “(3) To pay the costs of attending events and
2 academic programs in science, mathematics, and
3 technology.

4 “(4) To pay 50 percent of the cost of an intern-
5 ship in science, mathematics, or technology.

6 “(5) After-school activities designed to encour-
7 age the interest of girls in grades 9 and higher in
8 science, mathematics, and technology, including the
9 cost of that portion of a staff salary to supervise
10 these activities.

11 “(6) Summer programs designed to encourage
12 interest in and develop skills in science, mathe-
13 matics, and technology.

14 “(7) Purchasing software designed for girls, or
15 designed to encourage girls’ interest in science,
16 mathematics, and technology.

17 “(8) Field trips to locations that educate and
18 encourage girls’ interest in science, mathematics,
19 and technology.

20 “(9) Field trips to locations that acquaint girls
21 with careers in science, mathematics, and tech-
22 nology.

23 “(10) Visits to institutions of higher education
24 to acquaint girls with college-level programs in
25 science, mathematics, or technology, and to meet

1 with educators and female college students who will
 2 encourage them to pursue degrees in science, mathe-
 3 matics, and technology.

4 **“SEC. 3166. DEFINITIONS.**

5 “In this subpart:

6 “(1) The term ‘local educational agency’ has
 7 the same meaning given such term in section 14101
 8 of the Elementary and Secondary Education Act of
 9 1965 (20 U.S.C. 8801), except that in the case of
 10 Hawaii, the District of Columbia, and the Common-
 11 wealth of Puerto Rico, the term ‘local educational
 12 agency’ shall be deemed to mean the State edu-
 13 cational agency.

14 “(2) The term ‘Secretary’ means the Secretary
 15 of Education.

16 **“SEC. 3167. AUTHORIZATION OF APPROPRIATIONS.**

17 “For the purpose of making grants and contracts
 18 under this subpart, there are authorized to be appro-
 19 priated \$50,000,000 for fiscal year 2000 and such sums
 20 as may be necessary for each of the 4 succeeding fiscal
 21 years.”.

22 **SEC. 5. SCHOOL SAFETY FOR GIRLS.**

23 (a) SEXUAL HARASSMENT PREVENTION TRAINING
 24 GRANTS.—

1 (1) SHORT TITLE.—This subsection may be
2 cited as the “Sexual Harassment Prevention Train-
3 ing Grants Act”.

4 (2) FINDINGS.—Congress makes the following
5 findings:

6 (A) Sexual harassment in schools is an ille-
7 gal form of discrimination on the basis of sex
8 banned under title IX of the Education Amend-
9 ment of 1972.

10 (B) The vast majority of secondary school
11 students experience some form of sexual harass-
12 ment.

13 (C) Girls are disproportionately affected by
14 sexual harassment.

15 (D) The American Association of Univer-
16 sity Women Educational Foundation’s 1993
17 survey of 8th through 11th grade students on
18 sexual harassment in schools, entitled “Hostile
19 Hallways”, found that—

20 (i) 85 percent of girls experienced
21 some form of sexual harassment;

22 (ii) 65 percent of girls who have been
23 harassed were harassed in the classroom;
24 and

1 (iii) 81 percent of girls who have been
2 harassed do not report the harassment to
3 adults.

4 (E) A 1996 University of Michigan study
5 showed that sexual harassment can result in
6 academic problems such as paying less atten-
7 tion in class. The study found that—

8 (i) 33 percent of girls do not want to
9 go to school at all due to the stress and
10 anxiety the girls suffer as a result of sex-
11 ual harassment; and

12 (ii) nearly 1 in 4 girls report that har-
13 assment caused the girls to stay home
14 from school or cut a class.

15 (F) Schools have not responded well to the
16 issue of sexual harassment.

17 (G) Few schools have or effectively enforce
18 sexual harassment policies.

19 (H) The least progress has been made in
20 the area of sexual harassment compared to any
21 other gender equity issue in education.

22 (3) STATEMENT OF PURPOSES.—It is the pur-
23 pose of this subsection to—

1 (A) train teachers and administrators in
2 identifying and preventing sexual harassment;
3 and

4 (B) reduce the incidence of sexual harass-
5 ment in elementary schools and secondary
6 schools.

7 (4) PROGRAM AUTHORITY; AUTHORIZATION OF
8 APPROPRIATIONS.—

9 (A) PROGRAM AUTHORITY.—The Secretary
10 is authorized to carry out a program of award-
11 ing grants to eligible grant recipients to enable
12 the eligible grant recipients to train teachers
13 and administrators in identifying and pre-
14 venting sexual harassment.

15 (B) ELIGIBLE GRANT RECIPIENTS.—The
16 Secretary is authorized to award grants under
17 this section to State educational agencies, local
18 educational agencies, or other private and pub-
19 lic agencies and organizations for the planning,
20 developing, or carrying out the activities de-
21 scribed in paragraph (1).

22 (C) AUTHORIZATION OF APPROPRIA-
23 TIONS.—There are authorized to be appro-
24 priated to carry out this subsection
25 \$10,000,000 for fiscal year 2000, and such

1 sums as may be necessary for each of the 4
2 succeeding fiscal years.

3 (b) ESEA AMENDMENTS.—Title IV of such Act (20
4 U.S.C. 7101 et seq.) is amended—

5 (1) in section 4113(d)(2)(C)(ii) (20 U.S.C.
6 7113(d)(2)(C)(ii))—

7 (A) in subclause (VIII), by striking “and”
8 after the semicolon;

9 (B) in subclause (IX), by striking the pe-
10 riod and inserting “; and”; and

11 (C) by adding at the end the following:

12 “(X) high rates of reported
13 incidences of sexual harassment and
14 abuse.”;

15 (2) in section 4114(c) (20 U.S.C. 7114(c))—

16 (A) by redesignating paragraphs (10),
17 (11), and (12) as paragraphs (11), (12), and
18 (13), respectively; and

19 (B) by inserting after paragraph (9) the
20 following:

21 “(10) developing and implementing strategies
22 and programs to greatly reduce the incidence of sex-
23 ual harassment and abuse and to encourage positive
24 and respectful interactions between girls and boys;”;

1 (3) in section 4116(a)(1) (20 U.S.C.
2 7116(a)(1))—

3 (A) in subparagraph (B), by striking
4 “and” after the semicolon;

5 (B) by redesignating subparagraph (C) as
6 subparagraph (D); and

7 (C) by inserting after subparagraph (B)
8 the following:

9 “(C) greatly reduce the incidence of sexual
10 harassment and abuse; and”; and

11 (4) in section 4117(a)(2)(A) (20 U.S.C.
12 7117(a)(2)(A)), by inserting “, including sexual har-
13 assment and abuse,” after “violence”.

14 **SEC. 6. HIGH SCHOOL ATHLETIC PROGRAM DATA.**

15 (a) FINDINGS.—Congress makes the following find-
16 ings:

17 (1) Girls who play sports have better physical
18 and emotional health than girls who do not play
19 sports.

20 (2) Involvement in sports leads to higher self-
21 esteem, positive attitudes toward school, and less de-
22 structive behavior.

23 (3) Sports build girls’ confidence, sense of phys-
24 ical empowerment, and social recognition within the
25 school and community.

1 (4) Higher rates of athletic participation are as-
2 sociated with lower rates of sexual activity and preg-
3 nancy.

4 (5) Physical activity is linked to lower rates of
5 heart disease, breast cancer, and osteoporosis in
6 later life.

7 (6) Girls in secondary school who participate in
8 team sports are—

9 (A) 40 percent less likely to drop out of
10 school;

11 (B) 33 percent less likely to become preg-
12 nant; and

13 (C) less likely to smoke cigarettes.

14 (7) By secondary school graduation, girls are
15 less prone to have elected physical education and are
16 twice as likely to be inactive as boys.

17 (8) Girls who are not involved in physical activ-
18 ity by age 10 have only a 10 percent chance of being
19 athletic when the girls are 25.

20 (9) Students involved in extracurricular activi-
21 ties, such as secondary school sports, were 3 times
22 as likely to perform in the top quartile on mathe-
23 matics and reading assessments.

24 (10) 80 percent of female managers of Fortune
25 500 companies have a sports background.

1 (b) AMENDMENTS.—Section 404(a)(1) of the Na-
 2 tional Education Statistics Act of 1994 (20 U.S.C.
 3 9003(a)(1)) is amended—

4 (1) by redesignating subparagraphs (G), (H),
 5 and (I) as subparagraphs (H), (I), and (J), respec-
 6 tively; and

7 (2) by inserting after subparagraph (F) the fol-
 8 lowing new subparagraph:

9 “(G) the participation, by gender, of sec-
 10 ondary school students in physical education
 11 and athletic programs;”.

12 **SEC. 7. DROPOUT PREVENTION FOR PREGNANT AND PAR-**
 13 **ENTING TEENAGERS.**

14 (a) FINDINGS.—Congress makes the following find-
 15 ings:

16 (1) Five out of every 100 young adults enrolled
 17 in secondary school in 1996 left school without suc-
 18 cessfully completing a secondary school program.

19 (2) In October of 1997, 3,600,000 young
 20 adults, or 11 percent of young adults between the
 21 ages of 16 and 24 in the United States, were neither
 22 enrolled in a secondary school program nor had the
 23 young adults completed secondary school.

24 (3) Girls who drop out of school are less likely
 25 to return and complete school than boys.

1 (4) The United States has the highest teenage
2 pregnancy rate of any industrialized nation.

3 (5) Almost 1,000,000 teenagers become preg-
4 nant each year and 80 percent of the pregnancies
5 are unintended.

6 (6) Pregnancy and parenting account for half
7 of the female school dropout rate and for $\frac{1}{4}$ of the
8 school dropout rate for all students.

9 (7) Two-thirds of girls who give birth before
10 age 18 will not complete secondary school.

11 (8) The younger the adolescent is when she be-
12 comes pregnant, the more likely it is that she will
13 not complete secondary school.

14 (b) ESEA AMENDMENTS.—The Elementary and Sec-
15 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.)
16 is amended—

17 (1) in section 5404(d) (20 U.S.C. 7264(d))—

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

20 (B) by redesignating paragraph (2) as
21 paragraph (3); and

22 (C) by inserting after paragraph (1) the
23 following new paragraph:

1 “(2) provisions that emphasize mentoring and
2 other support services for pregnant and parenting
3 teenagers; and”;

4 (2) in section 10905 (20 U.S.C. 8245)—

5 (A) by redesignating paragraphs (10),
6 (11), (12), and (13), as paragraphs (11), (12),
7 (13), and (14), respectively; and

8 (B) by inserting after paragraph (9) the
9 following:

10 “(10) mentoring and other support services for
11 pregnant and parenting teenagers to encourage the
12 teenagers to stay in school.”;

13 (3) in section 11001(a) (20 U.S.C. 8401(a))—

14 (A) in paragraph (2), by inserting “teen-
15 age pregnancy,” after “gang violence,”; and

16 (B) in paragraph (4), by inserting “and so
17 that children will be discouraged from dropping
18 out of school” before the period; and

19 (4) in section 11004(c) (20 U.S.C. 8404(c))—

20 (A) in paragraph (1), by inserting “and an
21 assessment of the needs of children requiring
22 specialized comprehensive services such as stu-
23 dents who are pregnant or parenting” after
24 “foster children”; and

1 (B) in paragraph (7), by inserting “, or
2 families with pregnant or parenting children in
3 school,” after “families”.

4 **SEC. 8. WOMEN’S EDUCATIONAL EQUITY.**

5 Part B of title V of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 7231 et seq.) is amend-
7 ed to read as follows:

8 **“SEC. 5201. SHORT TITLE; FINDINGS.**

9 “(a) SHORT TITLE.—This part may be cited as the
10 ‘Women’s Educational Equity Act of 1999’.

11 “(b) FINDINGS.—Congress finds that—

12 “(1) since the enactment of title IX of the Edu-
13 cation Amendments of 1972, women and girls have
14 made strides in educational achievement and in their
15 ability to avail themselves of educational opportuni-
16 ties;

17 “(2) because of funding provided under the
18 Women’s Educational Equity Act of 1994, more cur-
19 ricula, training, and other educational materials con-
20 cerning educational equity for women and girls are
21 available for national dissemination;

22 “(3) teaching and learning practices in the
23 United States are frequently inequitable as such
24 practices relate to women and girls, for example—

1 “(A) sexual harassment, particularly that
2 experienced by girls, undermines the ability of
3 schools to provide a safe and equitable learning
4 or workplace environment;

5 “(B) classroom textbooks and other edu-
6 cational materials do not sufficiently reflect the
7 experiences, achievements, or concerns of
8 women and, in most cases, are not written by
9 women or persons of color;

10 “(C) girls do not take as many mathe-
11 matics and science courses as boys, girls lose
12 confidence in their mathematics and science
13 ability as girls move through adolescence, and
14 there are few women role models in the
15 sciences;

16 “(D) the low number of girls taking higher
17 level computer science courses leading to tech-
18 nical careers, and the low degree of participa-
19 tion of women in the development of education
20 technology, will perpetuate a cycle of disadvan-
21 tage for girls in elementary schools and sec-
22 ondary schools as technology is increasingly in-
23 tegrated into the classroom; and

24 “(E) pregnant and parenting teenagers are
25 at high risk for dropping out of school and ex-

1 isting dropout prevention programs do not ade-
2 quately address the needs of such teenagers;

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

7 “(5) Federal support not only should address
8 research and development of innovative model cur-
9 ricula and teaching and learning strategies to pro-
10 mote gender equity, but also should assist schools
11 and local communities to implement gender-equitable
12 practices;

13 “(6) Federal assistance for gender equity must
14 be tied to systemic reform, involve collaborative ef-
15 forts to implement effective gender practices at the
16 local level, and encourage parental participation; and

17 “(7) excellence in education, high educational
18 achievements and standards, and the full participa-
19 tion of women and girls in American society, cannot
20 be achieved without educational equity for women
21 and girls.

22 **“SEC. 5202. STATEMENT OF PURPOSES.**

23 “It is the purpose of this part—

24 “(1) to promote gender equity in education in
25 the United States;

1 “(2) to provide financial assistance to enable
2 educational agencies and institutions to meet the re-
3 quirements of title IX of the Education Amendments
4 of 1972; and

5 “(3) to promote equity in education for women
6 and girls who suffer from multiple forms of discrimi-
7 nation on the basis of sex and race, ethnic origin,
8 limited English proficiency, disability, socioeconomic
9 status, or age.

10 **“SEC. 5203. PROGRAMS AUTHORIZED.**

11 “(a) IN GENERAL.—The Secretary is authorized—

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

15 “(2) to develop, maintain, and disseminate ma-
16 terials, resources, analyses, and research relating to
17 education equity for women and girls;

18 “(3) to provide information and technical as-
19 sistance to assure the effective implementation of
20 gender equity programs;

21 “(4) to coordinate gender equity programs and
22 activities with other Federal agencies with jurisdic-
23 tion over education and related programs;

24 “(5) to assist the Assistant Secretary for Edu-
25 cational Research and Improvement in identifying

1 research priorities related to education equity for
2 women and girls; and

3 “(6) to perform any other activities consistent
4 with achieving the purposes of this part.

5 “(b) GRANTS AUTHORIZED.—

6 “(1) IN GENERAL.—The Secretary is authorized
7 to make grants to, and enter into contracts and co-
8 operative agreements with, public agencies, private
9 nonprofit agencies, organizations, institutions, stu-
10 dent groups, community groups, and individuals, for
11 a period not to exceed 4 years—

12 “(A) to develop model gender equity pro-
13 grams; and

14 “(B) for the implementation of gender eq-
15 uity programs in schools throughout the Na-
16 tion.

17 “(2) SUPPORT AND TECHNICAL ASSISTANCE.—

18 To achieve the purposes of this part, the Secretary
19 is authorized to provide support and technical
20 assistance—

21 “(A) to implement effective gender equity
22 policies and programs at all educational levels,
23 including—

24 “(i) assisting educational agencies and
25 institutions to implement policies and prac-

1 tices to comply with title IX of the Edu-
2 cation Amendments of 1972;

3 “(ii) training for teachers, counselors,
4 administrators, and other school personnel,
5 especially preschool and elementary school
6 personnel, in gender equitable teaching and
7 learning practices;

8 “(iii) leadership training for women
9 and girls to develop professional and mar-
10 ketable skills to compete in the global mar-
11 ketplace, improve self-esteem, and benefit
12 from exposure to positive role models;

13 “(iv) school-to-work transition pro-
14 grams, guidance and counseling activities,
15 and other programs to increase opportuni-
16 ties for women and girls to enter a techno-
17 logically demanding workplace and, in par-
18 ticular, to enter highly skilled, high paying
19 careers in which women and girls have
20 been underrepresented;

21 “(v) enhancing educational and career
22 opportunities for those women and girls
23 who suffer multiple forms of discrimination
24 on the basis of sex and race, ethnic origin,

1 limited English proficiency, disability, so-
2 cioeconomic status, or age;

3 “(vi) assisting pregnant students and
4 students rearing children to remain in or
5 to return to secondary school, graduate,
6 and prepare their preschool children to
7 start school;

8 “(vii) evaluating exemplary model pro-
9 grams to assess the ability of such pro-
10 grams to advance educational equity for
11 women and girls;

12 “(viii) introduction into the classroom
13 of textbooks, curricula, and other materials
14 designed to achieve equity for women and
15 girls;

16 “(ix) programs and policies to address
17 sexual harassment and violence against
18 women and girls and to ensure that edu-
19 cational institutions are free from threats
20 to the safety of students and personnel;

21 “(x) nondiscriminatory tests of apti-
22 tude and achievement and of alternative
23 assessments that eliminate biased assess-
24 ment instruments from use;

1 “(xi) programs to increase educational
2 opportunities, including higher education,
3 vocational training, and other educational
4 programs for low-income women, including
5 underemployed and unemployed women,
6 and women receiving assistance under part
7 A of title IV of the Social Security Act;

8 “(xii) programs to improve represen-
9 tation of women in educational administra-
10 tion at all levels; and

11 “(xiii) planning, development, and ini-
12 tial implementation of—

13 “(I) comprehensive institutional
14 or districtwide evaluation to assess the
15 presence or absence of gender equity
16 in educational settings;

17 “(II) comprehensive plans for im-
18 plementation of gender equity pro-
19 grams in State and local educational
20 agencies and institutions of higher
21 education, including community col-
22 leges; and

23 “(III) innovative approaches to
24 school-community partnerships for

1 educational equity for women and
2 girls; and

3 “(B) for research and development, which
4 shall be coordinated with each of the research
5 institutes of the Office of Educational Research
6 and Improvement to avoid duplication of re-
7 search efforts, designed to advance gender eq-
8 uity nationwide and to help make policies and
9 practices in educational agencies and institu-
10 tions, and local communities, gender equitable,
11 including—

12 “(i) research and development of inno-
13 vative strategies and model training pro-
14 grams for teachers and other education
15 personnel;

16 “(ii) the development of high quality
17 and challenging assessment instruments
18 that are nondiscriminatory;

19 “(iii) the development and evaluation
20 of model curricula, textbooks, software,
21 and other educational materials to ensure
22 the absence of gender stereotyping and
23 bias;

24 “(iv) the development of instruments
25 and procedures that employ new and inno-

1 vative strategies to assess whether diverse
2 educational settings are gender equitable;

3 “(v) the development of instruments
4 and strategies for evaluation, dissemina-
5 tion, and replication of promising or exem-
6 plary programs designed to assist local
7 educational agencies in integrating gender
8 equity in their educational policies and
9 practices;

10 “(vi) updating high quality edu-
11 cational materials previously developed
12 through awards made under this part;

13 “(vii) the development of policies and
14 programs to address and prevent sexual
15 harassment and violence to ensure that
16 educational institutions are free from
17 threats to safety of students and per-
18 sonnel;

19 “(viii) the development and improve-
20 ment of programs and activities to increase
21 opportunity for women, including con-
22 tinuing educational activities, vocational
23 education, and programs for low-income
24 women, including underemployed women,
25 unemployed women, and women receiving

1 assistance under part A of title IV of the
2 Social Security Act; and

3 “(ix) the development of guidance and
4 counseling activities, including career edu-
5 cation programs, designed to ensure gen-
6 der equity.

7 **“SEC. 5204. APPLICATIONS.**

8 “Each entity desiring assistance under this part shall
9 submit to the Secretary an application at such time, in
10 such manner, and accompanied by such information as the
11 Secretary may require. Each application shall—

12 “(1) set forth policies and procedures that will
13 ensure a comprehensive evaluation of the activities
14 assisted under this part, including an evaluation of
15 the practices, policies, and materials used by the ap-
16 plicant and an evaluation or estimate of the contin-
17 ued significance of the work of the project following
18 completion of the award period;

19 “(2) where appropriate, demonstrate how funds
20 received under this part will be used to promote the
21 attainment of 1 or more of the National Education
22 Goals;

23 “(3) demonstrate how the applicant will address
24 perceptions of gender roles based on cultural dif-
25 ferences or stereotypes;

1 “(4) where appropriate, describe how funds
2 under this part will be used in a manner that is con-
3 sistent with programs under the School-to-Work Op-
4 portunities Act of 1994;

5 “(5) for applications for assistance under sec-
6 tion 5203(b)(1), demonstrate how the applicant will
7 foster partnerships and, where applicable, share re-
8 sources with State educational agencies, local edu-
9 cational agencies, institutions of higher education,
10 community-based organizations (including organiza-
11 tions serving women), parent, teacher, and student
12 groups, businesses, or other recipients of Federal
13 educational funding (which may include State lit-
14 eracy resource centers);

15 “(6) for applications for assistance under sec-
16 tion 5203(b)(1), demonstrate how parental involve-
17 ment in the project will be encouraged; and

18 “(7) for applications for assistance under sec-
19 tion 5203(b)(1), describe plans for continuation of
20 the activities assisted under this part with local sup-
21 port following completion of the grant period and
22 termination of Federal support under this part.

23 **“SEC. 5205. CRITERIA AND PRIORITIES.**

24 “(a) CRITERIA AND PRIORITIES.—The Secretary
25 shall establish separate criteria and priorities for awards

1 under paragraphs (1) and (2) of section 5203(b) to ensure
2 that funds under this part are used for programs that
3 most effectively achieve the purposes of this part.

4 “(b) CRITERIA.—The criteria described in subsection
5 (a) may include the extent to which the activities assisted
6 under this part—

7 “(1) address the needs of women and girls of
8 color and women and girls with disabilities;

9 “(2) meet locally defined and documented edu-
10 cational equity needs and priorities, including com-
11 pliance with title IX of the Education Amendments
12 of 1972;

13 “(3) are a significant component of a com-
14 prehensive plan for educational equity and compli-
15 ance with title IX of the Education Amendments of
16 1972 in the particular school district, institution of
17 higher education, vocational-technical institution, or
18 other educational agency or institution; and

19 “(4) implement an institutional change strategy
20 with long-term impact that will continue as a central
21 activity of the applicant after the grant under this
22 part has terminated.

23 “(c) PRIORITIES.—In approving applications under
24 this part, the Secretary may give priority to applications—

1 “(1) submitted by applicants that have not re-
2 ceived assistance under this part or under part C of
3 title IX of this Act (as such part was in effect on
4 October 1, 1988);

5 “(2) for projects that will contribute signifi-
6 cantly to directly improving teaching and learning
7 practices in the local community; and

8 “(3) for projects that will—

9 “(A) provide for a comprehensive approach
10 to enhancing gender equity in educational insti-
11 tutions and agencies;

12 “(B) draw on a variety of resources, in-
13 cluding the resources of local educational agen-
14 cies, community-based organizations, institu-
15 tions of higher education, and private organiza-
16 tions;

17 “(C) implement a strategy with long-term
18 impact that will continue as a central activity of
19 the applicant after the grant under this part
20 has terminated;

21 “(D) address issues of national signifi-
22 cance that can be duplicated; and

23 “(E) address the educational needs of
24 women and girls who suffer multiple forms of
25 discrimination on the basis of sex and race, eth-

1 nic origin, limited English proficiency, dis-
2 ability, socioeconomic status, or age.

3 “(d) SPECIAL RULE.—To the extent feasible, the
4 Secretary shall ensure that grants awarded under this
5 part for each fiscal year address—

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

9 “(2) all regions of the United States; and

10 “(3) urban, rural, and suburban educational in-
11 stitutions.

12 “(e) COORDINATION.—Research activities supported
13 under this part—

14 “(1) shall be carried out in consultation with
15 the Office of Educational Research and Improve-
16 ment to ensure that such activities are coordinated
17 with and enhance the research and development ac-
18 tivities supported by such office; and

19 “(2) may include collaborative research activi-
20 ties which are jointly funded and carried out with
21 the Office of Educational Research and Improve-
22 ment.

23 “(f) LIMITATION.—Nothing in this part shall be con-
24 strued as prohibiting men and boys from participating in

1 any programs or activities assisted with funds provided
2 under this part.

3 **“SEC. 5206. REPORT.**

4 “The Secretary, not later than January 1, 2004, shall
5 submit to the President and Congress a report on the sta-
6 tus of educational equity for girls and women in the Na-
7 tion.

8 **“SEC. 5207. ADMINISTRATION.**

9 “(a) EVALUATION; DISSEMINATION; REPORT.—The
10 Secretary—

11 “(1) shall evaluate, in accordance with section
12 14701, materials and programs developed under this
13 part;

14 “(2) shall disseminate materials and programs
15 developed under this part; and

16 “(3) shall report to Congress regarding such
17 evaluation, materials and programs not later than
18 January 1, 2003.

19 “(b) PROGRAM OPERATIONS.—The Secretary shall
20 ensure that the activities assisted under this part are ad-
21 ministered within the Department by a person who has
22 recognized professional qualifications and experience in
23 the field of gender equity education.

1 **“SEC. 5208. AUTHORIZATION OF APPROPRIATIONS.**

2 “For the purpose of carrying out this part, there are
3 authorized to be appropriated \$5,000,000 for fiscal year
4 2000 and such sums as may be necessary for each of the
5 4 succeeding fiscal years, of which not less than $\frac{2}{3}$ of the
6 amount appropriated under this section for each fiscal
7 year shall be available to carry out the activities described
8 in section 5203(b)(1).”.

9 **SEC. 9. DEFINITIONS.**

10 The terms used in this Act have the meanings given
11 the terms in section 14101 of the Elementary and Sec-
12 ondary Education Act of 1965 (20 U.S.C. 8801).

○