

SEC. 5611. SHORT TITLE AND FINDINGS.

(a) SHORT TITLE- This subpart may be cited as the 'Women's Educational Equity Act of 2010' (WEEA).

(b) FINDINGS- Congress finds that —

(1) since the enactment of Title IX of the Education Amendments of 1972, women and girls have made strides in educational achievement and in their ability to avail themselves of educational opportunities but disparities continue, and these limit opportunities for girls and boys, women and men;

(2) education should play a critical role in changing social norms that have limited educational and other opportunities for both females and males;

(3) WEEA was enacted in 1974 to help education agencies and others meet the requirements of the then newly-enacted Title IX, but few students, parents, or educators know how Title IX and related laws can help expand opportunities and protect them from sex discrimination;

(4) some Title IX regulations, such as the appointment and use of Title IX gender equity coordinators and even public information on how to contact them, have been increasingly neglected at all levels of education. However, when Title IX coordinators carry out their leadership responsibilities to fully implement Title IX, they can prevent a great deal of sex discrimination and actively advance gender equity.

(5) because of funding provided under the Women's Educational Equity Act and other federal, foundation, and organizational entities, gender equity products and programs are available for national dissemination; but little has been done in the past decade to insure the development and widespread use of promising practices and effective programs to advance gender equality.

(6) teaching and learning practices in the United States are frequently inequitable as such practices relate to differential treatment of women and girls, men and boys, for example —

(A) sexual harassment undermines the ability of schools to provide a safe and/or equitable learning or workplace environment, as does allowing an intimidating, disrespectful, or sex biased climate.

(B) some instructional materials, incentives, teacher behaviors, and curricula for students and educators are based on misperceptions that girls and boys learn differently and should be taught differently.

(C) classroom texts and materials do not sufficiently reflect the experiences, achievements or concerns of women, people of color or people with disabilities.

(D) pregnant and parenting teenagers are at high risk for dropping out of school and existing programs do not adequately address the needs of such teenagers and their children.

(5) efforts to improve the quality of public education also must include ensuring equal access to quality education programs for all women and girls; men and boys.

(6) federal support should address not only research and development of effective model curricula and teaching practices to promote gender equity, but it should also assist schools and local communities to implement

gender-equitable practices and to use accountability strategies to assess progress in fully complying with Title IX.

(7) like the Departments of Labor and Health and Human Services, the Department of Education (ED) needs a high level office to coordinate and provide leadership in advancing gender equity.

(8) an Office for Gender Equity in the ED will help ensure that federal assistance for gender equity is tied to systemic reform, involves collaborative efforts to implement effective gender equity practices at the state and local levels, and encourages parental participation.

(9) excellence in education, high educational achievements and standards, and the full participation in American society, cannot be achieved without deliberate attention to increasing gender equity both in and through education.

(10) gender equitable teacher education and the resulting teaching practices have the potential to counteract sex bias and sex-role stereotyping, and contribute to a decline in job segregation -- for instance, increasing the number of male teachers and female engineers.

SEC. 5612. STATEMENT OF PURPOSE.

It is the purpose of this subpart —

- (1) to promote gender equity in education in the United States;
- (2) to provide financial and technical assistance to enable educational agencies, institutions, and non-governmental organizations with expertise in gender equity to meet the requirements of Title IX of the Educational Amendments of 1972; and
- (3) to promote equity in education for students and educators who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, age, sexual orientation or gender identity.

SEC. 5613. PROGRAMS AUTHORIZED.

(a) IN GENERAL- The Secretary is authorized —

- (1) to establish an Office for Gender Equity headed by an Assistant Secretary for Gender Equity, to
 - (A) assure the effective implementation of Title IX and related gender equity programs,
 - (B) provide information and technical assistance,
 - (C) develop, maintain, and disseminate materials, resources, analyses, and research relating to education equity for women and girls; men and boys;
 - (D) coordinate gender equity programs and activities with other Federal agencies with jurisdiction over education and related programs; and
 - (E) assist in identifying and implementing research and development priorities related to education equity for women and girls; men and boys; and
- (2) to provide leadership in the development of effective and sustainable Title IX Action Networks at the national, state, and local levels
- (3) to support National Gender Equity Collaboratives for developing and sharing programs and practices that work to advance gender equity at all educational levels.

- (4) to coordinate with the Director of the Institute of Education Sciences and other federal offices in identifying and funding gender equity research priorities including continual reporting and disaggregation of data on females and males and other critical population breakdowns.
- (5) to perform any other activities consistent with achieving the purposes of this subpart.

(b) GRANTS AUTHORIZED-

(1) IN GENERAL - To achieve the purposes of this subpart, the Secretary is authorized to award grants to, and enter into contracts and cooperative agreements with, public agencies, private nonprofit agencies, organizations, institutions, community groups, and individuals with relevant expertise in gender equity, to —

(A) provide grants to states to establish State Title IX Action Networks of Title IX coordinators and their gender equity partners. The initial grants would be for three years.

(B) provide three year pilot grants for the development of local Title IX Action Network Models to help Local Education Agencies (LEAs) and their schools and gender equity partners fully implement Title IX including the optimal use of gender equity practices and programs.

(C) provide funds for National Gender Equity Collaboratives to develop, identify, and disseminate programs and practices to advance gender equity; and

(D) provide leadership funds for the Office for Gender Equity which includes, but is broader than the management of WEEA activities.

(2) OFFICE FOR GENDER EQUITY – To establish and maintain the Office for Gender Equity and achieve the purposes of this subpart, the Secretary is authorized to provide support for the following –

(A) an Assistant Secretary for Gender Equity to head the ED Office for Gender Equity, who will also serve as the Special Assistant for Gender Equity (SAGE), a position that is still authorized in the 1994 Department of Education Organizational Act.

(B) management of WEEA programs, all SAGE responsibilities, and assistance to the White House Council on Women and Girls in its education work. Management of the WEEA programs includes operation of a nationwide Title IX Action Network which uses a national gender equity accountability system focused on reviewing state gender equity plans, certifying Title IX coordinators and their gender equity partners, and providing and increasing the use of high quality and effective gender equity programs and practices.

(C) liaison with, or management of, ED program components related to advancing gender equality such as: Career & Technical Education and science, technology, engineering and mathematics (STEM) programs focusing on increasing participation in non-traditional careers; the Civil Rights Act Title IV programs; programs for pregnant and parenting teens; programs to advance gender equity in teacher education and women's studies; initiatives focused on combating sexual harassment, violence, bullying, and sex segregated education; non sexist early childhood programs; education reform programs which include attention to gender equitable teaching and assessment

of students and educators; and international education programs to advance gender equality globally.

(D) coordination with the ED Office for Civil Rights (OCR) and the ED Office of the General Counsel as well as the ED Institute of Education Sciences (IES), and other agencies such as the Women's Bureau in the Department of Labor, the Office on Women's Health in the Department of Health and Human Services, and the Gender Equity Programs in the National Science Foundation. Additionally, coordination with the many other ED programs or program components will insure that they also play a role in advancing gender equity;

(E) interaction with Non Governmental Organizations (NGOs) that have gender equity expertise to benefit from their advice in advancing gender equity in all areas including academics, athletics, health, science, social/emotional development, citizenship education, and education reform policies.

(3) FUNDS TO STATES TO ESTABLISH EFFECTIVE AND SUSTAINABLE STATE TITLE IX ACTION NETWORKS OF TITLE IX COORDINATORS AND GENDER EQUITY PARTNERS.

Grants to support the State Title IX Action Networks will be available to all 50 states, DC, and the U.S. Territories with an acceptable state gender equity education plan. Continued funding during the 3 year grant period to the State Education Agency (SEA) is contingent on meeting criteria for success. These state focused grants will require support for at least one Full Time Equivalent (FTE) SEA Title IX coordinator where the prime accredited Title IX coordinator must allocate at least 50% time to Title IX work to accomplish the following:

(A) Establish networks of accredited active Title IX Coordinators and their gender equity partners in all school districts, charter school organizations, postsecondary schools and other entities responsible for implementing Title IX in their state.

(B) Provide certification training for Title IX coordinators and their gender equity partners in the state with initial priority given to schools serving K-14.

(C) Provide guidance and collect information on Title IX Coordinators and their gender equity partners on their responsibilities, certification, and accomplishments for the national gender equity accountability system operated by the Office for Gender Equity.

(D) Establish easily accessible and useful SEA Title IX Gender Equity web pages and accountability reporting mechanisms.

(E) Participate in national Title IX implementation activities as requested by the Assistant Secretary for Gender Equity.

(F) If the state does not apply, or does not have an acceptable application, the funds set aside for the SEA Title IX Coordinator work will be available to NGOs with expertise in gender equity education for similar Title IX Action Network development work in the state.

(4) PROVIDE FUNDS FOR PILOT GRANTS TO HELP LOCAL EDUCATION AGENCIES (LEAS), THEIR SCHOOLS AND THEIR GENDER EQUITY PARTNERS TO ESTABLISH MODEL PROACTIVE AND SUSTAINABLE LOCAL TITLE IX-ACTION NETWORKS.

These Model Local Title IX Action Networks will focus on helping Title IX coordinators (at the district and school level) and their publicly visible gender equity partners work together to focus on low income, minority, and disabled students who are likely to be harmed the most by a lack of gender equitable education opportunities. Each Model Local Title IX Action Network will also be expected to be well evaluated and documented so that, if effective, it can be replicated by others with minimal expense. Applicants for these pilot grants may come from LEAS or gender equity NGO's and they would be expected to:

(A) Describe how their model activities will build on guidance from the state Title IX gender equity coordinator and contribute to, and participate in, their State Title IX Action Network.

(B) Describe how their model activities will be proactive in preventing sex discrimination in education and advancing gender equity through education by educating educators as well as students, parents, and other members of the public.

(C) Require evaluation and accountability information on district and school web pages to show progress in improving gender equity in educational processes and outcomes focusing on at least three Title IX issues that are particularly troublesome for students and schools with fewest resources and low success rates in increasing gender equality.

(D) Document what was done well to establish a replicable Local Title IX Action Network model. Make the model, the training, evaluation reports and other materials available on publicly accessible web sites.

(E) If the three year pilot grant is judged effective in the district, and in at least two adoption districts, by the ED Office for Gender Equity, the developers and evaluators of this Model Local Title IX Action Network pilot grant will receive continued federal funding for two additional years to participate in outreach to others in the state and nation by providing web information and by participating in regional and national meetings.

(F) Additional criteria for these competitive Model Local Title IX Action Network pilot grants include:

- i. A convincing explanation of how the model network will build on what is known about effective gender equity practices and programs nationally.
- ii. Adequacy of plans for the school district(s) to gradually assume the costs for the Local Title IX Network activities. The proposal for the pilot grant for the model Local Title IX Action Network will explain how it will be sustained for at least 10 years without additional federal funds.
- iii. No more than two pilot Local Title IX Action Network grants would be provided per state in the first funding year, but each grant may involve collaboration across districts. The grantee need not be a LEA although there must be letters assuring cooperation from the school boards, charter school managers, etc. and the schools, as well as the partners in the local gender equity NGOs.
- iv. If successful, the grant would be extended for two years and include funds for dissemination and technical assistance to other districts who want to adopt or adapt the model.

(5) SUPPORT OF NATIONAL GENDER EQUITY COLLABORATIVES TO DEVELOP, IDENTIFY, AND DISSEMINATE EFFECTIVE R&D BASED PROGRAMS AND PRACTICES.

Title IX coordinators and their gender equity partners will have a lead role in encouraging the use of effective model gender equity programs and practices in their schools, districts, and states, but federal resources are needed to develop, identify, and disseminate effective gender equity programs and to present consumer information on these programs to help the Title IX coordinators, other educators, and their allies make the best selections.

There is widespread lack of information and much misinformation about gender equity and Title IX that the ED and its Office for Gender Equity needs to assertively counteract. The National Gender Equity Collaboratives in specific topic areas will provide much of the substance and technical assistance needed to help the Title IX coordinators and their gender equity partners fully implement Title IX. Some of this technical assistance will involve well justified and evaluated training for a wide variety of users ranging from university classes, to school board members, to parents of young children, and to students, themselves.

(A) Six Initial National Gender Equity Collaboratives will address the following clusters of gender equity topics:

- i. Educator and public information and model training about Title IX and related gender, race and disability equity laws. Special attention will be given to areas where the laws have been poorly implemented such as the perpetuation of sex and race segregation. This is an important initial priority as many of these resources will be needed by the Title IX Coordinators to help them meet their certification requirements and to ensure that gender equity is a focus in all education reform activities.
- ii. Educator, student and public training and educational materials to counteract sex, race, and other stereotypes and bias from educators as well as from media and from other aspects of society. Work in this cluster will also encourage both boys and girls to meet high expectations for achievement in all subject and life skill areas and create a more gender equitable society.
- iii. The creation of caring, supportive, motivational, and safe educational environments at all education levels free from sexual harassment, bullying and violence as well as subtle discrimination by students and educators.
- iv. Supporting the study of gender equity by encouraging the use of specific courses such as women's or gender studies at the high school through post secondary and teacher education levels in a wide range of areas such as education, history, psychology, law, etc.
- v. Increasing participation in fields non traditional for the specific sex especially in the sciences and career and technical education as well as the patterns of male dominance in

education administration and political leadership and female dominance in early childhood education.

- vi. Health, sports, and athletics strategies and model programs to create age appropriate gender equitable instruction and improve student health habits, self-esteem, collaboration, and leadership skills.

(B) Each of the Six National Gender Equity Collaboratives will be funded for 3 years with 3 year renewals. The applications will be evaluated based on:

- i. The qualifications of the collaborative NGO partners and proposed staff in the specified gender equity topic areas.
- ii. Their research-based justification for what is needed to increase gender equality in their areas of expertise.
- iii. An understanding of the best solutions and the gaps and improvements needed to advance gender equity in that topic area especially for the most vulnerable students.
- iv. Their plans to identify effective model programs and tools that can be used for the education of students, parents, communities, educators, and of course, the Title IX coordinators and their allies in advancing gender equality.
- v. Establishment of a web based transparent processes and consistent criteria to select, and if needed, revise or develop, and disseminate the most effective gender equity programs and strategies while working with the evaluation mechanisms and criteria established by the Office for Gender Equity. This may involve subcontracting with individual experts including graduate students for many functions including evaluations of programs and practices, providing Technical Assistance, etc.
- vi. Plans to develop and use an effective consumer information process to describe the related strengths and weaknesses of the model programs and practices in each topic area.
- vii. Plans to establish strategies to help as many users (such as Local Title IX Action Networks) as possible select, appropriately use, and evaluate the programs and practices that are most likely to work in their context.
- viii. Establishment of an effective procedure to collect user evaluation information and synthesize it to guide revisions of the high quality gender equity programs and practices and to improve the consumer information about their strengths and weaknesses.
- ix. Plans to work closely with the other Collaboratives, the Office for Gender Equity and federal programs such as the National Science Foundation (NSF) and ED's IES which supports "what works" and " best practices" identification activities.

(6) FUNDING FOR ACTIVITIES OF THE OFFICE FOR GENDER EQUITY

The Office for Gender Equity will be involved in designing, operating, and continually improving all assigned gender equity activities including negotiated collaborative management of other federal programs which will contribute their own additional appropriations and salary and expense allocations.

- (A) Specific Office for Gender Equity procurements that are tied to

the WEEA responsibilities to build effective Nationwide, State and Local Title IX Action Networks (Section 5613 (b3) and (b4)) and to maximize the impact of the work of the National Gender Equity Collaboratives (Section 5613 (b5)) include:

- i. Developing national certification standards and assessment procedures for Title IX coordinators and their gender equity partners.
- ii. Annual physical and virtual convening of Title IX Action Network participants including Title IX coordinators, their gender equity partners and other gender equity experts.
- iii. Facilitating the provision of technical assistance and legal consultation to Title IX Action Networks and their participants to help them prevent sex discrimination as well as to respond to complaints and conduct investigations.
- iv. Designing and administering an accountability system so that Title IX coordinators and others in their institution are able to obtain continual support to fulfill expectations for Title IX work. This will involve providing easily accessible web-based evidence of advancing gender equality on important indicators such as decreasing illegal single-sex classes, decreasing sexual harassment, increasing the percent of male and female students in non-traditional courses, increasing public awareness of rights to be free of discrimination on the basis of sex in education programs and activities and decreasing sex stereotyping in education.
- v. Coordinating and systematizing the work of the National Gender Equity Collaboratives in their identification, replication, and dissemination of effective gender equity programs and policies and ensuring that these approaches are congruent with other ED activities to identify and share what works.
- vi. Helping Title IX Action Network participants become well informed consumers and evaluators of gender equity practices and programs to learn what works best for them.
- vii. Providing rewards, recognition, and protection for Title IX coordinators and their gender equity partners to highlight their effective proactive gender equity leadership and prevent retaliation in the course of performing their duties.

(B) The Office for Gender Equity will also need to procure assistance in developing and maintaining user friendly Department of Education Gender Equity Web pages and announcement and feedback mechanisms which will facilitate the dissemination, evaluation, and use of high quality equity resources and information.

(C) Strengthen partnerships and support for National NGOs with expertise in gender equity education.

SEC. 5614. APPLICATIONS.

For all Office for Gender Equity Procurements under Subpart 21 Women's Educational Equity Act of 2010

- All applications under this subpart shall —
- (1) contribute information as requested by the Office for Gender Equity. This may include formal evaluation plans and reports.
 - (2) for applications for assistance under section 5613 (b3), and (b4), describe plans for continuation of the activities assisted under this subpart with state and/or local support following completion of the grant period and termination of Federal support under this subpart.
 - (3) for applications for the National Gender Equity Collaboratives under section 5613 (b5) provide plans to obtain approvals if needed for clearance of publications and data collection activities.

SEC. 5615. CRITERIA AND PRIORITIES.

(a) CRITERIA AND PRIORITIES-

- (1) IN GENERAL- The Secretary shall establish separate criteria and priorities for awards under section 5613(b) to ensure that funds under this subpart are used most effectively to achieve the purposes of this subpart.
- (2) CRITERIA- The criteria described in paragraph (1) may include the extent to which the activities assisted under this subpart —
 - (A) meet nationally and locally defined and documented gender equity needs and priorities relating to compliance with Title IX of the Education Amendments of 1972.
 - (B) are a significant component of a comprehensive plan for educational equity and compliance with Title IX of the Education Amendments of 1972 in the particular school district, institution of higher education, or other educational agency or institution; and
 - (C) implement an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated.

(b) PRIORITIES- In awarding grants under this subpart, the Secretary may give special consideration to applications —

- (1) for projects that will if appropriate—
 - (A) provide for a comprehensive approach to enhancing gender equity in educational institutions and agencies.
 - (B) draw on a variety of resources, especially the resources of NGOs with expertise in gender equity and, institutions of higher education.
 - (C) implement a strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated.
 - (D) address gender equity issues of national significance; and
 - (E) address the gender equity challenges of the most vulnerable students who suffer multiple or compound discrimination based on sex, race, ethnic origin, disability, low income or sexual orientation and gender identity.

(c) SPECIAL RULE- To the extent feasible, the Secretary shall ensure that grants awarded under this subpart for each fiscal year address —

- (1) all levels of education, including preschool, elementary and secondary education, higher education, vocational education, and adult education.
- (2) all regions of the United States; and
- (3) urban, rural, and suburban educational institutions.

- (d) COORDINATION- Research activities supported under this subpart —
- (1) shall be carried out in consultation with the Institute of Education Sciences; and
 - (2) may include collaborative research activities which are jointly funded and carried out with the Institute of Education Sciences and other federal offices.
- (e) LIMITATION- Nothing in this subpart shall be construed as prohibiting men and boys from participating in any programs or activities assisted with funds under this subpart.

SEC. 5616. REPORT.

The ED.gov Website of the Office for Gender Equity will provide the public with ongoing information and accomplishments on its and other related activities that exist or are needed to advance gender equity in and through education.

SEC. 5617. ADMINISTRATION.

- (a) EVALUATION AND DISSEMINATION - Every 2 years the activities of each of the three key components of the WEEA Program (Section 5613b3, b4, b5) for State Title IX Action Networks, Pilot Local Title IX Action Networks, and National Gender Equity Collaboratives will be evaluated to document accomplishments and recommend improvements in implementation. Gender equity expert NGOs will be asked to provide feedback for these evaluations and advise on related reports and recommendations.
- (b) PROGRAM OPERATIONS - The Secretary shall ensure that the activities assisted under this subpart are administered within the Department by Office for Gender Equity staff, grantees and contractors who have recognized professional qualifications and experience in the field of gender equity education.

SEC. 5618. AMOUNT. (\$70 million)

From amounts made available to carry out this subpart for a fiscal year, not less than \$10 million shall be available for the functions of the Office for Gender Equity, not less than \$26 million for the State Title IX Action Networks, not less than \$10 million for pilot grants for Local Title IX Action Network models and \$24 million for the National Gender Equity Collaboratives.