

Archived Information

WOMEN'S EDUCATIONAL EQUITY ASSISTANCE (WEEA)

Goal: To promote equity in education for women and girls in the United States.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
Legislation: The Women's Educational Equity Act (WEEA), Title V Part B of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by 994 (20 U.S.C. 3041-3047).	1985	\$6	2000	\$3
	1990	\$2	2001	\$3
	1995	\$4	2002 (Requested)	\$0

Program Description

The purposes of the Women's Educational Equity Act (WEEA) Program are to promote educational equity for girls and women, including those who suffer multiple discrimination based on gender and race, ethnicity, national origin, disability, or age, and to provide funds to help education agencies and institutions meet the requirements of Title IX of the Education Amendments of 1972.

The program awards grants and cooperative agreements to public agencies and nonprofit, private agencies, institutions, and organizations, including student and community groups, and individuals to operate programs that promote educational equity for women and girls.

Authorized activities include those designed to:

- Prevent sexual harassment;
- Train teachers, school administrators, and other school staff in gender-equitable instructional techniques;
- Increase opportunities for women and girls in nontraditional fields through leadership training and school-to-work transition programs; and
- Help pregnant teens and teens who are parents remain in school, graduate, and prepare their children for preschool.

WEEA funds support a wide variety of projects, including the development and evaluation of educational materials, training programs, and guidance and counseling activities for all levels of education. WEEA grantees may provide direct services to a target group or may develop educational materials that are disseminated through the WEEA Equity Resource Center.

Program Performance

Objective 1: Promote gender equity in education to ensure that girls and women have educational opportunities comparable to those available to boys and men.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Requests by LEAs</i>			<p>Status: Baseline was established in 1999; continuing increase is likely.</p> <p>Explanation: Numbers reflect total gender equity requests received for each educational entity. The FY 2000 actual performance for requests by SEAs is much less than that for FY 1999 because only the 50 states and territories have been included in the count. Prior to FY 2000, the count for SEAs included regional associations and organizations in addition to SEAs.</p>	<p>Source: Performance reports; WEEA Resource Center Report. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Data supplied by grantee, Women's Educational Equity Resource Center. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Data are self-reported.</p>
Year	Actual Performance	Performance Targets		
FY 1999:	245	200		
FY 2000:	274	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>Requests by SEAs</i>				
FY 1999:	128	110		
FY 2000:	27	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>Requests by Postsecondary</i>				
FY 1999:	244	225		
FY 2000:	262	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>Requests by other programs</i>				
FY 1999:	19,000	15,000		
FY 2000:	20,924	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		

OBJECTIVE 2: PROMOTE TRAINING ACTIVITIES THAT PREPARE EDUCATORS TO MEET THE NEEDS OF WOMEN AND GIRLS, INCLUDING THOSE WHO SUFFER FROM MULTIPLE FORMS OF DISCRIMINATION (I.E., SEX, RACE, ETHNIC ORIGIN, LIMITED ENGLISH PROFICIENCY, DISABILITY, OR AGE).

Indicator 2.1 Training strategies: Increasing numbers of educators served by the program will receive gender equity training, including training that deals with multiple forms of discrimination.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Conferences</i>			<p>Status: Baseline was established in 1999; continuing increase is likely.</p> <p>Explanation: The figures include the number of participants served through conferences sponsored by the Center; estimated number of educators at each forum; number of on-line course participants; and number of training sessions sponsored by the Center's associates/partners.</p>	<p>Source: Performance reports; WEEA Resource Center Report. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Data supplied by grantee, Women's Educational Equity Resource Center. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: Currently, only the Women's Educational Equity Resource Center reports this information.</p> <p>Performance report format has been revised and all grantees providing equity training will report data relating to this indicator beginning in 2002.</p>
Year	Actual Performance	Performance Targets		
FY 1999:	100	80		
FY 2000:	125	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>Forums</i>				
FY 1999:	100	75		
FY 2000:	129	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>On-line courses</i>				
FY 1999:	30	30		
FY 2000:	35	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		
<i>Associates</i>				
FY 1999:	8	6		
FY 2000:	13	Continuing increase		
FY 2001:		Continuing increase		
FY 2002:		Continuing increase		