

ACCESS TO HIGHER EDUCATION

B-

Title IX has provided women with much greater access to colleges and universities. Yet barriers persist, including sex segregation and disparities in scholarship awards.

Before Title IX

- Many colleges and universities set quotas limiting women's admission and subjected women to tougher admissions criteria.
- Female applicants to doctoral programs often had to explain how they would combine a career with family
- Schools gave preference to men in the award of scholarships, fellowships, and loans.

Progress to Date

- Many financial aid programs have been modified to facilitate women's access to higher education.
- Women earn more than half of the associate's, bachelor's, and master's degrees, but still lag behind men at the doctoral level, earning just 39 percent of doctoral degrees.
- Women are still underrepresented in math and science, fields that have been hostile to women.

Improvement Needed

- Congress should amend the new welfare law to allow women to pursue postsecondary education by allowing college study and work study to count toward a welfare recipient's work requirement.
- Educational institutions should develop programs and support systems to encourage women to enter and stick with math and science fields.

After 25 years of Title IX and Title IX prohibits sex discrimination in institutions, women have made improvement. One pattern tends to decrease as their rank in educational institutions increases.

Before Title IX

- Women lacked tenure in colleges and universities.
- Women were promoted at a slower rate than their male counterparts.
- Women had little access to opportunities to head colleges and universities.

ATHLETICS

C

Given that women and girls were virtually closed out of school sports before Title IX, significant progress has been made. Yet females still have substantially fewer opportunities and incentives to participate in sports.

Before Title IX

- Girls were just 1 percent of all high school athletes. Fewer than 32,000 women competed in intercollegiate athletics.
- Athletic scholarships for women were virtually nonexistent.
- Athletic opportunities for female students frequently were limited to cheerleading.
- Female college athletes received only 2 percent of overall athletic budgets.

Progress to Date

- Girls account for 40 percent of all high school athletes. Women are 37 percent of all college varsity athletes.
- Female athletes receive only 23 percent of athletic scholarship dollars, 38 percent of athletic scholarship dollars, and 27 percent of athletic recruiting dollars.
- The number of women coaches in college athletics has decreased, down to 48 percent from 90 percent in the 1970s.

Improvement Needed

- The U.S. Department of Education's Office for Civil Rights (OCR) should step up its enforcement in this area.
- Congress should require federally funded institutions to publicly disclose information regarding athletic equity.
- The NCAA should push institutional members to comply with Title IX.

Title IX outlaws policies and practices that discriminate on the basis of sex. But since its passage, residential segregation and discrimination generally outlasted Title IX. This discrimination can be chilly or even shattering for female students.

Before Title IX

- Female and male students were segregated in math problems dealt with with high finance.
- Girls and women were virtually excluded from varsity sports.
- Education and textbooks were geared toward male students and people of color, with high expectations for students.

CAREER EDUCATION

C

Title IX has opened opportunities for women and girls to receive training in non-traditional careers, an area clearly off limits before 1972. But not all doors are yet open.

Before Title IX

- High schools typically segregated vocational education classes by sex: girls took home economics, boys took shop.
- At the postsecondary level, women trained for low-wage, traditionally female jobs in health and cosmetology; men trained for jobs in trade and industry and technical occupations.
- Certain vocational schools, such as automotive and aviation schools, were reserved for men.

Progress to Date

- Men remain clustered in high-skill, high-wage job tracks, while women predominate in low-wage, traditionally female tracks, even in new School-to-Work programs.
- Congress is poised to repeal state requirements that successfully have helped women, particularly displaced homemakers and single parents, gain access to non-traditional occupations.

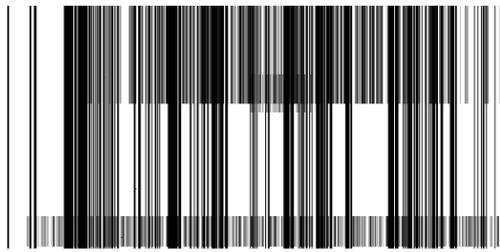
Improvement Needed

- Congress should reject proposals to eliminate sex equity programs.
- OCR should enforce Title IX's requirements in School-to-Work and vocational education, targeting gender-based and sexual harassment that discourage women from entering non-traditional occupations.

Title IX removed many barriers in fields of math and science, art, and the technological world. But despite Title IX, achievement and participation in science and math departments, which discourages their participation.

Before Title IX

- Some schools steered girls away from math and science.
- Boys outnumbered and outperformed girls in math and science.



Surveying the educational landscape confronting women and girls more than two decades ago, former Representative Edith Green concluded:

“Our educational institutions have proven to be no bastions of democracy.”

She was right. From separate entrances for male and female students and quotas restricting women’s access to medical school, to prohibitions against female students taking courses such as auto mechanics or criminal justice, sex discrimination in education was a fact of life.

But a new day was ahead, thanks to leaders such as Green and former Senator Birch Bayh.

They sponsored, and in 1972 Congress enacted, Title IX of the Education Amendments, the federal mandate against sex discrimination in education. Congress used the broadest terms possible to signal loudly and clearly that gender no longer could dictate educational opportunities. Twenty-five years later, there is no question that Title IX has opened doors previously closed to women and girls. But is that the end of the story?

The *Report Card* by the National Coalition for Women and Girls in Education (NCWGE) celebrates the progress thus far. And it recognizes how far the nation has to go to achieve gender equity in education.

The *Report Card* examines critical areas—such as access to higher education, learning environment, math and science, and sexual harassment—and grades the nation’s efforts to implement Title IX based on such indicators as women’s participation rates, enforcement actions by the federal government, and legal developments.

The grading scale is as follows:

- A** - Equitable: Gender and other areas of diversity respected and affirmed.
- B** - Substantial Progress: Elimination of most gender-based barriers.
- C** - Some Progress: Some barriers addressed, but more improvement necessary.
- D** - Little Progress: Significant gender-based barriers remain.
- F** - Failure: No progress in 25 years.

With just a C average, the nation has a lot of work to do before Title IX’s goal of eliminating sex discrimination in education is a reality. The *Report Card’s* Action Agenda provides policymakers and educators with a blueprint for tackling the persistent barriers to make the grade for gender equity in the next 25 years and beyond.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX

Title IX of the Education Amendments of 1972
20 U.S.C. Section 1681