

106TH CONGRESS
1ST SESSION

S. 1264

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 SENATE OF THE UNITED STATES

JUNE 22, 1999

Ms. SNOWE (for herself and Mr. KENNEDY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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 needs for and exposures to technology for all students, in-
 21 cluding girls and students who have economic and edu-
 22 cational disadvantages.”.

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 needs for and expo-
10 sures to technology for all students, including
11 girls and students who have economic and edu-
12 cational disadvantages;”; and

13 (iii) in subparagraph (F) (as redesign-
14 ated in clause (i)), by inserting “, includ-
15 ing those resources that will take into spe-
16 cial consideration the different learning
17 needs for and exposures to technology for
18 all students, including girls and students
19 who have economic and educational dis-
20 advantages” before the semicolon;

21 (B) in paragraph (3)(B), by inserting
22 “that takes into special consideration the dif-
23 ferent learning needs for and exposures to tech-
24 nology for all students, including girls and stu-

dents who have economic and educational disadvantages” 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 needs for and exposures to technology for all students, including girls and students who have economic and educational disadvantages; and”.

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

(A) in subsection (a), by adding after paragraph (2) the following:

“(3) SPECIAL CONSIDERATION.—In awarding grants under this section, the Secretary shall take into special consideration the different learning needs for and exposures to technology for all students, including girls and students who have economic and educational disadvantages.”; 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 needs for and exposures
 8 to technology for all students, including girls and
 9 students who have economic and educational dis-
 10 advantages;”; and

11 (iii) in paragraph (5) (as redesignated
 12 by clause (i)), by inserting “by girls and
 13 students who have economic and edu-
 14 cational disadvantages” after “subsection”.

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

18 (A) in paragraph (1)(B), by striking
 19 “Goals and” and inserting “Goals, that pro-
 20 mote equitable teaching methods, techniques,
 21 and practices for girls and students who have
 22 economic and educational disadvantages and
 23 that”; and

24 (B) in paragraph (2)—

25 (i) in subparagraph (B)—

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

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

6 “(ii) provide equitable teaching meth-
 7 ods, techniques and practices for girls and
 8 students who have economic and edu-
 9 cational disadvantages based on estab-
 10 lished research;”; and

11 (ii) in subparagraph (E), by inserting
 12 “, including girls and students who have
 13 economic and educational disadvantages”
 14 after “region”.

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

18 (A) in subsection (b)(5)—

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

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

1 “(E) take into special consideration the
 2 different learning needs for and exposures to
 3 technology for all students, including girls and
 4 students who have economic and educational
 5 disadvantages;”;

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 needs for and expo-
 13 sures to technology for all students, including girls and
 14 students who have economic and educational disadvan-
 15 tages.”.

16 (5) STAR SCHOOLS GRANTS.—Section
 17 3204(a)(2) of such Act (20 U.S.C. 6894(a)(2)) is
 18 amended by inserting “that takes into special con-
 19 sideration the different learning needs for and expo-
 20 sures to technology for all students, including girls
 21 and students who have economic and educational
 22 disadvantages” after “programming”.

23 (c) FUND FOR THE IMPROVEMENT OF EDUCATION.—
 24 Section 10101(b)(1)(M) of such Act (20 U.S.C.
 25 8001(b)(1)(M)) is amended by inserting “, and programs

1 designed to promote education technology that take into
 2 special consideration the different learning needs for and
 3 exposures to technology for all students, including girls
 4 and students who have economic and educational dis-
 5 advantages,” after “gender equity in education”.

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

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

14 (b) PROGRAM AUTHORITY.—

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

1 (2) PERIOD OF AWARD.—The Secretary may
 2 award grants and enter into contracts or cooperative
 3 agreements under this section for a period of not
 4 more than 5 years.

5 (c) ELIGIBILITY.—

6 (1) DEFINITION OF ELIGIBLE CONSORTIUM.—
 7 In this section, the term “eligible consortium”
 8 means a consortium that includes—

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

14 (B) at least 1 State educational agency or
 15 local educational agency; and

16 (C) at least 1 of the following entities:

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

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

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

1 (iv) a private elementary school or
2 secondary school; and

3 (v) a professional association, founda-
4 tion, museum, library, for-profit business,
5 public or private nonprofit organization,
6 community-based organization, or other
7 entity with the capacity to contribute to
8 the technology-related reform of teacher
9 preparation programs.

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

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

24 (B) a demonstration of—

1 (i) the commitment, including the fi-
 2 nancial commitment, of each of the mem-
 3 bers of the eligible consortium; and

4 (ii) the active support of the leader-
 5 ship of each member of the eligible consor-
 6 tium for the proposed project;

7 (C) a description of how each member of
 8 the eligible consortium will be included in
 9 project activities;

10 (D) a description of how the project will
 11 continue after the Federal funding awarded
 12 under this section terminates; and

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

16 (3) MATCHING REQUIREMENTS.—

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

23 (B) ACQUISITION OF EQUIPMENT.—Not
 24 more than 10 percent of the funds awarded for
 25 a project under this section may be used to ac-

1 quire equipment, networking capabilities or in-
 2 frastructure, and the non-Federal share of the
 3 cost of any such acquisition shall be in cash.

4 (d) USES OF FUNDS.—

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

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

13 (B) evaluating the effectiveness of the
 14 project.

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

19 (A) developing and implementing high-
 20 quality teacher preparation programs that en-
 21 able elementary school and secondary school
 22 teachers to—

23 (i) learn the full range of resources
 24 that can be accessed through the use of
 25 technology;

1 (ii) integrate a variety of technologies
2 into the classroom in order to expand stu-
3 dents' knowledge;

4 (iii) evaluate educational technologies
5 and their potential for use in instruction;
6 and

7 (iv) help students develop their own
8 technical skills and digital learning envi-
9 ronments;

10 (B) developing alternative teacher develop-
11 ment paths that provide elementary schools and
12 secondary schools with well-prepared, tech-
13 nology-proficient educators;

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

18 (D) providing technical assistance to other
19 teacher preparation programs;

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

1 (F) acquiring equipment, networking capa-
 2 bilities, and infrastructure to carry out the
 3 project.

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

9 **SEC. 4. HIGH TECHNOLOGY FOR GIRLS.**

10 (a) SHORT TITLE.—This section may be cited as the
 11 “High Technology for Girls Act”.

12 (b) PROFESSIONAL DEVELOPMENT ACTIVITIES.—
 13 Section 1119(b)(2) of the Elementary and Secondary
 14 Education Act of 1965 (20 U.S.C. 6320(b)(2)) is
 15 amended—

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

18 (2) in subparagraph (I), by striking the period
 19 and inserting “; and”; and

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

21 “(J) instruction, which may include in-
 22 struction developed in partnership with a busi-
 23 ness, an industry or an institution of higher
 24 education, to encourage and enable students, in-
 25 cluding young women, to pursue demanding ca-

1 reers and higher education degrees in mathe-
 2 matics, science, engineering and technology, in-
 3 cluding the development of mentoring pro-
 4 grams, model programs or other programs.”.

5 (c) NATIONAL TEACHER TRAINING PROJECT.—Sec-
 6 tion 2103(b)(1) of the Elementary and Secondary Edu-
 7 cation Act of 1965 (20 U.S.C. 6623(b)(1)) is amended—
 8 (1) by redesignating subparagraphs (B) and
 9 (C) as subparagraphs (C) and (D), respectively; and
 10 (2) by inserting after subparagraph (A) the fol-
 11 lowing:

12 “(B) to support and promote the establish-
 13 ment of teacher training programs that—

14 “(i) shall pertain to the core subject
 15 areas of mathematics and science;

16 “(ii) may include programs developed
 17 in partnership with a business, an industry
 18 or an institution of higher education; and

19 “(iii) shall involve the establishment
 20 of mentoring programs, model programs or
 21 other programs which encourage students,
 22 including young women, to pursue de-
 23 manding careers and higher education de-
 24 grees in mathematics, science, engineering
 25 and technology;”.

1 (d) TECHNOLOGY FOR EDUCATION.—Section
 2 3122(c) of the Elementary and Secondary Education Act
 3 of 1965 (20 U.S.C. 6832(c)) is amended—

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

6 (2) by inserting after paragraph (14) the fol-
 7 lowing:

8 “(15) the development of model programs, men-
 9 toring programs or other programs, which may in-
 10 clude programs developed in partnership with a busi-
 11 ness, an industry or an institution of higher edu-
 12 cation, that encourage students, including young
 13 women, to pursue demanding careers and higher
 14 education degrees in mathematics, science, engineer-
 15 ing and technology.”.

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

17 (a) SEXUAL HARASSMENT PREVENTION TRAINING
 18 GRANTS.—

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

22 (2) FINDINGS.—Congress makes the following
 23 findings:

24 (A) Sexual harassment in schools is an ille-
 25 gal form of discrimination on the basis of sex

1 banned under title IX of the Education Amend-
2 ment of 1972.

3 (B) The vast majority of secondary school
4 students experience some form of sexual harass-
5 ment.

6 (C) Girls are disproportionately affected by
7 sexual harassment.

8 (D) The American Association of Univer-
9 sity Women Educational Foundation's 1993
10 survey of 8th through 11th grade students on
11 sexual harassment in schools, entitled "Hostile
12 Hallways", found that—

13 (i) 85 percent of girls experienced
14 some form of sexual harassment;

15 (ii) 65 percent of girls who have been
16 harassed were harassed in the classroom;
17 and

18 (iii) 81 percent of girls who have been
19 harassed do not report the harassment to
20 adults.

21 (E) A 1996 University of Michigan study
22 showed that sexual harassment can result in
23 academic problems such as paying less atten-
24 tion in class. The study found that—

1 (i) 33 percent of girls do not want to
 2 go to school at all due to the stress and
 3 anxiety the girls suffer as a result of sex-
 4 ual harassment; and

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

8 (F) Schools have not responded well to the
 9 issue of sexual harassment.

10 (G) Few schools have or effectively enforce
 11 sexual harassment policies.

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

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

17 (A) train teachers and administrators in
 18 identifying and preventing sexual harassment;
 19 and

20 (B) reduce the incidence of sexual harass-
 21 ment in elementary schools and secondary
 22 schools.

23 (4) PROGRAM AUTHORITY; AUTHORIZATION OF
 24 APPROPRIATIONS.—

1 (A) PROGRAM AUTHORITY.—The Secretary
2 is authorized to carry out a program of award-
3 ing grants to eligible grant recipients to enable
4 the eligible grant recipients to train teachers
5 and administrators in identifying and pre-
6 venting sexual harassment. The eligible grant
7 recipient shall be responsible for—

8 (i) determining the type of training to
9 be offered with respect to identifying and
10 preventing sexual harassment; and

11 (ii) defining the term sexual harass-
12 ment.

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

20 (C) AUTHORIZATION OF APPROPRIA-
21 TIONS.—There are authorized to be appro-
22 priated to carry out this subsection
23 \$10,000,000 for fiscal year 2000, and such
24 sums as may be necessary for each of the 4
25 succeeding fiscal years.

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

3 (1) in section 4113(d)(2)(C)(ii) (20 U.S.C.
4 7113(d)(2)(C)(ii))—

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

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

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

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

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

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

17 (B) by inserting after paragraph (9) the
18 following:

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

23 (3) in section 4116(a)(1) (20 U.S.C.
24 7116(a)(1))—

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

3 (B) by redesignating subparagraph (C) as
4 subparagraph (D); and

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

7 “(C) greatly reduce the incidence of sexual
8 harassment and abuse; and”; and

9 (4) in section 4117(a)(2)(A) (20 U.S.C.
10 7117(a)(2)(A)), by inserting “, including sexual har-
11 assment and abuse,” after “violence”.

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

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

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

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

21 (3) Sports build girls’ confidence, sense of phys-
22 ical empowerment, and social recognition within the
23 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 elective physical edu-
 11 cation 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 11001(a) (20 U.S.C. 8401(a))—

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

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

10 (3) in section 11004(c) (20 U.S.C. 8404(c))—

11 (A) in paragraph (1), by inserting “and an
 12 assessment of the needs of children requiring
 13 specialized comprehensive services such as stu-
 14 dents who are pregnant or parenting” after
 15 “foster children”; and

16 (B) in paragraph (7), by inserting “, or
 17 families with pregnant or parenting children in
 18 school,” after “families”.

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

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

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

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

1 “(b) FINDINGS.—Congress finds that—

2 “(1) since the enactment of title IX of the Edu-
3 cation Amendments of 1972, women and girls have
4 made strides in educational achievement and in their
5 ability to avail themselves of educational opportuni-
6 ties;

7 “(2) because of funding provided under the
8 Women’s Educational Equity Act of 1994, more cur-
9 ricula, training, and other educational materials con-
10 cerning educational equity for women and girls are
11 available for national dissemination;

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

15 “(A) sexual harassment, particularly that
16 experienced by girls, undermines the ability of
17 schools to provide a safe and equitable learning
18 or workplace environment;

19 “(B) classroom textbooks and other edu-
20 cational materials do not sufficiently reflect the
21 experiences, achievements, or concerns of
22 women and, in most cases, are not written by
23 women or persons of color;

24 “(C) girls do not take as many mathe-
25 matics and science courses as boys, girls lose

1 confidence in their mathematics and science
 2 ability as girls move through adolescence, and
 3 there are few women role models in the
 4 sciences;

5 “(D) the low number of girls taking higher
 6 level computer science courses leading to tech-
 7 nical careers, and the low degree of participa-
 8 tion of women in the development of education
 9 technology, will perpetuate a cycle of disadvan-
 10 tage for girls in elementary schools and sec-
 11 ondary schools as technology is increasingly in-
 12 tegrated into the classroom; and

13 “(E) pregnant and parenting teenagers are
 14 at high risk for dropping out of school and ex-
 15 isting dropout prevention programs do not ade-
 16 quately address the needs of such teenagers;

17 “(4) efforts to improve the quality of public
 18 education also must include efforts to ensure equal
 19 access to quality education programs for all women
 20 and girls;

21 “(5) Federal support not only should address
 22 research and development of innovative model cur-
 23 ricula and teaching and learning strategies to pro-
 24 mote gender equity, but also should assist schools

1 and local communities to implement gender-equitable
2 practices;

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

7 “(7) excellence in education, high educational
8 achievements and standards, and the full participa-
9 tion of women and girls in American society, cannot
10 be achieved without educational equity for women
11 and girls.

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

13 “It is the purpose of this part—

14 “(1) to promote gender equity in education in
15 the United States;

16 “(2) to provide financial assistance to enable
17 educational agencies and institutions to meet the re-
18 quirements of title IX of the Education Amendments
19 of 1972; and

20 “(3) to promote equity in education for women
21 and girls who suffer from multiple forms of discrimi-
22 nation on the basis of sex and race, ethnic origin,
23 limited English proficiency, disability, socioeconomic
24 status, or age.

1 **“SEC. 5203. PROGRAMS AUTHORIZED.**

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

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

6 “(2) to develop, maintain, and disseminate ma-
7 terials, resources, analyses, and research relating to
8 education equity for women and girls;

9 “(3) to provide information and technical as-
10 sistance to assure the effective implementation of
11 gender equity programs;

12 “(4) to coordinate gender equity programs and
13 activities with other Federal agencies with jurisdic-
14 tion over education and related programs;

15 “(5) to assist the Assistant Secretary for Edu-
16 cational Research and Improvement in identifying
17 research priorities related to education equity for
18 women and girls; and

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

21 “(b) GRANTS AUTHORIZED.—

22 “(1) IN GENERAL.—The Secretary is authorized
23 to make grants to, and enter into contracts and co-
24 operative agreements with, public agencies, private
25 nonprofit agencies, organizations, institutions, stu-

1 dent groups, community groups, and individuals, for
2 a period not to exceed 4 years—

3 “(A) to develop model gender equity pro-
4 grams; and

5 “(B) for the implementation of gender eq-
6 uity programs in schools throughout the Na-
7 tion.

8 “(2) SUPPORT AND TECHNICAL ASSISTANCE.—

9 To achieve the purposes of this part, the Secretary
10 is authorized to provide support and technical
11 assistance—

12 “(A) to implement effective gender equity
13 policies and programs at all educational levels,
14 including—

15 “(i) assisting educational agencies and
16 institutions to implement policies and prac-
17 tices to comply with title IX of the Edu-
18 cation Amendments of 1972;

19 “(ii) training for teachers, counselors,
20 administrators, and other school personnel,
21 especially preschool and elementary school
22 personnel, in gender equitable teaching and
23 learning practices;

24 “(iii) leadership training for women
25 and girls to develop professional and mar-

ketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;

“(iv) school-to-work transition programs, guidance and counseling activities, and other programs to increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter highly skilled, high paying careers in which women and girls have been underrepresented;

“(v) enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination on the basis of sex and race, ethnic origin, limited English proficiency, disability, socioeconomic status, or age;

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

“(vii) evaluating exemplary model programs to assess the ability of such pro-

grams to advance educational equity for women and girls;

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

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

“(x) nondiscriminatory tests of aptitude and achievement and of alternative assessments that eliminate biased assessment instruments from use;

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

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

1 “(xiii) planning, development, and ini-
2 tial implementation of—

3 “(I) comprehensive institutional
4 or districtwide evaluation to assess the
5 presence or absence of gender equity
6 in educational settings;

7 “(II) comprehensive plans for im-
8 plementation of gender equity pro-
9 grams in State and local educational
10 agencies and institutions of higher
11 education, including community col-
12 leges; and

13 “(III) innovative approaches to
14 school-community partnerships for
15 educational equity for women and
16 girls; and

17 “(B) for research and development, which
18 shall be coordinated with each of the research
19 institutes of the Office of Educational Research
20 and Improvement to avoid duplication of re-
21 search efforts, designed to advance gender eq-
22 uity nationwide and to help make policies and
23 practices in educational agencies and institu-
24 tions, and local communities, gender equitable,
25 including—

1 “(i) research and development of inno-
2 vative strategies and model training pro-
3 grams for teachers and other education
4 personnel;

5 “(ii) the development of high quality
6 and challenging assessment instruments
7 that are nondiscriminatory;

8 “(iii) the development and evaluation
9 of model curricula, textbooks, software,
10 and other educational materials to ensure
11 the absence of gender stereotyping and
12 bias;

13 “(iv) the development of instruments
14 and procedures that employ new and inno-
15 vative strategies to assess whether diverse
16 educational settings are gender equitable;

17 “(v) the development of instruments
18 and strategies for evaluation, dissemina-
19 tion, and replication of promising or exem-
20 plary programs designed to assist local
21 educational agencies in integrating gender
22 equity in their educational policies and
23 practices;

1 “(vi) updating high quality edu-
2 cational materials previously developed
3 through awards made under this part;

4 “(vii) the development of policies and
5 programs to address and prevent sexual
6 harassment and violence to ensure that
7 educational institutions are free from
8 threats to safety of students and per-
9 sonnel;

10 “(viii) the development and improve-
11 ment of programs and activities to increase
12 opportunity for women, including con-
13 tinuing educational activities, vocational
14 education, and programs for low-income
15 women, including underemployed women,
16 unemployed women, and women receiving
17 assistance under part A of title IV of the
18 Social Security Act; and

19 “(ix) the development of guidance and
20 counseling activities, including career edu-
21 cation programs, designed to ensure gen-
22 der equity.

23 **“SEC. 5204. APPLICATIONS.**

24 “Each entity desiring assistance under this part shall
25 submit to the Secretary an application at such time, in

1 such manner, and accompanied by such information as the
2 Secretary may require. Each application shall—

3 “(1) set forth policies and procedures that will
4 ensure a comprehensive evaluation of the activities
5 assisted under this part, including an evaluation of
6 the practices, policies, and materials used by the ap-
7 plicant and an evaluation or estimate of the contin-
8 ued significance of the work of the project following
9 completion of the award period;

10 “(2) where appropriate, demonstrate how funds
11 received under this part will be used to promote the
12 attainment of 1 or more of the National Education
13 Goals;

14 “(3) demonstrate how the applicant will address
15 perceptions of gender roles based on cultural dif-
16 ferences or stereotypes;

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

21 “(5) for applications for assistance under sec-
22 tion 5203(b)(1), demonstrate how the applicant will
23 foster partnerships and, where applicable, share re-
24 sources with State educational agencies, local edu-
25 cational agencies, institutions of higher education,

1 community-based organizations (including organiza-
 2 tions serving women), parent, teacher, and student
 3 groups, businesses, or other recipients of Federal
 4 educational funding (which may include State lit-
 5 eracy resource centers);

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

9 “(7) for applications for assistance under sec-
 10 tion 5203(b)(1), describe plans for continuation of
 11 the activities assisted under this part with local sup-
 12 port following completion of the grant period and
 13 termination of Federal support under this part.

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

15 “(a) CRITERIA AND PRIORITIES.—The Secretary
 16 shall establish separate criteria and priorities for awards
 17 under paragraphs (1) and (2) of section 5203(b) to ensure
 18 that funds under this part are used for programs that
 19 most effectively achieve the purposes of this part.

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

23 “(1) address the needs of women and girls of
 24 color and women and girls with disabilities;

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

5 “(3) are a significant component of a com-
6 prehensive plan for educational equity and compli-
7 ance with title IX of the Education Amendments of
8 1972 in the particular school district, institution of
9 higher education, vocational-technical institution, or
10 other educational agency or institution; and

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

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

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

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

24 “(3) for projects that will—

1 “(A) provide for a comprehensive approach
2 to enhancing gender equity in educational insti-
3 tutions and agencies;

4 “(B) draw on a variety of resources, in-
5 cluding the resources of local educational agen-
6 cies, community-based organizations, institu-
7 tions of higher education, and private organiza-
8 tions;

9 “(C) implement a strategy with long-term
10 impact that will continue as a central activity of
11 the applicant after the grant under this part
12 has terminated;

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

15 “(E) address the educational needs of
16 women and girls who suffer multiple forms of
17 discrimination on the basis of sex and race, eth-
18 nic origin, limited English proficiency, dis-
19 ability, socioeconomic status, or age.

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

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

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

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

4 “(e) COORDINATION.—Research activities supported
5 under this part—

6 “(1) shall be carried out in consultation with
7 the Office of Educational Research and Improve-
8 ment to ensure that such activities are coordinated
9 with and enhance the research and development ac-
10 tivities supported by such office; and

11 “(2) may include collaborative research activi-
12 ties which are jointly funded and carried out with
13 the Office of Educational Research and Improve-
14 ment.

15 “(f) LIMITATION.—Nothing in this part shall be con-
16 strued as prohibiting men and boys from participating in
17 any programs or activities assisted with funds provided
18 under this part.

19 **“SEC. 5206. REPORT.**

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

1 **“SEC. 5207. ADMINISTRATION.**

2 “(a) EVALUATION; DISSEMINATION; REPORT.—The
3 Secretary—

4 “(1) shall evaluate, in accordance with section
5 14701, materials and programs developed under this
6 part;

7 “(2) shall disseminate materials and programs
8 developed under this part; and

9 “(3) shall report to Congress regarding such
10 evaluation, materials and programs not later than
11 January 1, 2003.

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

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

18 “For the purpose of carrying out this part, there are
19 authorized to be appropriated \$5,000,000 for fiscal year
20 2000 and such sums as may be necessary for each of the
21 4 succeeding fiscal years, of which not less than $\frac{2}{3}$ of the
22 amount appropriated under this section for each fiscal
23 year shall be available to carry out the activities described
24 in section 5203(b)(1).”.

1 **SEC. 9. DEFINITIONS.**

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

