

Federal Policy Agenda for 2011-2012

Since the American Association of University Women's founding over 130 years ago, women have made great strides toward achieving equality of opportunity, and AAUW has long been a key catalyst for such change. Women now earn the majority of bachelor's degrees, and represent half of the paid workforce.¹ AAUW's 100,000 members and donors are proud of the role they have played in the important gains women have made, and remain steadfast in the commitment to creating a level playing field for all women and girls. However, gender gaps persist, from grade school through employment and into retirement. Women who work full time earn on average 77 cents for every dollar men earn.² High school girls represent only 17 percent of computer science Advanced Placement test takers,³ and college-educated women earn only 29.1 percent of bachelor's degrees in mathematics and computer science (down from 39.3 percent in 1984).⁴ Only 15 Fortune 500 CEOs are women,⁵ and for the first time in decades there are fewer women in Congress today than the year before.⁶ In addition, women tend to be overwhelmingly clustered in low-wage, low-skill fields, making up less than 25 percent of workers in high-wage, high-skill fields.⁷ Further, many of these jobs do not provide women with important health care and retirement benefits or work-life balance supports such as flexible scheduling, paid sick days, or paid parental leave.

AAUW's federal policy agenda builds upon more than a century of advocacy by AAUW members at the local, state, national and international levels; strives to break through barriers so all women and girls have a fair chance; and moves us closer to true economic and educational equity for all. In 2011-2012, AAUW will work to:

I. Expand Educational Opportunities

- A. Reauthorize the Elementary and Secondary Education Act**
- B. Encourage Job Creation through Workforce Investment**
- C. Oppose Voucher Programs**
- D. Strengthen and Enforce Title IX**
- E. Increase Access to Higher Education**

II. Promote Economic Security

- A. Promote Pay Equity**
- B. Improve and Advance Equal Opportunity**
- C. Support Work and Life Balance**
- D. Responsibly Improve Retirement Security**
- E. Healthcare Security for Women**

III. Promote and Defend Civil Rights

- A. Fighting for Fair-Minded Judicial and Executive Branch Nominees**
- B. Ensuring Civil Rights for LGBTQ Americans**
- C. Protect Women's Reproductive Health Services**
- D. Reauthorize the Violence Against Women Act**

I. Expand Educational Opportunities

AAUW believes that quality public education is the foundation of a democratic society. We advocate an equitable, bias-free public education system and responsible funding for all levels of education. A strong federal commitment to education is especially necessary in difficult economic times. In 2011 and 2012, AAUW will work to improve the Elementary and Secondary Education Act, pursue programs aimed at closing the achievement gap, increase access to higher education, prevent the expansion of vouchers, and fight to protect and enforce Title IX.

A. REAUTHORIZE THE ELEMENTARY AND SECONDARY EDUCATION ACT

In 2002, AAUW joined in the bipartisan enthusiasm when No Child Left Behind¹ passed, and hoped the law would provide a remedy for ailing schools and low student performance. There are many good elements to this reform, such as increased teacher and school accountability, higher standards of achievement for student progress, supplemental service funds for low-income students, and public school choice for students who attend underperforming schools. In addition, AAUW worked hard for the inclusion of programs to serve girls' special needs and was successful in ensuring that ESEA included provisions to reauthorize the Women's Educational Equity Act, strengthen dropout prevention measures, protect students from sexual harassment in schools, and increase girls' access to and interest in technology.

It has become clear, however, that there is a large difference between implementation of the law and realization of program goals. While ESEA set lofty aspirations for public education, chronic underfunding of its requirements left many states and school boards struggling to reach its one-size-fits-all goals. While recent innovative programs, such as Race to the Top, have encouraged some states to evaluate their schools, overall reform must also take place. As Congress and the administration contemplate reauthorization of the Elementary and Secondary Education Act, AAUW will pursue the following improvements in addition to more general efforts, including increased funding, to strengthen the law's goals, facilitate effective implementation, and improve educational outcomes:

- **Strengthen American Competitiveness through Better STEM Education**

AAUW supports promoting and strengthening science, technology, engineering, and mathematics (STEM) education, especially for girls and other underrepresented populations in the fields. AAUW's 2010 report, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, found that environmental and social barriers—including stereotypes and gender bias—continue to block women's full participation in STEM fields. This not a simple concern about fairness, but in fact reflects a weakness in the nation's ability to compete in the 21st century global marketplace. If women and members of other traditionally underrepresented groups joined the STEM workforce in proportion to their representation in the overall labor force, the shortage of STEM professionals would disappear.⁸

In order to close this gap, AAUW supports efforts that train teachers to encourage girls and other underrepresented groups to pursue STEM careers, and recommends a grant program from which schools can cover a number of expenses including mentoring, after-school programs, summer programs and internships, field trips, etc. In addition, schools should be held accountable for

¹ No Child Left Behind (NCLB) is the name of the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA) which governs the main federal programs assisting elementary and secondary schools.

students' achievement in science. This will provide schools and parents with necessary information on how well students are progressing and the improvements that still need to be made. By measuring student performance and disaggregating data by gender, race, and socioeconomic status, we can obtain valuable information about student aptitude in science and better identify opportunities to improve exposure to and achievement in science for underrepresented groups.

- **Improve School Climate to Improve Student Outcomes**

The implementation of policies that improve school climate will increase student achievement. ESEA must recognize the connection between emotional and physical health and support whole child programs and policies that emphasize social and emotional learning and health. AAUW supports policies and programs that address relational aggression, bullying, and harassment to ensure students' overall health, safety, and well-being. Simply put, children cannot learn if they don't feel safe.

The inclusion of stronger policies to deter and address bullying and harassment will help to ensure a safe learning environment for all students. Almost a decade ago, AAUW's own research² revealed that 83 percent of girls and 79 percent of boys reported having experienced sexual harassment, and over one in four students stated that harassment happens "often."⁹ More recent research shows that bullying affects nearly one in three American school children in grades six through ten.¹⁰ The Girl Scout Research Institute reports that girls, in particular, are most concerned about their emotional safety. One-third of girls surveyed consider speaking or participating in class as a threat to their emotional safety.¹¹ AAUW supports the Safe Schools Improvement Act which would help deter and address bullying and harassment, includes the Department of Education's Office for Civil Rights' definition of harassment, and identifies the prohibited bases for such conduct—including actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity, and religion. ESEA reauthorization should make clear that sexual harassment is included under the definition of harassment.

AAUW also supports the Student Non-discrimination Act which would prohibit discrimination in public schools based on actual or perceived sexual orientation or gender identity. AAUW also supports the Positive Behavior for Safe and Effective Schools Act, which would fund efforts that create positive learning environments to help keep children in school. Ineffective and harmful school discipline practices severely impact schools' ability to educate our children.

- **Focus on the Students: Expand Training in Gender-Fair Methods of Teaching**

Professional development for teachers should cover topics such as how to eliminate gender and racial bias in the classroom, how to be sensitive to gender and racial differences, and how to engage students in the face of gender-based and racial peer pressure and parental expectations. AAUW recommends that ESEA reauthorization increase the number of teachers who are trained in gender-fair methods. Ideally this would be a mandatory part of teachers' professional development. In addition, teachers should be evaluated on how equitably they treat their students.

² AAUW will publish new research in this area in 2011.

- **Get the Whole Story: Disaggregate Data by Gender and Cross-Tabulate Data**

AAUW recommends that data be cross-tabulated. Under the current accountability system, schools do not have to report graduation rates by gender, schools are not held accountable for student performance by gender, and student performance and graduation rate data is not cross-tabulated (i.e., within each race, by sex) for either reporting or accountability purposes. While the dropout crisis is often portrayed almost exclusively as a problem for boys, the barriers faced by girls and the extraordinary dropout rates are alarming for both genders. In fact, one in four girls overall do not finish high school, and the numbers are even worse for girls of color: for Latina female students it is 41 percent; for African American female students it is 43 percent. Female dropouts are especially likely to suffer economic consequences that significantly affect not only individual students and their families, but also our national economy as a whole.¹² Policy makers and educators would benefit from having the full data picture of the problem.
- **Get at the Heart of Student Achievement: Use Multiple Measures and Growth Models**

AAUW believes in holding schools accountable for demonstrating that they are meeting educational goals. However, it is problematic to rely on tests as the sole indicator of student progress. AAUW is supportive of provisions encouraging the use of multiple measures of student achievement such as achievement and growth in English, math, and science, and if states chose, student achievement and growth in other subjects such as history and civics. At the high school level, schools should also be evaluated on graduation rates, college enrollment rates, and rates of college enrollment without remediation. All of these data should be disaggregated by race, gender, ethnicity, disability status, English Learner status, and family income. In addition, schools should be assessed on students' growth over time.
- **Improve Schools Accountability Measures**

Schools should be held accountable for demonstrating that they are meeting educational goals, but only in such a way that doesn't create a bigger problem than needs to be solved. NCLB designates schools that fail to meet AYP as "low-performing" and provides sanctions against such schools. AAUW believes the federal government should offer incentives and assistance to struggling schools, rather than punishment, which only serves to further harm students and hamstringing educators from making progress in the schools most in need of improvement.
- **Encourage Programs Proven to Improve Student Achievement: Promote Public School Choice**

AAUW believes it is in students' best interests to be offered public school choice and flexibility, and public schools should continue to encourage effective charter schools, cutting-edge programs and innovative classroom techniques. Such flexibility and innovation, however, must be consistent with civil rights laws, including Title IX, and public funds should only be used for public education—not private school vouchers that benefit only a few. We must not weaken public education by diverting public funds to private or religious elementary and secondary schools that are not accountable to the public or an elected school board.
- **Support Programs Proven to Raise Student Achievement, Not Unproven Single-Sex Classrooms That Rely on Outdated Stereotypes**

AAUW does not oppose the idea of public single-sex education per se, so long as it is appropriate, necessary, and done in a manner consistent with constitutional requirements and existing antidiscrimination laws. Unfortunately, the current federal regulations

governing single-sex education allow for such programs without appropriate oversight or accountability, or even proof that such programs improve educational outcomes—something AAUW simply cannot support when precious tax dollars are at stake. These 2006 regulations impose no accountability or reporting requirements consistent with the No Child Left Behind Act. Although NCLB places a premium on implementing strategies that are based on sound science, the regulations break from this standard. Schools are not required to demonstrate that a significant education problem needed to be fixed, nor are they required to demonstrate that single-sex classes or schools will fix such a problem.

AAUW urges the Department of Education to rescind these regulations. Prior to the 2006 regulations, single-sex education options were available in a number of public school systems, highlighting that the prior regulations offered the flexibility for situations where single-sex offerings addressed student needs and were sufficiently accountable regarding student achievement.

- **Invest in Afterschool Programs through 21st Century Learning Centers**
After-school programs should be expanded to enrich the school experience and improve educational outcomes. One program vehicle might be the 21st Century Community Learning Centers; this could also be used to expand STEM programs—currently allowed as an option but given no real incentive.
- **Invest Now, Save Later: Early Childhood Education**
Providing a foundation of strong early childhood education will help improve and sustain achievement in later years, and save precious taxpayer dollars down the road.¹³ AAUW supports funding increases for Head Start and Early Head Start to ensure all children are prepared for school, as well as access to high-quality and affordable child care to ease the burden on working families and expand educational opportunities.¹⁴
- **Improve Children’s Health and Help High Schools Comply with Title IX**
AAUW supports including the High School Athletics Accountability Act in ESEA reauthorization. This legislation would require that high schools publicly report basic data on the number of female and male students participating in their athletic programs and the expenditures made for their sports teams. It is important to note that schools already collect the data required under this legislation, and thus would not create any undue burden. This bill simply would make this baseline Title IX information available to the community. Access to such data will enhance voluntary compliance with Title IX and aid in the continued expansion of athletic opportunities for girls at the high school level. This is important because while girls comprise 49 percent of the high school population, they receive only 41 percent of all athletic participation opportunities, amounting to 1.3 million fewer participation opportunities than male high school athletes.¹⁵ Statistics have shown that girls thrive when they participate in sports: they are less likely to get pregnant, drop out of school, do drugs, smoke, or develop mental illness.¹⁶ In addition, increasing children’s physical activity can help combat childhood obesity, which is at an all-time high and has costly health consequences down the road.

In addition to including the High School Athletics Accountability Act, ESEA reauthorization should ensure adequate physical education classes and equity in facilities and equipment. The *New York Times* recently highlighted research that found that the “increase in girls’

athletic participation caused by Title IX was associated with a 7 percent lower risk of obesity 20 to 25 years later, when women were in their late 30s and early 40s.” The study notes that while a 7 percent decline in obesity is modest, “no other public health program can claim similar success.”¹⁷ Simply put, properly enforcing Title IX and increasing children’s physical activity can lower obesity risks even into adulthood, saving health care costs and decreased worker productivity down the road.

- **Support What Works: the Women’s Educational Equity Act**

The Women’s Educational Equity Act was first enacted in 1974 and was designed to promote educational equity for women and girls through the provision of funds to help education agencies and institutions meet the requirements of Title IX of the Education Amendments of 1972. AAUW strongly supports the principles of WEEA and opposes the elimination of funding for this program in the president’s 2012 budget. Title IX remains a vital tool in providing equal educational opportunities and WEEA, when used properly, can provide critical technical assistance to schools as they work to comply with Title IX not just in athletics but in all educational programs that receive federal funds. This modest program is an excellent example of students receiving the most bang for their parents’ taxpayer bucks.

B. ENCOURAGE JOB CREATION THROUGH WORKFORCE INVESTMENT

When individuals have access to job training they are able to move into well-paying jobs, support their children, build local tax bases, and increase revenue for local businesses and governments. The U.S. economy demands high-skill workers at an increasing rate. A 2010 study estimated that the economy will create 46.8 million jobs by 2018, and of these, nearly two-thirds will require some postsecondary education. The authors projected that by then we will have 3 million fewer college graduates than our labor market demands.¹⁸ As our economy slowly recovers from the recent recession, many workers will need to access training to upgrade their skills to fit the demands of the economy in their communities. Presently, women experience barriers to entering certain high-wage, high-skill fields due to biased career counseling and recruiting. And, even if they enter nontraditional career and technical education programs, women disproportionately experience sexual harassment and differential treatment in these largely male classrooms.¹⁹ Unfortunately, skills training programs offered through the Workforce Investment Act (WIA) have been found to perpetuate occupational segregation found in the labor force overall, exacerbating the gender pay gap and undermining economic self-sufficiency.²⁰

Current vocational, career and technical education programs, as well as the public assistance programs that intersect with them, like welfare (Temporary Assistance for Needy Families), must invest in women as a vital necessity in the 21st century economy. The time is now to make improvements to existing laws, including reauthorization of the Workforce Investment Act (WIA), reauthorization of TANF, appropriate implementation of the Perkins vocational education programs and accountability standards, and legislation such as the Pathways Advancing Career Training (PACT) Act. The PACT Act, originally introduced in the 108th Congress by Rep. Melissa Hart (R-PA), would help meet the workforce needs of a high-skill economy and fight pervasive occupational segregation still present in workforce training programs.²¹ PACT would create education and training programs in fields that are nontraditional for women, and would

specifically help displaced homemakers, single parents, and other individuals prepare for high-wage jobs and economic self-sufficiency.

C. OPPOSE VOUCHER PROGRAMS

In 2003, a private school voucher program was created for the District of Columbia school system. This five-year pilot program, originally scheduled to expire in 2008, represents the first time in history that federal dollars have been used to fund private school vouchers. The program, which currently receives approximately \$13 million annually, provides vouchers of up to \$7,500 a piece to about 1,000 students. However, the private school voucher “pilot” program has not performed in the ways the law was intended. In June 2010, the Department of Education released its final report on the program, finding that there was “no conclusive evidence that the OSP [Opportunity Scholarship Program] affected student achievement...The same pattern of results holds for students who applied from schools in need of improvement (SINI), the group Congress designated as the highest priority for the Program.”²²

AAUW supports school choice and flexibility so long as it is consistent with civil rights law, including Title IX, and believes the right strategy for improving our nation’s schools is to direct resources toward improving public schools and public charter schools, rather than diverting scarce public funds into private institutions. AAUW remains concerned that school voucher schemes undermine accountability for academic achievement, which was the cornerstone of education reform in ESEA, while at the same time bypassing civil rights protections afforded to students—including Title IX. AAUW advocates for an appropriate end to the DC voucher program and will fight to ensure that no new students are added. AAUW will also continue to oppose all forms of publicly funded school voucher programs.

D. STRENGTHEN AND ENFORCE TITLE IX

Title IX of the Education Amendments of 1972, the statute prohibiting sex discrimination in educational programs that receive federal funds, protects against discrimination in athletics as well as most other educational programs that receive federal funds. AAUW will continue its work to preserve Title IX, and strongly urges the administration to improve Title IX enforcement and technical assistance across the board—ensuring both the letter and the spirit of the law are followed. During the first two years of the Obama administration, AAUW was pleased to see the Department of Education issue guidance that returned Title IX enforcement to the previous standard which requires schools to consider multiple factors when determining if schools are meeting students’ interest in athletics.

- **Conducting Title IX Compliance Reviews**

Title IX applies to all federal agencies and all aspects of education, such as STEM, athletics, and faculty hiring. It also requires schools to have policies against sex discrimination, including sexual harassment. AAUW recommends requiring federal agencies to broadly and proactively conduct Title IX compliance reviews. For example, federal agencies such as NASA, Department of Energy, and Department of Defense should conduct Title IX compliance reviews at grantee institutions. All federal agencies are required to ensure they are not violating Title IX, however very few Title IX compliance reviews are conducted outside of the Department of Education. The administration should make it a government-wide priority that agencies devote adequate resources to such reviews, and use their contracting and grant making authority to ensure that universities receiving federal funding

are complying with Title IX. In addition, the Office of Civil Rights at the Department of Education should have the resources necessary to provide timely and useful technical assistance and guidance, proactively conduct compliance reviews, and investigate and enforce Title IX complaints.

- **Safe-guarding Civil Rights in Single Sex Education**

AAUW does not oppose the idea of public single-sex education per se, so long as it is appropriate, necessary, and done in a manner consistent with constitutional requirements and existing antidiscrimination laws. Unfortunately, the current federal regulations governing single-sex education allow for such programs without oversight, accountability standards, or even proof that such programs improve educational outcomes—something AAUW simply cannot support when precious tax dollars are at stake. The regulations were issued in 2006 and AAUW urges the Department of Education to rescind them. Prior to the 2006 regulations, single-sex education options were available in a number of public school systems, highlighting that the prior regulations offered the flexibility for situations where single-sex offerings addressed student needs and were sufficiently accountable regarding student achievement.

The research supporting the effect of single-sex education on improving educational outcomes is inconclusive at best, and some shows potentially harmful effects. In fact, in its most recent report, the Department of Education calls its own 2005 results on the benefit of single-sex education “equivocal.”²³ AAUW will work to ensure that the federal government rescinds the single-sex education regulations that were issued in 2006. OCR must also proactively conduct compliance reviews of existing single-sex programs to evaluate whether they comply with federal rules and ESEA accountability standards.

E. INCREASE ACCESS TO HIGHER EDUCATION

Since its founding in 1881, AAUW has been committed to making the dream of higher education a reality for all women. With changes in the workforce over the last century, higher education is becoming less of a luxury and more of a necessity. At current rates, the U.S. will add over 16 million jobs by 2018 that require at least some postsecondary education.²⁴ Moreover, the number of jobs requiring a graduate degree is estimated to grow by 2.5 million by that same year.²⁵ As the skill requirements of jobs continue to increase, so too should access to postsecondary education for all students. Even in these difficult economic times, it is critical that we invest in higher education, which is hands down the most direct route to innovation, job creation, and long-term economic self-sufficiency.

With lofty goals such as leading the world with the highest proportion of college graduates by 2020, the Obama administration has called on Congress to improve upon recent higher education legislation that has expanded access to and affordability of higher education. AAUW believes there are many things we can do, including:

- **Implementing and Funding Programs to Help Nontraditional College Students**

Nontraditional students—students who are part-time, working, older, or parenting—face unique challenges as they seek to finance a college education. In 2005, according to one definition, more than 12 million undergraduates were considered “nontraditional,” out of a total of almost 15 million.²⁶ More nontraditional students began their postsecondary

education career at community colleges than 4-year universities or colleges.²⁷ In light of the increasing number of nontraditional and parenting students, the majority of whom are women, legislation must create programs that help these students enter college, stay in school, and earn a degree.²⁸ AAUW supports policies that help achieve this goal, such as the Student Success Grants and the Pilot Project to Increase College Persistence and Success. Student Success Grants allow institutions of higher education to employ student success coaches for at-risk, first-year students to succeed in school; grant funding for these programs may be used for support services such as child care, counseling and tutoring. These two programs were included in the 2008 Higher Education Opportunity Act, and should be fully funded and implemented.

- **Funding Year-round and Part-time Pell Grants:** In 2008, AAUW successfully pushed legislative changes that allow students to qualify for Pell grants based on a year-round enrollment schedule, as well as those who attend college on a part-time basis. AAUW also supported the July 2010 final rule for these programs from the Department of Education. Now the challenge is ensuring adequate funding for these programs. Many nontraditional students attend classes during the summers, and federal Pell grants should be available to all students willing to make the commitment to higher education, even if they have to chip away at that dream one class at a time.²⁹ The President's 2012 budget proposes cutting year-round Pell grants in order to ensure maximum availability of grants during the regular school year. AAUW recognizes the importance of securing and maintaining Pell grant support for as many students as possible, but this proposal sacrifices the needs of nontraditional students.
- **Protecting and Improving the Pell Grant Award Program:** Given the economic recession, more students are seeking aid and additional people are returning to school to retrain, making additional Pell grant investments critically important.³⁰ This is particularly important given that the Pell grant program was designed to help low-income students and their families achieve their college dreams. In 2008-2009, more than 40 percent of all Pell grant recipients were classified as independent (for tax purposes) with dependent children, while nearly half of all Pell grant recipients came from families whose total income was less than \$15,000 per year.³¹

However, the purchasing power of the Pell grant has declined substantially. Today, the maximum Pell grant covers only 34 percent of the total cost at a public 4-year institution versus 55 percent of those costs 20 years ago, only 15 percent of the total cost at a private 4-year institution,³² and only 60 percent of the tuition costs of a full-time student at a community college.³³

The maximum Pell grant for the 2010-2011 school year is \$5,550 and is projected to increase to \$5,975 by 2017, thanks to provisions in the Health Care and Education Reconciliation Act.³⁴ AAUW calls on Congress to appropriate the necessary funds to meet this promise so that students can attend college, complete a degree, and improve their long-term economic security.

- **Raising the Income Protection Allowance:** Despite modest improvements in the recent HEA reauthorization, an additional increase in the income protection allowance is

needed—especially in these tough economic times. AAUW urges Congress to allow single, financially independent students to keep more of their income when determining eligibility for financial aid. Because many nontraditional students must work full-time to support their families, even a very modest income can mean they earn too much money to qualify for a significant financial aid package. The current income protection allowance does not reflect the actual cost of living for independent or parenting students. As of May 2010, the income protection allowance was \$5,250 for a dependent student, \$8,550 for an independent student single or married to another student, and \$13,710 for a student married to a non-student.³⁵ AAUW supports raising the income protection allowance to \$9,000 for dependent students and \$12,000 for independent students. This increase is a more realistic reflection of the cost of living, and will allow more students to access the aid they desperately need.

- **Invest in Campus Child Care Programs:** AAUW strongly supports providing support services to help students balance the demands of work, family, and education. The Child Care Access Means Parents in School (CCAMPIS) program provides funds to schools for campus-based child care and after-school programming, primarily to serve the needs of low-income students. In the 112th Congress, AAUW encourages Congress and the administration to substantially increase CCAMPIS funding. These additional resources will not only increase child care services, but also trigger an increase in the minimum available grant level and expand CCAMPIS eligibility to more institutions. Given the high number of nontraditional students, AAUW believes campus child care programs should be a priority for higher education funding. Further, the need for such support services has only grown during the current economic downturn.
- **Making College More Affordable and Managing Student Debt**
Because student aid—and family incomes—have not risen at the same rates as college tuition, the dream of a college education has become more of a challenge in recent years, placing burdens on both students and their families and prompting about two-thirds of college graduates to take out loans resulting in an average student debt of over \$23,000.³⁶ In 2009-10, undergraduate students received an average of \$11,461 of financial aid, including \$6,041 in grants and \$4,883 in federal loans, while graduate students received an average of \$22,697 in aid, including \$6,371 in grant aid and \$15,744 in federal loans.³⁷

Since 1998, the average debt level for graduating seniors has nearly doubled, with the average student owing approximately \$23,200.³⁸ Because women are more likely to borrow money for college than men and will earn less on average after graduation, female graduates are more likely to struggle with their loan debt.³⁹ The March 2010 Health Care and Education Reconciliation Act expanded the existing income-based student loan repayment plan, allowing new borrowers after 2014 to cap their monthly student loan payments at 10 percent of their discretionary income and, if they keep up with payments over time, have their balance forgiven after 20 years. Public service workers—such as teachers, nurses, and those in military service—will see any remaining debt forgiven after just 10 years. AAUW strongly supports this new program, which is supposed to benefit more than 1.2 million new borrowers, and will increase the pool of well-qualified workers for public sector jobs.

To further benefit students, AAUW supports increasing the allowable college tuition tax deduction from \$4,000 to \$12,000. We also support the administration's proposal of the American Opportunity Tax Credit, which will provide up to \$2,500 a year for college tuition and related expenses, nearly tripling the previous amount that could be deducted for college expenses.

No student wants to borrow more than is necessary to finance higher education, but when students need to borrow they should have access to loans that carry the most favorable terms and conditions.

- **Expanding Opportunities for Women in STEM Fields**

For the United States to meet the needs of a 21st century economy and our own homeland security, we must increase girls' interest in STEM fields and encourage more women to pursue and stay in STEM careers. AAUW supports strengthening STEM education, especially for women and other underrepresented populations in the fields. As AAUW's 2010 report, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, concluded that stereotypes, gender bias and the climate of science and engineering departments in colleges and universities continue to block women's participation and progress in science, technology, engineering, and math.⁴⁰ The Commission on Professionals in Science and Technology's publication, "Professional Women and Minorities," notes that women only comprise 25 percent of the labor force in science, engineering, and technology fields.⁴¹ This means that a significant pool of untapped talent remains. If women and members of other traditionally underrepresented groups joined the STEM workforce in proportion to their representation in the overall labor force, the shortage of STEM professionals would disappear.⁴²

In the 112th Congress, AAUW will work to pass legislation that includes provisions recommended from the National Academies' report *Beyond Bias and Barriers*, which concludes that women face a lifetime of subtle biases that discourage them from careers in STEM professions. Specifically, AAUW will urge Congress to pass legislation that authorizes workshops to educate program officers, members of grant review panels, university department chairs, and other federally-funded researchers about methods that minimize the effects of the gender bias women face in academic science and engineering. AAUW strongly supports the report's recommendation that colleges form an NCAA-like inter-institutional monitoring organization that shares data, evaluates progress, and uses Title IX and other civil rights laws to eliminate gender bias in faculty recruitment, retention, and promotion in the STEM fields.

Finally, Congress should request a more specific follow-up study, as a companion to the groundbreaking but more general *Rising Above the Gathering Storm* report, on how to increase the number of women in STEM fields and the affect it would have on U.S. leadership in the global marketplace.

- **Diversifying the Professoriate: the Patsy Mink Graduate Fellowship Program**

Minorities make up less than 20 percent of all collegiate faculty.⁴³ Further, although women make up 39 percent of full-time collegiate faculty, they tend to be concentrated in less-senior instructional positions and at two-year institutions, as opposed to research

universities.⁴⁴ AAUW is pleased that the Higher Education Opportunity Act included the Patsy Mink Graduate Fellowship Program, which authorized fellowships for students interested in obtaining a doctorate, or other terminal degree, with a specified service requirement to teach at degree-granting institutions of higher education after graduation. Appropriately named in honor of former Congresswoman Patsy Mink (D-HI), a primary force behind the passage of Title IX and an AAUW member, the fellowships would be targeted at minorities and women to help diversify the higher education professoriate. In the 112th Congress, AAUW will work to secure funding of the fellowship program and assist the Department of Education with the implementation of the program.

- **Encouraging Low-income Women to Pursue Higher Education**

AAUW believes increased access to education and training programs are necessary for poor women and their families to become economically self-sufficient, attain well-paying jobs, and move permanently off public assistance. Over 15.5 million women live in poverty. About 750,000 poor adult women with children receive aid through the Temporary Assistance for Needy Families program.⁴⁵ AAUW supports policies which provide long-term solutions to economic insecurity, an example of which is providing women and girls with access to education and job training that will help them attain a living wage. Currently, 41.5 percent of adult welfare recipients have less than a high school degree, and more than half have a high school degree. Less than 5 percent have any postsecondary education.⁴⁶

When TANF is reauthorized, AAUW will advocate for a greater recognition of the role education has in increasing women's economic security and decreasing reliance on public assistance. We know that education is invaluable to the security of families, and yet surveys continue to show decreases in the proportion of state TANF recipients enrolled in vocational educational training, including BA degrees.⁴⁷ That must change if we are going to ensure workers are prepared for the 21st century workforce. AAUW supports the position that post-secondary education should continue to be included as training and that the 12-month limit on vocational educational training should be increased to at least 24 months. Also, AAUW supports eliminating the 30 percent cap in a state's caseload on the number of families participating in vocational education or job training that can be counted toward federal work participation rates. This cap includes teen parents pursuing a high school diploma, a critical group that must graduate if they have any chance at economic self-sufficiency. In addition, states should again be able to apply for waivers so that programs that reduce poverty and reliance on public assistance by expanding educational opportunities can receive funds.

- **Enforcing the Equity in Athletics Disclosure Act**

The Equity in Athletics Disclosure Act requires coeducational college and universities that have intercollegiate athletics programs and participate in Title IV student aid programs to prepare an annual report on athletic participation, staffing, and revenues and expenses, broken down by men's and women's teams.⁴⁸ This report is submitted to the Department of Education, which uses the information in preparing an annual report to Congress on gender equity in intercollegiate athletics.⁴⁹ This information is crucial for monitoring compliance with Title IX as well as improving women's collegiate athletic opportunities. AAUW will continue to work to ensure that this law is enforced.

II. Promote Economic Security

AAUW promotes the economic, social, and physical well-being of all persons. Essential to that well-being is an economy that provides equitable employment opportunities, family-friendly workplaces, and retirement security for older Americans.

A. PROMOTE PAY EQUITY

AAUW continues to believe that equal pay is a simple matter of justice and is leading the charge for initiatives that seek to close the persistent and sizable wage gaps between men and women. AAUW has long fought to end pay discrimination. As early as 1922, AAUW's legislative program called for a reclassification of the U.S. Civil Service and for a repeal of salary restrictions in the Women's Bureau. In 1955 AAUW supported a bill requiring "equal pay for work of comparable value requiring comparable skills."

Congress enacted the Equal Pay Act,⁵⁰ a version of the 1955 bill, in 1963. Despite the Equal Pay Act and many improvements in women's economic status over the past 40 years, wage discrimination still persists. According to the U.S. Census Bureau and Bureau of Labor statistics, women who work full time earn on average 77 cents for every dollar men earn.⁵¹ AAUW's report, *Behind the Pay Gap*, has been a catalyst in the renewed movement for fair pay. The research found that women earn less than men just one year after college graduation, even in the same major and field.⁵² Women are increasingly the primary breadwinners in their households; 22 percent in 2007, up from 4 percent in 1970.⁵³ In an economic recession with high unemployment, more women than ever before are the sole or primary sources of household income. This persistent pay gap is undermining families' financial security and the nation's economic recovery.

For these reasons AAUW will continue to advocate within the 112th Congress and the administration to ensure that current equal pay laws are enforced, and to urge the passage of appropriate measures to more thoroughly address the wage gap. AAUW was pleased with the enactment of the Lilly Ledbetter Fair Pay Act in January 2009, but believes it is only a down payment on real progress for fair pay. AAUW worked tirelessly in the 111th Congress for passage of the Paycheck Fairness Act, which closes loopholes in the almost 50-year-old Equal Pay Act, and brings the statute's remedies in line with other civil rights laws. The House passed the bill but the measure failed to see a full debate in the Senate, falling two votes shy on a procedural vote (58-41). AAUW urges Congress to respond to the 84 percent of registered voters who support passage of pay equity legislation⁵⁴ by supporting the Paycheck Fairness Act in the 112th Congress.

When it comes to pay equity issues, AAUW also strongly urges the federal government to lead the way as a model employer. This work can be initiated through a Labor Department pay equity analysis of all federal jobs, department by department, to identify areas where women or people of color are underpaid for work that requires similar education, experience, and skills. This can also be done via a thorough review of existing regulations and data collection tools, to ensure strong enforcement of antidiscrimination laws and the necessary information to gauge progress in closing the pay gap.

B. IMPROVE AND ADVANCE EQUAL OPPORTUNITY

There is still critical work to be done to create an equal footing for women in the workplace. This can occur through a number of administrative avenues including:

- Issuing guidance on the permissibility of gender-based affirmative action.
- Reinstating the Equal Opportunity Survey or similar data collection instrument, to enable targeting of the Department of Labor’s enforcement efforts by requiring all federal contractors to submit data on their employment practices such as hiring, promotions, terminations, and pay.
- Ensuring adequate enforcement of all civil rights laws through sufficient funding and staffing of the EEOC, the OFCCP, and the various civil rights divisions. In 2010, AAUW was pleased to see increased funding for the Department of Education’s Office for Civil Rights,⁵⁵ which strengthened civil rights enforcement against racial, ethnic, sexual preference, religious, and gender discrimination, and for the Department of Justice’s Civil Rights Division, which went in part toward the hiring of several additional attorneys to enforce critical civil rights protections.⁵⁶ These entities should continue to give renewed attention to strengthening enforcement of laws prohibiting wage discrimination, as well as pregnancy and care-giving discrimination—two areas where claims are on the rise.

C. SUPPORT WORK AND LIFE BALANCE

AAUW believes that creating a work environment that helps employees balance the responsibilities of work and family is smart for businesses and good public policy. AAUW is committed to “greater availability of and access to benefits and policies that create a family-friendly workplace environment,” which are critical to women’s “equitable access and advancement in employment.”⁵⁷ Despite the Family and Medical Leave Act (FMLA) and a patchwork of state laws and employer-based benefits, family and personal sick leave remain elusive to many working Americans. And despite the relative wealth of the United States, family-oriented workplace policies in this country lag dramatically behind those in much of the rest of the world, including all high-income countries and many middle- and low-income countries as well.⁵⁸

- **Improving Worker Productivity: Encouraging Flexibility in the Workplace**

The past fifty years has seen substantial changes in the composition of the American workforce. Two-thirds (about 64 percent) of women with children under six are in the labor force.⁵⁹ Nationwide, 48.9 million individuals provide care for an adult family member or friend, and more than 70 percent of those care recipients are over the age of 50.⁶⁰ Unique solutions are necessary to meet the demands of families and the obligations of work. Traditional scheduling and inflexible practices are often detrimental to the balance most employees try to strike. This, in turn, negatively impacts recruiting and retention for employers who have not adapted. AAUW supports flexible work policies that take many forms including job sharing, telecommuting, and career flexibility. Further, policies such as affording employees greater control over their own work schedules, including start and end times; the right to request schedule adjustments and flexible work policies from their employers; and the right to part-time parity in wages, benefits, and government

protections, are important improvements for the 112th Congress and the administration to work towards.

- **Improving Public Health: Paid Leave for All**

Offering workers the option of taking time off when a family member is sick or when they themselves are sick is good for business. But many hardworking Americans do not have access to this important benefit. In fact, just under half (42 percent) of the private sector lack access to paid sick days.⁶¹ Without sick days, employees often come to work ill, decreasing productivity and infecting coworkers. During flu pandemics, the lack of paid sick days makes it impossible for individuals to keep from spreading the virus. Families with sick children are frequently confronted with difficult decisions: whether to stay home to care for a sick child, family member or for themselves and jeopardize their job or family income—an even more difficult situation given the deep economic downturn. In addition, the number of Americans who are age 75 or older is expected to more than double between 1990 and 2030; by that time, we will have nearly 50 million individuals aged 65 or older, and many will need caregiving from family members who are also juggling a job.⁶²

Employees need flexibility to meet the demands of both care and employment responsibilities. The success of San Francisco’s paid sick days ordinance demonstrates how viable paid sick days can be for business and employees. Six out of every seven employers in San Francisco did not report negative profitability effects.⁶³ For these reasons, AAUW supports legislation such as the Healthy Families Act, which will provide seven paid sick days for full-time employees and a pro-rated number for part-time employees.

Further, employer-based paid leave policies are also often remiss in addressing the needs of new parents. Paid parental leave enables working parents to take care of and bond with their newborns and newly-adopted children, which is critical to their children’s health and well-being—without having to worry about their paycheck. As more mothers have entered the paid labor force for their family’s economic security—increasing their labor force participation rate from 47 to 71 percent between 1975 and 2008⁶⁴—access to paid parental leave has become a necessity for today’s working families. AAUW will advocate that all employees have access to paid parental leave, first working to pass the Federal Employees Paid Parental Leave Act; the measure allows the federal government to lead the way, in the hopes the private sector will follow with similar policies.

- **Expanding Family and Medical Leave**

The Family and Medical Leave Act helps employees balance the increasing demands of work and family at little or no cost to employers. FMLA allows eligible women and men who work for employers with 50 or more employees to take up to 12 weeks of unpaid leave each year for certain family and medical purposes. Specifically, employees may use FMLA leave when they are seriously ill or when they must care for a newborn or adopted child or a seriously ill member of their immediate family. Employees receive continued health benefits while on leave and are guaranteed the same or an equal position to the one they held prior to their leave.

Lawmakers have discussed a variety of proposals to expand FMLA to cover more Americans and more family and medical needs, as well as to alter the unpaid status of FMLA leave.

These are important expansions to FMLA that are necessary to support working families. AAUW also supports adding provisions to FMLA to provide job protection for other important family responsibilities such as parent-teacher conferences, accompanying an adult child or ill sibling on a doctor's visit, as well as to include coverage for victims of domestic violence and coverage for caregiving in same-sex marriages and civil unions.

AAUW will defend the FMLA from any attempts to weaken it, either through legislative or regulatory efforts. The recent Administrator Interpretation ensuring that caregivers in *loco parentis* are offered FMLA coverage was a positive step toward greater FMLA inclusion. AAUW also urges the administration to reverse the negative effects of the November 2008 regulations, which make it harder for most workers to access the benefits of FMLA. Workers now have less time to give notice of their need for leave, while at the same time are subject to increased requirements when requesting leave. In addition, because of the new regulations, it is more difficult for workers to use paid leave in conjunction with FMLA leave, leaving many workers unable to afford to take leave at all. These adverse effects of the 2008 regulations should be fixed so that families can fully utilize FMLA.

D. RESPONSIBLY IMPROVE RETIREMENT SECURITY

The traditional three-legged stool model for retirement—Social Security, pensions, and savings—does not support most women. According to the U.S. Census Bureau and Bureau of Labor statistics, women who work full time earn on average 77 cents for every dollar men earn, and its effects compound with age.⁶⁵ Women earn only 74 percent of men's earnings during the ages of 45-54 and earn 75 percent of men's earnings during the ages of 55-64.⁶⁶ Women can't save money they haven't earned. The continued pay inequity results in women having fewer savings and lower (if any) pension benefits. During the 112th Congress, there are a number of opportunities to improve Social Security and pension benefits to support women.

- **Strengthen Social Security**

AAUW believes that Social Security is particularly important to the economic security of women. Social Security is a national commitment through which we care for one another across generations, and is one of the most successful anti-poverty programs in our nation's history. For example, a large number of beneficiaries are children; in fact the program supports more children than Temporary Assistance for Needy Families (TANF), also known as welfare.⁶⁷ When workers retire, become disabled, or a spouse or parent dies, families suffer a catastrophic loss of income. Social Security was designed to make that loss more bearable. The income that Social Security provides to older Americans benefits multiple generations, easing the financial burden on adult children who are saving for their own families (home, education, retirement). Following an economic recession, Social Security becomes all the more necessary. Individual retirement accounts were gutted by stock market losses and home equity disappeared when the real estate bubble burst. Older Americans continue to look to Social Security to ensure for their most basic needs.

About half of older women would fall into poverty without Social Security benefits.⁶⁸ In addition, forty-six percent of all non-married (divorced, widowed, or never married) women age 65 and older get 90 percent or more of their income from Social Security, compared to 35 percent of similar men.⁶⁹ And because women live longer, they depend on Social Security

for more years than do men, meaning women could literally outlive their benefits from a private account.

AAUW urges the 112th Congress and the administration to reject privatization proposals which would weaken the current system. Privatization schemes and plans to raise the retirement age are especially bad for women; we have only to look at recent fiscal events to understand the problematic nature of proposals that put personal accounts at the mercy of the stock market. Although Social Security needs reform, the system is not broken. The most recent Social Security trustees' report shows that the system can pay all scheduled benefits through 2040.⁷⁰ Unlike the recommendations of the President's National Commission on Fiscal Responsibility and Reform, which erroneously blame Social Security for the nation's budget deficit, AAUW supports reform that updates the program while guaranteeing solvency.

- **Reforming Pensions**

The wage gap that exists for working women continues into retirement. While earning less than men during employment, women are less able to contribute to their own pension plans. Lower contributions result in lower pension income in retirement. For example, the median amount of men's pension income was almost twice that of women in 2006.⁷¹ The reality is that many women cannot even afford to invest in a pension, or work at jobs that don't offer such benefits. In 2004, only 28 percent of women age 65 and older received pension benefits, versus 45 percent of men.⁷²

In addition to limits on a woman's own earning potential, pension laws do not reflect the lifetime employment patterns of women. Women are twice as likely to work on a part-time basis as men⁷³ and spend more time out of the labor force than men. But, because of service and vesting requirements, many women are excluded from employer pension plans. Further, current law has inadequately protected a woman's access to pension benefits based on her spouse's earnings. This has significant repercussions for her life after retirement, and helps explain why over ten percent of women age 65 and older live below the poverty line.⁷⁴ Many women who lived comfortably their entire lives find themselves facing poverty when they are widowed or when they divorce. Equity in the treatment of pensions at divorce is crucial to protecting women's pension assets overall in retirement. In addition, as the 112th Congress addresses pension reform, AAUW supports the consideration of covering part-time employees in pension provisions, including time-off during FMLA leave in vesting and service requirements, and repealing the integration of Social Security in pension plans in order to increase employer and employee contributions for women.

E. HEALTHCARE SECURITY FOR WOMEN

As the Obama administration and Congress embarked on a year-long debate over comprehensive health care reform legislation last Congress, AAUW stressed the need for a new system that would produce access to quality and affordable health care for all Americans. Such a goal was especially important as the debate took place during amidst the backdrop of a prolonged economic recession.

- **Implement Healthcare Reform**

Healthcare security is intrinsically tied to economic security, and this relationship is particularly true for women, who earn less than men on average and are therefore less able to afford insurance or care. AAUW believes that, although not perfect by any stretch, many of the reforms included in the new laws will improve the collective health of the American people. It is our hope that the elimination of preexisting conditions and gender rating in the individual and small groups markets will result in better outcomes for more women. Unfortunately, many women will find that they have less coverage for full reproductive services due to far-reaching limitations in the new law. AAUW will continue to work to restore full access to all health care for women.

- **Support and Improve Medicaid and Medicare**

The American health care system was long overdue for an overhaul, especially with regard to the private insurance system, but AAUW believes some existing elements remain crucial to the social safety net. Chief among them are the working models for public insurance: Medicaid and Medicare.

Medicaid is the national health insurance program for low-income Americans. More than 41 million women are enrolled in Medicaid, which accounts for nearly 70 percent of the program's total adult beneficiaries.⁷⁵ One out of every ten women in the United States receives her health care through this vital program.⁷⁶ Medicaid programs, though administered by individual states, are required to cover a core set of certain health services to the covered populations. Women are the direct beneficiaries of many of those services, which include family planning care, pregnancy-related care, and treatment of such chronic illnesses as breast and cervical cancer.

Medicare is the national health insurance program for seniors, though it also covers younger persons with certain conditions. In 2008, Medicare covered approximately 25 million women, comprising more than 55 percent of all program beneficiaries.⁷⁷ Basic Medicare covers services such as inpatient hospital stays, temporary skilled nursing, and hospice care. Also, supplemental coverage can be purchased for expanded services. Women live longer and on average have greater demands for the services Medicare covers. For instance, more than 60 percent of enrollees in the prescription drug program are women.⁷⁸

In recent times, Medicaid and Medicare have received much attention due to the costs of the programs. Prior to the enactment of health reform legislation, Medicaid spending was projected to rise from \$344 billion in 2008 to \$794 billion in 2019.⁷⁹ Medicare spending, meanwhile, was projected to rise from \$469 billion in 2008 to \$977 billion in 2019.⁸⁰ A multitude of reforms in the recently enacted healthcare law address abusive and improper billing, oversight and management missteps, and problems in information dissemination and systems—overhauls that can come hand-in-hand with, and provide billions in cost-savings for, overall healthcare reform. Indeed, the new laws are projected to reduce the federal deficit by \$100 billion over the next ten years and by nearly \$1 trillion over the next two decades.⁸¹

At their core, Medicaid and Medicare represent two crucial elements of the social safety net. They, along with the federal-state SCHIP program that has covered millions of previously uninsured children since its inception in 1997,⁸² are bedrocks of our health care system. Americans, especially women, rely heavily on the protections they offer and the services they provide. As implementation of the new health law begins, these programs must continue to be maintained and strengthened.

III. Promote and Defend Civil Rights

AAUW supports constitutional protections for the civil rights of all individuals and opposes all forms of discrimination. Basic to all of AAUW's public policy efforts is the understanding that true equity requires a balance between the rights of the individual and the needs of the community. In that vein, AAUW's policy priorities include continued attention to judicial and executive branch nominations, efforts to implement the new hate crimes law, and ongoing protection of woman's right to privacy. AAUW also will actively advocate for reauthorization of the landmark Violence Against Women Act, which is scheduled to be considered in 2011.

A. FIGHTING FOR FAIR-MINDED JUDICIAL AND EXECUTIVE BRANCH NOMINEES

AAUW monitors the nominations process because so many of our fundamental rights and liberties have been established and are protected by the federal courts, Supreme Court precedents, and the enforcement efforts of the executive branch. As the 112th Congress considers these nominees, AAUW will remain vigilant and outspoken in urging that the president and Senate work together in a consultative process to ensure that only men and women who are committed to upholding the rights of all Americans—in word and in deed—are considered for these crucial appointments. Also, AAUW will support efforts to end the backlog of nominees that has, as a consequence of partisan bickering, left empty benches in courts across the country. The Senate's advise-and-consent role is a fundamental part of our system of checks and balances, as well as an important vehicle for preserving fair and balanced judicial and executive branches. AAUW will advocate for those nominees who are committed to the protection of fundamental civil rights and liberties for which our members have fought for over a century.

B. ENSURING CIVIL RIGHTS FOR LGBTQ AMERICANS

No Americans should be denied the full range of civil rights and civil liberties due to their sexual orientation or gender identity. Such rights and liberties include freedom from discrimination in the workplace, the right to marry, the guarantee of spousal/partner benefits—including the ability to care for dependent children—and the ability to serve one's country in uniform. Unless and until LGBTQ persons are able to enjoy the same rights and freedoms as their heterosexual counterparts, America's promise of equal justice under law will remain unfulfilled. AAUW applauds the administration's efforts through regulations and agency policy to be inclusive and to fight discrimination. AAUW also urges Congress to pass legislation to end discrimination against so many.

The Employment Non-Discrimination Act would mandate that civil rights protections in both the public and private sector workplaces are extended to cover actual or perceived sexual orientation and gender identity.⁸³ This legislation was introduced in the House and Senate during the 111th Congress, and a version of this bill passed the House of Representatives during

the 110th Congress. The bill would provide workplace security and a level economic playing field for all LGBTQ Americans, the same protections which have covered other classes of persons for decades.

AAUW also believes that the Defense of Marriage Act (DOMA) should be repealed. Federal law should no longer discriminate against same-sex couples who are lawfully married. In addition to providing a federal definition of marriage that excludes same-sex couples, DOMA consequently denies them significant federal benefits, such as Social Security, that heterosexual couples are granted. The Respect for Marriage Act⁸⁴ would repeal DOMA, and simply return the federal government to its traditional role of respecting and recognizing lawfully-valid marriages. The bill would also ensure that individual states—as is their customary role—would continue to have the power to set rules regarding marriage within their respective jurisdictions.

C. PROTECTING WOMEN’S REPRODUCTIVE HEALTH SERVICES

AAUW supports the right of every woman to safe, accessible, affordable, and comprehensive family planning and reproductive health services. AAUW trusts that every woman has the ability to make her own informed choices regarding her reproductive life within the dictates of her own moral and religious beliefs. Further, AAUW believes that these deeply personal decisions should be made without governmental interference. AAUW members have made this position an action priority since 1977.

The Supreme Court’s 1973 ruling in *Roe v. Wade* legalized abortion for all women and found abortion to be a constitutionally protected fundamental right. All women regardless of race, religion, age, or socioeconomic standing have a constitutionally protected right to choose. In order to be more than an abstract right however, this right must include real access to a full range of reproductive health and family planning options. Unfortunately, many of the most vulnerable groups of American women are being denied fundamental control of their reproductive lives due to increasing restrictions successfully advanced by anti-choice lawmakers at both the state and federal levels.

In this changing political environment, there are both threats to and opportunities for advancing issues related to woman’s reproductive rights. AAUW will work to advance the following issues:

- **Protecting Title X**

Anti-choice members of Congress have continually attempted to reduce funding for Title X, which is critical in providing reproductive services to low-income women. This is despite the fact that for every government dollar spent on contraceptive services, an average of \$3.80 is saved in Medicaid costs for newborn and pregnancy-related care.⁸⁵ Nevertheless, taking inflation into account, funding for the family planning programs under Title X declined by 61 percent between 1980 and 2007.⁸⁶ AAUW supports increasing Title X funding.

- **Putting Prevention First**

The Prevention First Act is a comprehensive package of preventive health and education measures designed to help reduce unintended pregnancy and to support reproductive health. This commonsense legislation includes measures to help women obtain family planning services and information by increasing funding for Title X and expanding family planning services under Medicaid; guaranteeing equity in contraceptive coverage by

requiring private insurers that offer prescription coverage also to cover all FDA-appropriate prescription contraceptives; ensuring that sexual assault survivors receive factually-accurate information about emergency contraception (EC) and access to EC upon request; increasing funding for important public education programs to inform women and doctors about EC and its benefits; increasing annual funding for teen pregnancy prevention programs; and establishing the first-ever federal program for comprehensive sex education that requires taxpayer-funded federal programs to include medically accurate information about contraception. All of these programs will ensure that all women have access to comprehensive family planning and reproductive health services.

- **Investing in Comprehensive Sex Education**

In light of the fact that the United States has the highest rate of teen pregnancy⁸⁷ and sexually transmitted infections⁸⁸ in the developed world, AAUW supports comprehensive sexuality education or programs that include information about both abstinence and contraception. In the best curricula, abstinence is always stressed, but information with regard to delaying sexual activity as well as ways to deal with peer pressure on the issue must also be included. AAUW opposes federally-funded programs that limit young people's information and choices by promoting abstinence-only education. These programs censor information on contraception, pregnancy prevention, and sexually transmitted infections and are a disservice to our nation's youth. Over 80 percent of abstinence-only curricula contain "false, misleading or distorted information about reproductive health."⁸⁹ Abstinence-only programs have never been proven effective in delaying the onset of sexual activities of young people, and often result in riskier sexual behavior by teenagers.⁹⁰ AAUW is pleased that the administration's new Teenage Pregnancy Prevention Initiative provides significant funding opportunities for comprehensive sex education programs and reduces funding for some abstinence-only programs. Unfortunately, while the new health care law includes additional federal funding for comprehensive sex education programs, the law also included funding for abstinence-only education programs.⁹¹ In this time of fiscal challenges, now is the time to end *all* abstinence-only programs and begin exclusively funding medically accurate, age appropriate, comprehensive sex education in our schools.

- **Supporting International Family Planning**

AAUW supports federal funding for comprehensive international family planning programs, and opposes attempts to restrict their services and funding sources. These critical services give millions of women and families around the world access to reproductive healthcare and the information needed to plan the timing and spacing of pregnancies. Specifically, the United Nations Population Fund (UNFPA) helps developing countries improve reproductive health through maternal and child healthcare, family planning, and other services. In recent years, the United States has failed to support UNFPA's critical work to promote voluntary family planning and maternal health in 150 countries. While the Obama Administration and the 111th Congress restarted the US commitment to UNFPA, the 112th Congress has proposed eliminating funding once again. AAUW will oppose such efforts. UNFPA support provides reproductive health services, including family planning and contraceptives, pre-and postnatal care, and prevention of HIV/AIDS and other STIs, and addresses social inequities that stand in the way of good health. Family planning programs help women make informed decisions, which in turn help to reduce the incidence of maternal and infant mortality and improve the overall health of women and families around the globe. International family

planning also fosters self-sufficiency, promotes preventative healthcare, and educates people on ways to protect themselves and their families from the spread of STIs.

D. REAUTHORIZE THE VIOLENCE AGAINST WOMEN ACT

AAUW supports efforts to create practical solutions to enhance collaboration between victim service organizations and civil legal assistance providers, as well as to strengthen and improve the response of the criminal justice and legal systems for survivors of domestic violence, dating violence, sexual assault and stalking. In particular, VAWA reauthorization must work to protect students on campus who are consistently subject to sexual harassment, assault, and violence.

For more information, call Lisa Maatz, Director of Public Policy and Government Relations, 202/785-7793, Tracy Sherman, Associate Director of Government Relations, 202/785-7730, or Beth Scott, Regulatory Affairs Manager, 202/728-7617.

AAUW Public Policy and Government Relations Department

March 2011

- ¹ Heather Boushey and Ann O'Leary (October 2009). *A Woman's Nation Changes Everything: Executive Summary*. <http://www.awomansnation.com/execSum.php>.
- ² U.S. Census Bureau. (2009). Income, Poverty, and Health Insurance Coverage in the United States: 2008, Table A-2. Retrieved Feb. 22, 2011, from www.census.gov/prod/2009pubs/p60-236.pdf.
- ³ College Board. (2007). *Program Summary Report*. Retrieved Feb. 22, 2011, from www.apcentral.collegeboard.com/apc/public/repository/2007_Program_Summary_Report.pdf.
- ⁴ National Science Foundation, Division of Science Research Statistics. (January 2007). *Science and Engineering Degrees: 1966-2004*. (NSF 07-307). Retrieved Feb. 22, 2011, from www.nsf.gov/statistics/nsf07307/content.cfm?pub_id=3634&id=2.
- ⁵ CNN. Women CEOs. Retrieved March 16, 2011 from <http://money.cnn.com/magazines/fortune/fortune500/2010/womenceos/>
- ⁶ Center for American Women and Politics. (2011). Historical Information about Women in Congress. Retrieved March 16, 2011 from http://www.cawp.rutgers.edu/fast_facts/levels_of_office/Congress-HistoricalInfo.php.
- ⁷ National Women's Law Center. (2005). *Tools of the Trade: Using the Law to Address Sex Segregation in High School Career and Technical Education*. Retrieved Feb. 22, 2011, from www.nwlc.org/sites/default/files/pdfs/NWLCToolsoftheTrade05ExecSummary.pdf.
- ⁸ Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development [CAWMSET]. (September 2000). *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering, and Technology*. Retrieved Feb. 22, 2011, from www.nsf.gov/pubs/2000/cawmset0409/cawmset_0409.pdf.
- ⁹ AAUW Educational Foundation. *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School*, p. 4 2001.
- ¹⁰ Members of the National Safe Schools Partnership (June 2007). *Bridging the Gap in Federal Law: Promoting Safe School and Improved Student Achievement by Preventing Bullying and Harassment in our Schools*. Retrieved on Feb. 22, 2011, from www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/000/912-1.pdf.
- ¹¹ Judy Schoenberg, Toija Riggins, and Kimberlee Salmond, *Feeling Safe: What Girls Say*, A Report from the Girl Scout Research Institute (New York, NY: Girl Scouts of the USA, 2003). Retrieved Feb. 22, 2011, from www.girlscouts.org/research/pdf/feeling_safe.pdf.
- ¹² National Women's Law Center. *When Girls Don't Graduate We All Fail; A Call to Improve High School Graduation Rates for Girls*, October 2007. Retrieved Feb. 22, 2011, from, www.action.nwlc.org/site/PageNavigator/Dropout_Report_Intermediary_Request
- ¹³ Lifetime Effects: The HighScope Perry Preschool Study Through Age 40. (2005). Retrieved March 16, 2011, from <http://www.highscope.org/content.asp?contentid=219>.
- ¹⁴ The Office of the President-Elect (2008). *Education: The Obama-Biden Plan*. Retrieved Feb. 22, 2011, from www.change.gov/agenda/education_agenda/.
- ¹⁵ National Federation of State High School Associations. (2009). 2008-2009 High School Athletics Participation Survey. Retrieved Feb. 22, 2011, from www.nfhs.org/content.aspx?id=3282&linkidentifier=id&itemid=3282 and National Center for Educational Statistics. 2006-2007. Retrieved Feb. 22, 2011, from www.nces.ed.gov/.
- ¹⁶ Women's Sports Foundation. (December 12, 2007). *Women's Sports & Physical Activity Facts & Statistics*. Retrieved Feb. 22, 2011, from www.womenssportsfoundation.org/binary-data/WSF_ARTICLE/pdf_file/191.pdf.
- ¹⁷ Ibid.
- ¹⁸ Carnvale, A. P., Smith, N., & Strohl, J.. (2010) Help Wanted: Projections of Jobs and Education Requirements Through 2018. Retrieved Feb. 22, 2011, from www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf.
- ¹⁹ Annexstein, Leslie, "Opening the Door to Career and Technical Education Programs for Women and Girls." *Equity Issues in Career and Technical Education*, No. 390 (2003), pp. 5-16.
- ²⁰ Institute for Women's Policy Research. (January 2010). *The Workforce Investment Act and Women's Progress: Does WIA Funded Training Reinforce Sex Segregation in the Labor Market and the Gender Wage Gap?* Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/the-workforce-investment-act-and-women2019s-progress/at_download/file.
- ²¹ Institute for Women's Policy Research. (January 2010). *The Workforce Investment Act and Women's Progress: Does WIA Funded Training Reinforce Sex Segregation in the Labor Market and the Gender Wage Gap?* Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/the-workforce-investment-act-and-women2019s-progress/at_download/file.
- ²² U.S. Department of Education, Institute of Education Sciences (June 2010). *Evaluation of the DC Opportunity Scholarship Program: Final Report*. Retrieved Feb. 22, 2011, from www.ies.ed.gov/ncee/pubs/20104018/pdf/20104018.pdf.
- ²³ U.S. Department of Education. (2005). *Single-Sex versus Coeducational Scheduling: A Systematic Review*. Retrieved Feb. 22, 2011, from www.ed.gov/rschstat/eval/other/single-sex/index.html.
- ²⁴ U.S. Department of Labor. Bureau of Labor Statistics. (December 11, 2009). *Economic News Release. Employment and total job openings by postsecondary education or training category, 2008-18*. Retrieved Feb. 22, 2011, from www.bls.gov/news.release/ecopro.t09.htm.
- ²⁵ U.S. Department of Labor. Bureau of Labor Statistics. (December 11, 2009). *Economic News Release. Employment and total job openings by postsecondary education or training category, 2008-18*. Retrieved Feb. 22, 2011, from www.bls.gov/news.release/ecopro.t09.htm.
- ²⁶ U.S. State Department (April 29, 2008). *Nontraditional Students Enrich College Campuses; Older Students Value Challenging Courses with Real-World Implications*. Retrieved Feb. 22, 2011, from www.america.gov/st/educ-english/2008/April/200804281212291CJsamohT0.3335382.html.
- ²⁷ U.S. Department of Education. *Special Analysis 2008: Community Colleges*. Retrieved Feb. 22, 2011, from nces.ed.gov/programs/coe/2008/analysis/index.asp.
- ²⁸ Kerka, Sandra. (2003). Financial Aid for Lifelong Learning. *ERIC Digest* No. 224.
- ²⁹ Illinois Student Aid Commission. (2001). Initiative to Aid Illinois Adult Learners. Retrieved Feb. 22, 2011, from www.collegezone.com/media/research_adultinitiatives_web.pdf.
- ³⁰ Sanchez, Leonel. (Nov. 3, 2008). "More Students Spring from Tough Times." San Diego *Union-Tribune*. Retrieved Feb. 22, 2011, from www.signonsandiego.com/news/education/20081103-9999-1m3train.html.

- ³¹ U.S. Department of Education. (2009). *2008-2009 Federal Pell Grant Program End-of-Year Report*. Retrieved Feb. 22, 2011, from www2.ed.gov/finaid/prof/resources/data/pell-2008-09/pell-eoy-08-09.pdf.
- ³² The College Board. (2010). *Trends in Student Aid*, 2010. Retrieved Feb. 22, 2011, from www.trends.collegeboard.org/
- ³³ U.S. Department of Education. *Student Financing of Undergraduate Education, 2007-2008*. (August 2010). Retrieved Feb. 22, 2011, from www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010162.
- ³⁴ White House (2009). *Investing in Pell Grants to Make College Affordable*. Retrieved Feb. 22, 2011, from <http://www.whitehouse.gov/issues/education/higher-education/investing-in-pell-grants-to-make-college-affordable>
- ³⁵ U.S. Department of Education. (May 27, 2010). *Federal Pell Grant, Academic Competitiveness Grant, National Science and Mathematics Access To Retain Talent Grant, Federal Perkins Loan, Federal Work-Study, Federal Supplemental Educational Opportunity Grant, Federal Family Education Loan, and William D. Ford Federal Direct Loan Programs*, 75 FR 29744. Retrieved Feb. 22, 2011, www.gpo.gov/fdsys/pkg/FR-2010-05-27/pdf/2010-12799.pdf.
- ³⁶ College Board. (2010). *Trends in Student Aid*. Retrieved Feb. 22, 2011, from www.trends.collegeboard.org/downloads/Student_Aid_2010.pdf.
- ³⁷ College Board. (2010). *Trends in Student Aid*. Retrieved Feb. 22, 2011, from www.trends.collegeboard.org/downloads/Student_Aid_2010.pdf.
- ³⁸ Project on Student Debt and the National Center for Education Statistics. *Quick Facts About Student Debt*. Retrieved July 2, 2010, from http://projectonstudentdebt.org/files/File/Debt_Facts_and_Sources.pdf.
- ³⁹ AAUW Educational Foundation. (April 2007). *Behind the Pay Gap*, 3.
- ⁴⁰ Corbett, Christianne, Catherine Hill & Andresse St. Rose. (2010). *Why So Few? Women in Science, Technology, Engineering, and Mathematics*. AAUW. Washington, D.C.
- ⁴¹ *Insider Higher Ed*. (Jan. 9, 2007). *Progress Over the Long Term*. Retrieved Feb. 22, 2011, from www.insidehighered.com/news/2007/01/09/science.
- ⁴² Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development [CAWMSET]. (September 2000). *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering, and Technology*. Retrieved Feb. 22, 2011, from www.nsf.gov/pubs/2000/cawmset0409/cawmset_0409.pdf.
- ⁴³ American Council on Education. (2006). *Minorities in Higher Education: 22nd Annual Status Report*. Retrieved February 22, 2011, from www.acenet.edu/AM/Template.cfm?Section=CAREE&Template=/CM/ContentDisplay.cfm&ContentID=23716.
- ⁴⁴ West, Martha S. and John W. Curtis. "AAUP Faculty Gender Equity Indicators 2006." American Association of University Professors. Retrieved Feb. 22, 2011, from www.aaup.org/NR/rdonlyres/63396944-44BE-4ABA-9815-5792D93856F1/0/AAUPGenderEquityIndicators2006.pdf.
- ⁴⁵ Institute for Women's Policy Research. (September 2010). *Women in Poverty During the Great Recession*. Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/women-in-poverty-during-the-great-recession.
- ⁴⁶ U.S. Department of Health and Human Services, Administration for Children and Families. (2010). *TANF Active Cases, Percent Distribution of TANF Adult Recipients by Educational Level*. Retrieved Feb. 22, 2011, from www.acf.hhs.gov/programs/ofa/character/FY2008/tab25.htm.
- ⁴⁷ National Governors Association and American Public Human Services Association. (2007). *State Choices About TANF Programs Under DRA: Findings from Joint NGA/APHSA Survey*. Retrieved Feb. 22, 2011, from www.nga.org/Files/pdf/0709WEBCASTTANFSLIDES.PDF.
- ⁴⁸ U.S. Department of Education. Retrieved Feb. 22, 2011, from www.ed.gov/finaid/prof/resources/athletics/eada.html.
- ⁴⁹ U.S. Department of Education. Retrieved Feb. 22, 2011, from www.ed.gov/finaid/prof/resources/athletics/eada.html.
- ⁵⁰ PL 88-38
- ⁵¹ U.S. Census Bureau. (2009). *Income, Poverty, and Health Insurance Coverage in the United States: 2008*, Table A-2. Retrieved Feb. 22, 2011, from www.census.gov/prod/2009pubs/p60-236.pdf.
- ⁵² AAUW Educational Foundation. (2007). *Behind the Pay Gap*, 11.
- ⁵³ Pew Research Center. (January 19 2010). *New Economics of Marriage: The Rise of Wives*. Retrieved Feb. 22, 2011, from www.pewresearch.org/pubs/1466/economics-marriage-rise-of-wives.
- ⁵⁴ The National Partnership for Women and Families (2010). *Paycheck Fairness Act Coalition: New Polling Data Shows Voters Overwhelmingly Support the Paycheck Fairness Act*. Retrieved Feb. 22, 2011, from www.nationalpartnership.org/site/DocServer/5-2010_Poll_Data_One_Pager.pdf?docID=6681.
- ⁵⁵ U.S. Department of Education (Jan. 27, 2010). *Department of Education Fiscal Year 2010 President's Request*. Retrieved Feb. 22, 2011, from www2.ed.gov/about/overview/budget/budget10/factsheet.html.
- ⁵⁶ U.S. Department of Justice. (2010). *2011 Budget Summary*. Retrieved Feb. 22, 2011, from www.justice.gov/jmd/2011summary/pdf/doi-budget-summary.pdf.
- ⁵⁷ American Association of University Women. (2009). *2009 – 11 AAUW Public Policy Program*. Retrieved Feb. 22, 2011, from www.aauw.org/act/issue_advocacy/principles_priorities.cfm.
- ⁵⁸ Hegewisch, Ariane and Janet Gornick. (May 2008). *Statutory Routes to Workplace Flexibility in Cross-National Perspective*. Institute for Women's Policy Research. Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/statutory-routes-to-workplace-flexibility-in-cross-national-perspective-b258.
- ⁵⁹ *Women in the Labor Force: A Databook (2009 Edition)*. Retrieved Feb. 22, 2011, from www.bls.gov/cps/wlftable6.htm.
- ⁶⁰ National Alliance for Caregiving and AARP. (2009) *Executive Summary*. *Caregiving in the U.S.: Findings From the National Caregiver Survey*. Retrieved Feb. 22, 2011, from www.caregiving.org/data/CaregivingUSAllAgesExecSum.pdf.
- ⁶¹ Institute for Women's Policy Research. (Jan. 2011). *44 Million U.S. Workers Lacked Paid Sick Days in 2010: 77 Percent of Food Service Workers Lacked Access*. Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/44-million-u.s.-workers-lacked-paid-sick-days-in-2010-77-percent-of-food-service-workers-lacked-access/at_download/file.
- ⁶² Lowell, Vicky. Institute for Women's Policy Research. (May 2004). *No Time to be Sick: Why Everyone Suffers When Workers Don't Have Paid Sick Leave*. Retrieved Feb. 22, 2011, from www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={50A11398-25A7-41D0-8B56-2C2276D98C9B}.
- ⁶³ Institute for Women's Policy Research. (Feb. 2011). *San Francisco's Paid Sick Leave Ordinance: Outcomes for Employers and Employees*. Retrieved Feb. 22, 2011, from www.iwpr.org/publications/pubs/San-Fran-PSD/at_download/file.

- ⁶⁴ Women in the Labor Force: A Databook (2009 Edition). Retrieved Feb. 22, 2011, from www.bls.gov/cps/wlftable7.htm.
- ⁶⁵ U.S. Census Bureau. (2009). Income, Poverty, and Health Insurance Coverage in the United States: 2008, Table A-2. Retrieved Feb. 22, 2011, from www.census.gov/prod/2009pubs/p60-236.pdf.
- ⁶⁶ U.S. Department of Labor, Bureau of Labor Statistics. (June 2010). *Highlights of Women's Earnings in 2009*. <http://www.bls.gov/cps/cpswom2009.pdf>.
- ⁶⁷ Social Security Administration. Social Security, Understanding The Benefits. (January 2011.) Retrieved Feb. 22, 2011, from www.ssa.gov/pubs/10024.pdf.
- ⁶⁸ Center on Budget and Policy Priorities. Social Security Keeps 20 Million Americans Out of Poverty: A State-By-State Analysis. Retrieved Feb. 22, 2011, from www.cbpp.org/cms/index.cfm?fa=view&id=3260.
- ⁶⁹ U.S. Social Security Administration. (2004). "Income of the Population 55 or Older," Table 6.B2. Retrieved Feb. 22, 2011, from www.ssa.gov/policy/docs/statcomps/income_pop55/2004/sect06.html#table6.b2.
- ⁷⁰ Social Security and Medicare Boards of Trustees. *2010 Annual Report of the Board of Trustees of the Federal Old-Age and Survivors Insurance and Disability Insurance Trust Funds*. Retrieved Feb. 22, 2011, from www.ssa.gov/OACT/TRSUM/index.html.
- ⁷¹ Employment Benefit Research Institute. (December 2007). Income of the Elderly Population Age 65 and Over, 2006. *Notes*, 28(12). Retrieved Feb. 22, 2011, from www.ebri.org/pdf/notespdf/EBRI_Notes_12-20071.pdf.
- ⁷² Employment Benefit Research Institute. (March 2006). Retirement Annuity and Employment-Based Pension Income Among Individuals Ages 50 and Over. *Notes*, 27(3). Retrieved Feb. 22, 2011, from www.ebri.org/pdf/notespdf/EBRI_Notes_03-20063.pdf.
- ⁷³ U.S. Department of Labor, Bureau of Labor Statistics. (September 2007). *Highlights of Women's Earnings in 2006*. Retrieved Feb. 22, 2011, from www.bls.gov/cps/cpswom2006.pdf.
- ⁷⁴ U.S. Census Bureau. (2010). Current Population Survey, 2010 Annual Social and Economic Supplement. Age and Sex of All People, Family Members and Unrelated Individuals Iterated by Income-to-Poverty Ratio and Race: 2009. Retrieved Feb. 22, 2011, from www.census.gov/hhes/www/cpstables/032010/pov/new01_100_01.htm.
- ⁷⁵ Health Resources and Services Administration. (2010). *Women's Health USA 2010: Medicare and Medicaid*. Retrieved Feb. 22, 2011, from www.mchb.hrsa.gov/whusa10/hsu/pages/304mm.html.
- ⁷⁶ Kaiser Family Foundation. (October 2007). *Medicaid's Role for Women*. Retrieved Feb. 22, 2011 from www.kff.org/womenshealth/upload/7213_03.pdf.
- ⁷⁷ Health Resources and Services Administration. (2010). *Women's Health USA 2010: Medicare and Medicaid*. Retrieved Feb. 22, 2011, from www.mchb.hrsa.gov/whusa10/hsu/pages/304mm.html.
- ⁷⁸ Health Resources and Services Administration. (2008). *Women's Health USA 2008: Medicare and Medicaid*. Retrieved Feb. 22, 2011, from www.mchb.hrsa.gov/whusa08/hsu/pages/303mm.html.
- ⁷⁹ Center for Medicare and Medicaid Services. (January 2010). *National Health Expenditure Projects: 2009-2019*. Retrieved Feb. 22, 2011, www.cms.gov/NationalHealthExpendData/downloads/proj2009.pdf.
- ⁸⁰ Ibid.
- ⁸¹ The White House (2010). *Putting Americans in Control of their Healthcare*. Retrieved Feb. 22, 2011, from www.whitehouse.gov/health-care-meeting/proposal.
- ⁸² Centers for Medicare and Medicaid Services (March 3, 2010). *National CHIP Policy: Overview*. Retrieved Feb. 22, 2011, from www.cms.gov/NationalCHIPPolicy/.
- ⁸³ U.S. Government Printing Office. (2009). *111th Congress, First Session: H.R.2981*. Retrieved Feb. 22, 2011, from www.thomas.loc.gov/cgi-bin/bdquery/z?d111:HR02981.
- ⁸⁴ U.S. Government Printing Office. (2009). *111th Congress, First Session – H.R.3567*. Retrieved Feb. 22, 2011, from www.thomas.loc.gov/cgi-bin/query/z?c111:H.R.3567.
- ⁸⁵ The Guttmacher Institute (2006). *Estimating the Impact of Serving New Clients by Expanding Funding for Title X, Occasional Report*. Retrieved February 4, 2011, from www.guttmacher.org/pubs/2006/11/16/or33.pdf.
- ⁸⁶ National Family Planning and Reproductive Health Association. (2007). *Family Planning Facts: History of Title X*. Retrieved February 7, 2011, from nfrpha.org/main/family_planning.cfm?Category=History_of_Title_X&Section=Main.
- ⁸⁷ National Campaign to Prevent Teen Pregnancy. (2006). *Teen Birth Rates: How Does the United States Compare?* Retrieved Feb. 22, 2011, from www.thenationalcampaign.org/resources/pdf/TBR_InternationalComparison2006.pdf.
- ⁸⁸ U.S. Department of Health and Human Services, Office on Women's Health (November 2009). Sexually Transmitted Infections: Overview. Retrieved Feb. 22, 2011, from www.womenshealth.gov/faq/sexually-transmitted-infections.pdf.
- ⁸⁹ U.S. House of Representatives Committee on Government Reform—Minority Staff Special Investigations Division. (December 2004). *The Content of Federally Funded Abstinence-Only Education Programs*, prepared for Rep. Henry A. Waxman. Retrieved Feb. 22, 2011, from www.apha.org/apha/PDFs/HIV/The_Waxman_Report.pdf.
- ⁹⁰ Kirby, Douglas. (2007). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*. Retrieved Feb. 22, 2011, from www.thenationalcampaign.org/EA2007/EA2007_sum.pdf.
- ⁹¹ Sexuality Information and Education Council of the United States (March 18, 2010). *Latest Version of Health Care Bill Includes Money for Failed Abstinence-Only-Until-Marriage Programs*. Retrieved Feb. 22, 2011, from www.siecus.org/index.cfm?fuseaction=Feature.showFeature&FeatureID=1873.