

118TH CONGRESS  
1ST SESSION

# S. 2145

To support educational entities in fully implementing title IX and reducing and preventing sex discrimination in all areas of education, and for other purposes.

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## IN THE SENATE OF THE UNITED STATES

JUNE 22, 2023

Ms. HIRONO (for herself, Mr. SANDERS, Ms. BALDWIN, Mr. BLUMENTHAL, Ms. CANTWELL, Mrs. FEINSTEIN, Ms. KLOBUCHAR, Mr. MARKEY, Mr. MERKLEY, Mr. MURPHY, Mr. SCHATZ, Ms. SMITH, Mr. VAN HOLLEN, and Mr. WYDEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To support educational entities in fully implementing title IX and reducing and preventing sex discrimination in all areas of education, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Patsy T. Mink and  
5 Louise M. Slaughter Gender Equity in Education Act of  
6 2023”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

1           (1) Title IX of the Education Amendments of  
2           1972 (20 U.S.C. 1681 et seq.) and the implementing  
3           regulations of title IX prohibit sex discrimination in  
4           federally funded education programs and activities.

5           (2) Although title IX requires that schools treat  
6           students equally with regard to athletic participation  
7           opportunities, athletic scholarships, and the benefits  
8           and services provided to athletic teams, female par-  
9           ticipation rates, especially for girls of color, lag far  
10          behind male participation rates. Nationally, for ex-  
11          ample, boys receive more than 1,000,000 more op-  
12          portunities to play high school sports than girls.  
13          Furthermore, although girls comprise nearly 50 per-  
14          cent of high school students, schools provide them  
15          with only 43 percent of athletic opportunities, even  
16          though girls want to play in greater numbers.

17          (3) A recent report from the Women’s Sports  
18          Foundation found that Black, Indigenous, and Peo-  
19          ple of Color (BIPOC) women still lag behind White  
20          women in collegiate sports—14 percent compared to  
21          30 percent, respectively. These disparities are also  
22          prevalent at the high school level, with fewer athletic  
23          opportunities available to students in heavily minor-  
24          ity schools compared to heavily White schools. In a  
25          typical heavily minority school, there are only 25

1 athletic spots available for every 100 students, com-  
2 pared to 58 athletic spots for every 100 students in  
3 a typical heavily White school. Further broken down  
4 by gender, girls have 82 percent of the athletic op-  
5 portunities that boys do in a heavily White school,  
6 compared to 67 percent for girls in a heavily minor-  
7 ity school.

8 (4) Girl athletes have been found to have higher  
9 levels of self-esteem, as well as reduced risk for car-  
10 diovascular disease, diabetes, osteoporosis, and  
11 breast cancer, compared to girls who do not play  
12 sports. In addition, girl athletes are more likely to  
13 graduate from high school, score higher on stand-  
14 ardized tests, and have higher grades than girls who  
15 do not play sports. Girls who play sports in high  
16 school go on to earn 7 percent higher annual wages  
17 than those who do not play sports, and are more  
18 likely to enter the labor force and pursue higher-  
19 skill, previously male-dominated positions. Generally,  
20 sports participation for women is associated with a  
21 lower prevalence of experiencing intimate partner vi-  
22 olence, reinforcing that athletic access not only  
23 strengthens health, educational, and workplace out-  
24 comes, but also personal safety. According to a 2023  
25 report from the Women’s Sports Foundation, girls

1 who played sports during the first year of the  
2 COVID–19 pandemic fared significantly better than  
3 girls who did not, reporting higher levels of self-es-  
4 teem, self-efficacy, and social support, and lower lev-  
5 els of loneliness and depression.

6 (5) Although the availability of athletic scholar-  
7 ships facilitates access to higher education, many in-  
8 stitutions of higher education fail to award propor-  
9 tional athletic financial aid to women, which can af-  
10 fect their long-term employment outcomes and eco-  
11 nomic security. According to the Department of  
12 Education’s Equity in Athletics Disclosure Act data  
13 from 2019 through 2020, men received  
14 \$252,000,000 more in athletic scholarships than  
15 women.

16 (6) Although title IX ensures gender equity in  
17 career and technical education, women are severely  
18 underrepresented in fields nontraditional to their  
19 gender. According to the National Coalition for  
20 Women and Girls in Education, women make up  
21 more than 80 percent of workers with training or  
22 certification in historically women-dominated occupa-  
23 tions that pay less than \$30,000 per year, including  
24 child care, early childhood education, home care, and  
25 cosmetology. Women represent less than 40 percent

1 of workers trained or certified in high-paying and  
2 historically male-dominated fields, including trans-  
3 portation, advanced manufacturing, and construc-  
4 tion.

5 (7) Although title IX promotes gender equity in  
6 the fields of science, technology, engineering, and  
7 mathematics (in this section referred to as  
8 “STEM”) education, women are disproportionately  
9 lost at nearly every stage of the STEM pipeline. A  
10 recent report by the National Center for Education  
11 Statistics showed that women earned only 32 per-  
12 cent of all STEM degrees in 2017, and nearly 1/2 of  
13 these women were White. Women of color earned  
14 about 12 percent of STEM degrees in that same  
15 year. Furthermore, in STEM fields where women  
16 are particularly underrepresented, such as com-  
17 puting and engineering, women earned an even  
18 smaller percentage of degrees, including only 19 per-  
19 cent of computing bachelor’s degrees, and 21 per-  
20 cent of engineering bachelor’s degrees.

21 (8) Although title IX prohibits sex discrimina-  
22 tion in employment in federally funded education  
23 programs, according to the National Science Foun-  
24 dation, women only hold 34 percent of all tenured  
25 and tenure-track positions and 27 percent of full

1 professor positions in STEM fields. Furthermore,  
2 Black and Latina women, together, hold only 4 per-  
3 cent of all tenured and tenure-track positions and  
4 barely over 2 percent of full professor positions in  
5 STEM fields. Asian-American women hold around 5  
6 percent of all tenured and tenure-track positions,  
7 and less than 3 percent of full professor positions in  
8 STEM fields.

9 (9) Although title IX protects against sex-based  
10 harassment and violence, 56 percent of girls and 40  
11 percent of boys in grades 7 through 12 experience  
12 sexual harassment each year, and 9 percent of girls  
13 and 7 percent of boys in high school experience  
14 physical dating violence each year. In addition, more  
15 than 60 percent of women and men in college experi-  
16 ence sexual harassment each year, and 14 percent of  
17 women and 10 percent of men in college experience  
18 dating violence. Moreover, these statistics are often  
19 higher for marginalized students, including Black  
20 and Brown girls and women, lesbian, gay, bisexual,  
21 transgender, queer, and questioning (referred to in  
22 this section as “LGBTQI+”) students, pregnant  
23 and parenting students, and disabled students.

24 (10) According to GLSEN, 87 percent of  
25 LGBTQI+ students have experienced harassment or

1 assault based on a personal characteristic, and near-  
2 ly 66 percent have experienced LGBTQI+-related  
3 verbal harassment at school based on sexual orienta-  
4 tion. Research has shown that LGBTQI+ students  
5 who experience harassment at school are more likely  
6 to experience depression and anxiety, to engage in  
7 unhealthy and antisocial behaviors, and to have  
8 more unexcused absences from school.

9 (11) Although title IX prohibits discrimination  
10 on the basis of pregnancy or parenting status, the  
11 limited availability of accommodations, including lac-  
12 tation accommodations, excused absences for preg-  
13 nancy-related medical conditions, and child care  
14 needs (including caring for a sick child), is a leading  
15 reason that parenting mothers drop out of high  
16 school. According to the National Women’s Law  
17 Center, only half of teenage mothers earn a high  
18 school diploma by the age of 22, compared to 89  
19 percent of women who do not have a child during  
20 their teenage years, and one-third of young mothers  
21 will never get a diploma or a GED, further limiting  
22 continuing opportunities for education and employ-  
23 ment.

24 (12) Although title IX protects against dis-  
25 crimination based on stereotypes of actual or per-

1       ceived sex, many people carry implicit or uncon-  
2       scious biases that can unintentionally influence atti-  
3       tudes, beliefs, behaviors, and decision-making proc-  
4       esses. Research has shown that unconscious biases  
5       can impact classroom environments, teaching meth-  
6       ods, student evaluations, disciplinary practices, and  
7       career and counseling guidance, which can lead to  
8       discrimination against students based on race, color,  
9       national origin, and disability, particularly for stu-  
10      dents who are pursuing nontraditional fields.

11           (13) Nationally, the Feminist Majority Founda-  
12      tion estimates 100,000 title IX coordinators are  
13      needed to meet the needs of schools serving children  
14      in prekindergarten through grade 12, local edu-  
15      cational agencies, and postsecondary institutions.  
16      However, in 2016, the Department of Education  
17      only identified 23,000 title IX coordinators nation-  
18      wide. The Feminist Majority Foundation has found  
19      that schools serving children in prekindergarten  
20      through grade 12 rarely have their own title IX co-  
21      ordinators.

22 **SEC. 3. DEFINITIONS.**

23       In this Act:

24           (1) ESEA DEFINITIONS.—The terms “elemen-  
25      tary school”, “institution of higher education”,



1 “local educational agency”, “school leader”, “sec-  
2 ondary school”, and “State educational agency”  
3 have the meanings given those terms in section 8101  
4 of the Elementary and Secondary Education Act of  
5 1965 (20 U.S.C. 7801).

6 (2) DEPARTMENT.—The term “Department”  
7 means the Department of Education.

8 (3) DIRECTOR.—The term “Director” means  
9 the Director of the Office for Gender Equity estab-  
10 lished under section 5(a).

11 (4) EDUCATIONAL ENTITY.—The term “edu-  
12 cational entity” means any of the following entities  
13 that receive Federal funds:

14 (A) A State educational agency.

15 (B) A local educational agency.

16 (C) An institution of higher education.

17 (D) An elementary school or secondary  
18 school.

19 (E) Another entity covered by title IX,  
20 such as a laboratory, library, or museum that  
21 provides education programs and activities.

22 (5) EVIDENCE-BASED.—The term “evidence-  
23 based” has the meaning given the term in clause (i)  
24 or (ii) of section 8101(21)(A) of the Elementary and

1 Secondary Education Act of 1965 (20 U.S.C.  
2 7801(21)(A)).

3 (6) GENDER IDENTITY.—The term “gender  
4 identity” means the gender-related identity, appear-  
5 ance, mannerisms, or other gender-related character-  
6 istics of an individual, regardless of the individual’s  
7 designated sex at birth.

8 (7) NATIONAL GENDER EQUITY INFRASTRUC-  
9 TURE.—The term “national gender equity infra-  
10 structure” means the horizontal and vertical net-  
11 work of title IX coordinators and title IX allies who  
12 work to advance gender equity and eliminate dis-  
13 crimination in the United States.

14 (8) SECRETARY.—The term “Secretary” means  
15 the Secretary of Education.

16 (9) SEX.—The term “sex” includes—

17 (A) a sex stereotype;

18 (B) pregnancy, childbirth, or a related  
19 medical condition;

20 (C) sexual orientation or gender identity;

21 and

22 (D) sex characteristics, including intersex  
23 traits.

1           (10) SEXUAL ORIENTATION.—The term “sexual  
2 orientation” means homosexuality, heterosexuality,  
3 or bisexuality.

4           (11) TITLE IX.—The term “title IX” means  
5 title IX of the Education Amendments of 1972 (20  
6 U.S.C. 1681 et seq.).

7           (12) TITLE IX ALLY.—The term “title IX ally”  
8 means an individual who—

9                   (A) is an employee at an educational entity  
10                   (other than a title IX coordinator), a commu-  
11                   nity stakeholder, or an equity expert; and

12                   (B) helps to fully implement title IX.

13           (13) TITLE IX COORDINATOR.—The term “title  
14 IX coordinator” means a responsible employee, as  
15 described in section 106.8(a) of title 34, Code of  
16 Federal Regulations, or successor regulations, des-  
17 ignated to coordinate efforts under title IX of the  
18 Education Amendments of 1972 (20 U.S.C. 1681 et  
19 seq.).

20 **SEC. 4. PURPOSES.**

21 The purposes of this Act are to—

22           (1) advance gender equity in education in the  
23 United States;

24           (2) support educational entities so that such en-  
25 tities have the support to fully implement title IX;

1           (3) provide title IX coordinators and title IX al-  
2           lies with training, technical assistance, and support  
3           to fully carry out their roles and responsibilities;

4           (4) increase general awareness about the rights  
5           and obligations of individuals and entities under title  
6           IX;

7           (5) identify, implement, and disseminate best  
8           practices for reducing and preventing sex discrimina-  
9           tion in all areas of education;

10          (6) promote educational environments that are  
11          safe and free of sexual and sex-based bullying, har-  
12          assment, and violence;

13          (7) promote equity in education for students  
14          and staff who face discrimination based on multiple  
15          and intersectional actual or perceived characteristics,  
16          including—

17                 (A) race;

18                 (B) color;

19                 (C) ethnicity;

20                 (D) national origin;

21                 (E) disability;

22                 (F) religion;

23                 (G) age; or

24                 (H) sex; and

1           (8) promote activities that strengthen the na-  
2           tional gender equity infrastructure.

3 **SEC. 5. ESTABLISHMENT OF AN OFFICE FOR GENDER EQ-**  
4                                   **UITY.**

5           (a) IN GENERAL.—The Secretary shall establish an  
6 Office for Gender Equity. The Director of the Office for  
7 Gender Equity shall be the Special Assistant for Gender  
8 Equity, as authorized under section 202(b)(3) of the De-  
9 partment of Education Organization Act (20 U.S.C.  
10 3412(b)(3)). The Director of the Office for Gender Equity  
11 shall report directly to the Secretary.

12           (b) DUTIES.—The Office for Gender Equity shall be  
13 responsible for the following:

14                   (1) Supporting educational entities in the full  
15 implementation of title IX.

16                   (2) Providing title IX coordinators and title IX  
17 allies with training, technical assistance, and support  
18 to fully carry out their roles and responsibilities.

19                   (3) Providing grants to implement programs  
20 and activities that are focused on reducing and pre-  
21 venting sex discrimination in all areas of education.

22                   (4) Identifying and disseminating information  
23 and evidence-based best practices for reducing and  
24 preventing sex discrimination in all areas of edu-  
25 cation.

1           (5) Maintaining an Office for Gender Equity re-  
2           source center website to disseminate information and  
3           evidence-based best practices for achieving gender  
4           equity.

5           (6) Performing any other activity consistent  
6           with achieving the purposes of this Act.

7           (c) COORDINATION.—To carry out the purposes of  
8           this Act, the Secretary shall coordinate with other relevant  
9           Federal offices and agencies, including—

10           (1) the White House Gender Policy Council;

11           (2) the White House Domestic Policy Council;

12           (3) the Office for Civil Rights of the Depart-  
13           ment of Education;

14           (4) the Institute of Education Sciences;

15           (5) the Women’s Bureau of the Department of  
16           Labor;

17           (6) the Office on Women’s Health of the De-  
18           partment of Health and Human Services;

19           (7) the Civil Rights Division of the Department  
20           of Justice;

21           (8) the Office on Violence Against Women of  
22           the Department of Justice;

23           (9) the Centers for Disease Control and Preven-  
24           tion;

1           (10) the Office of Safe and Healthy Students of  
2           the Department of Education; and

3           (11) other entities determined relevant for car-  
4           rying out the purposes of this Act.

5 **SEC. 6. SUPPORT FOR TITLE IX COORDINATORS AND TITLE**  
6           **IX ALLIES.**

7           (a) **IN GENERAL.**—The Director shall provide coordi-  
8           nation, training, technical assistance, and support for title  
9           IX coordinators and title IX allies to ensure that edu-  
10          cational entities are able to fully implement title IX and  
11          reduce and prevent sex discrimination in all areas of edu-  
12          cation.

13          (b) **TITLE IX COORDINATOR TRAINING.**—

14           (1) **IN GENERAL.**—

15           (A) **TITLE IX COORDINATOR TRAINING.**—

16           Not less than once a year, the Director shall  
17           conduct a training for all title IX coordinators,  
18           which shall address the different needs of ele-  
19           mentary schools, secondary schools, local edu-  
20           cational agencies, and institutions of higher  
21           education. The training may be conducted in  
22           partnership with a national organization with  
23           relevant expertise, and may be completed online  
24           or in person.

1 (B) AVAILABILITY TO TITLE IX ALLIES.—

2 Each training conducted under subparagraph  
3 (A) shall be made available to title IX allies to  
4 the maximum extent practicable.

5 (2) CONTENTS OF TRAINING.—The training de-  
6 scribed in paragraph (1) shall include the following  
7 information:

8 (A) The role and responsibility of title IX  
9 coordinators.

10 (B) Information and evidence-based best  
11 practices for increasing awareness about rights  
12 and obligations under title IX.

13 (C) Information and evidence-based best  
14 practices for investigating and responding to  
15 claims of violations of title IX.

16 (D) Information and evidence-based best  
17 practices for identifying and preventing implicit  
18 and explicit sex discrimination in all areas of  
19 education, including—

20 (i) recruitment and admissions;

21 (ii) teaching practices, textbooks, and  
22 curricula;

23 (iii) campus safety and security;

24 (iv) financial assistance;



- 1 (v) access to facilities, resources, and  
2 housing;
- 3 (vi) access to course offerings;
- 4 (vii) student health services and insur-  
5 ance benefits;
- 6 (viii) counseling and career guidance;
- 7 (ix) athletics;
- 8 (x) discipline policies;
- 9 (xi) employment; and
- 10 (xii) other areas that the Director de-  
11 termines are relevant for such purposes.

12 (3) APPLICATION OF TRAINING.—

13 (A) IN GENERAL.—The Director shall take  
14 steps to ensure that the trainings described in  
15 paragraph (1)—

16 (i) are adapted, as necessary, to ad-  
17 dress issues of sex discrimination at all lev-  
18 els of education;

19 (ii) are updated with the latest infor-  
20 mation and evidence-based best practices;  
21 and

22 (iii) address recent trends in sex dis-  
23 crimination.

24 (B) ATTENTION TO DISCRIMINATION  
25 BASED ON MULTIPLE CHARACTERISTICS.—The

1 Director shall take steps to ensure that such  
 2 trainings include attention to students who face  
 3 discrimination based on multiple actual or per-  
 4 ceived characteristics, including—

- 5 (i) race;
- 6 (ii) color;
- 7 (iii) ethnicity;
- 8 (iv) national origin;
- 9 (v) disability;
- 10 (vi) religion;
- 11 (vii) age; or
- 12 (viii) sex.

13 (C) EVALUATION.—The Director shall—

- 14 (i) develop and conduct pre- and post-  
 15 training evaluations to assess the effective-  
 16 ness of such trainings in improving the  
 17 knowledge of the roles and responsibilities  
 18 of title IX coordinators; and
- 19 (ii) use such evaluations to update the  
 20 title IX coordinator trainings annually and  
 21 replicate effective models and practices for  
 22 use by title IX coordinators and title IX al-  
 23 lies.

24 (c) HANDBOOK FOR CONDUCTING TITLE IX COMPLI-  
 25 ANCE SELF-EVALUATIONS.—The Director shall develop a

1 handbook for conducting self-evaluations of compliance  
2 with title IX in all areas of education, as described in sub-  
3 section (b)(2)(D).

4 (d) ASSESSMENT OF SUPPORT FOR TITLE IX COOR-  
5 DINATORS AND TITLE IX ALLIES.—The Director shall  
6 collect relevant data and statistics on all title IX coordina-  
7 tors, including demographic information for gender, race,  
8 and ethnicity, salary information, budgets, and primary  
9 roles, in order to make recommendations for improving  
10 title IX coordinator support. The assessment shall also de-  
11 scribe how title IX coordinators work with title IX allies  
12 and others within the national gender equity infrastruc-  
13 ture.

14 (e) DISSEMINATION.—The Director shall ensure that  
15 the workplace contact information of all title IX coordina-  
16 tors and any training materials or information developed  
17 under this section are made available on the Office for  
18 Gender Equity resource center website described in section  
19 5(b)(5).

20 **SEC. 7. SUPPORT FOR LOCAL IMPLEMENTATION.**

21 (a) GRANTS AUTHORIZED.—

22 (1) IN GENERAL.—The Secretary, acting  
23 through the Director, is authorized to award grants  
24 to eligible entities to support such eligible entities in

1 fully implementing title IX and reducing and pre-  
2 venting sex discrimination in all areas of education.

3 (2) ELIGIBLE ENTITY.—In this section, the  
4 term “eligible entity” means—

5 (A) a State educational agency;

6 (B) a local educational agency;

7 (C) an institution of higher education; or

8 (D) a partnership consisting of—

9 (i) an entity described in subpara-  
10 graphs (A) through (C); and

11 (ii) a national organization with rel-  
12 evant expertise, or another entity that the  
13 Secretary determines has relevant exper-  
14 tise.

15 (b) USE OF FUNDS.—An eligible entity receiving a  
16 grant under this section shall use such funds to carry out  
17 programs and activities designed to fully implement title  
18 IX and prevent and reduce sex discrimination, including  
19 programs and activities that—

20 (1) increase awareness of and counteract sex  
21 stereotypes, biases, and discrimination;

22 (2) include trainings for students, teachers,  
23 principals, other school leaders, faculty, other per-  
24 sonnel, and community stakeholders, including title  
25 IX allies, to learn about and use best practices for

1 reducing and preventing sex discrimination in all  
2 areas of education;

3 (3) increase access to school, campus, and com-  
4 munity resources, facilities, and course offerings;

5 (4) support title IX coordinators and title IX  
6 allies in performing outreach, advocacy, and edu-  
7 cation about title IX and reducing and preventing  
8 sex discrimination;

9 (5) are aimed at identifying patterns or sys-  
10 temic problems in compliance with title IX;

11 (6) strengthen prevention education and aware-  
12 ness programs regarding sexual and sex-based har-  
13 assment and violence;

14 (7) develop, conduct and analyze evidence-based  
15 campus climate and victimization surveys;

16 (8) include institutional assessment activities to  
17 identify areas and causes of gender inequities;

18 (9) make efforts to improve progress on gender  
19 equity indicators as described in subsection  
20 (c)(2)(A);

21 (10) make efforts to improve accuracy in meas-  
22 urement, data collection, and reporting of gender eq-  
23 uity indicators as described in subsection (c)(2)(A);  
24 and

1           (11) make efforts to strengthen the national  
2 gender equity infrastructure (which may include in-  
3 stitutions of higher education, State educational  
4 agencies, local educational agencies, and individual  
5 schools), such as by hiring one or more dedicated  
6 employees to serve as title IX coordinators.

7 (c) APPLICATIONS.—

8           (1) IN GENERAL.—An eligible entity desiring a  
9 grant under this section shall submit an application  
10 to the Secretary at such time, in such manner, and  
11 containing such information as the Secretary may  
12 reasonably require.

13           (2) CONTENTS OF APPLICATION.—Each appli-  
14 cation submitted by an eligible entity under this sec-  
15 tion shall include the following:

16           (A) A description of locally defined and  
17 documented gender equity needs and priorities,  
18 which may include any of the following indica-  
19 tors:

20           (i) Academic indicators, including per-  
21 formance on State assessments, and enroll-  
22 ment, admission, attrition, time to comple-  
23 tion, and graduation rates.

1                   (ii) Civil rights data, including statis-  
2                   tics on bullying, harassment, violence, dis-  
3                   cipline, and expulsion.

4                   (iii) Campus climate and victimization  
5                   data.

6                   (iv) Employment data.

7                   (v) Athletics equity data.

8                   (vi) Attendance and absenteeism data.

9                   (vii) Evidence of burden on title IX  
10                  coordinators, including coordinator to stu-  
11                  dent ratio and competing responsibilities.

12                  (viii) Other documentation of need  
13                  that the Secretary determines is relevant.

14                  (B) A description of the evidence that will  
15                  serve as the basis for the activities that the eli-  
16                  gible entity proposes to carry out using grant  
17                  funds under this section.

18                  (C) A description of the activities that the  
19                  eligible entity proposes to carry out using grant  
20                  funds under this section.

21                  (D) A description of how the proposed ac-  
22                  tivities will be adapted, as necessary, to meet  
23                  the needs of students who face discrimination  
24                  based on actual or perceived multiple character-  
25                  istics, including—

- 1 (i) race;
- 2 (ii) color;
- 3 (iii) ethnicity;
- 4 (iv) national origin;
- 5 (v) disability;
- 6 (vi) religion;
- 7 (vii) age; or
- 8 (viii) sex.

9 (E) A description of how the proposed ac-  
10 tivities will help the eligible entity fully imple-  
11 ment title IX.

12 (F) A description of a plan for how the  
13 proposed activities under this section will con-  
14 tinue with local support following completion of  
15 the grant period and termination of Federal  
16 funding.

17 (G) A description of how the proposed ac-  
18 tivities are a significant component of a com-  
19 prehensive plan for gender equity in education  
20 and full implementation of title IX.

21 (d) RULE OF CONSTRUCTION.—Nothing in this sec-  
22 tion shall be construed as prohibiting persons of any sex  
23 from participating in any of the programs or activities  
24 funded under this section.

25 (e) AWARD BASIS.—



1           (1) MERIT REVIEW.—Grants shall be awarded  
2 under this section on a competitive basis.

3           (2) PRIORITIES.—

4           (A) IN GENERAL.—The Secretary shall es-  
5 tablish criteria for determining which eligible  
6 entities shall have priority in receiving a grant  
7 under this section.

8           (B) LEVEL OF PRIORITY.—The criteria de-  
9 scribed in subparagraph (A) may include a con-  
10 sideration of the extent to which the application  
11 demonstrates that the eligible entity—

12           (i) has demonstrated a high need for  
13 gender equity assistance based on indica-  
14 tors described in subsection (c)(2)(A) and  
15 a high commitment to addressing these  
16 issues;

17           (ii) will address the needs of students  
18 who face discrimination based on multiple  
19 actual or perceived characteristics, includ-  
20 ing—

21           (I) race;

22           (II) color;

23           (III) ethnicity;

24           (IV) national origin;

25           (V) disability;

1 (VI) religion;

2 (VII) age; or

3 (VIII) sex;

4 (iii) will address relevant issues of na-  
5 tional significance through solutions that  
6 can be replicated;

7 (iv) will implement an institutional  
8 change strategy with a long-term impact  
9 that will continue to be a central activity  
10 of the eligible entity upon termination of  
11 the grant;

12 (v) will serve a high percentage of  
13 low-income students;

14 (vi) will serve a high percentage of ra-  
15 cially diverse students;

16 (vii) will promote outreach to include  
17 others in their gender equity training and  
18 related activities during the grant period  
19 and after the grant ends; and

20 (viii) will impact as many educational  
21 entities as possible to advance title IX im-  
22 plementation during and after the grant  
23 period.

24 (C) SPECIAL RULE.—To the extent prac-  
25 ticable, the Secretary shall ensure that grants

1 awarded under this section, for each fiscal year,  
2 address—

3 (i) all levels of education, including—

4 (I) elementary and secondary  
5 education;

6 (II) undergraduate and graduate  
7 education;

8 (III) postdoctoral education and  
9 research;

10 (IV) career and technical edu-  
11 cation; and

12 (V) adult education;

13 (ii) all regions of the United States;

14 and

15 (iii) urban, rural, and suburban edu-  
16 cational entities.

17 (f) EVALUATION AND DISSEMINATION.—

18 (1) EVALUATION.—

19 (A) IN GENERAL.—Each eligible entity  
20 that receives a grant under this section shall  
21 conduct an evaluation regarding the extent to  
22 which the eligible entity made progress on the  
23 indicators under subsection (c)(2)(A).

1           (B) EVALUATION.—An eligible entity may  
2 work in partnership with the Institute of Edu-  
3 cation Sciences to conduct such evaluation.

4           (C) USE BY SECRETARY.—Not later than  
5 1 year after receiving a grant award under this  
6 section, an eligible entity shall submit a report  
7 to the Secretary summarizing the results of  
8 such evaluation. The Secretary shall use those  
9 reports to build the research base on promising  
10 models for preventing and reducing sex dis-  
11 crimination across all areas and levels of edu-  
12 cation.

13           (2) DISSEMINATION.—The Secretary shall co-  
14 ordinate with the Director of the Institute of Edu-  
15 cation Sciences and other relevant Federal offices  
16 and agencies to—

17           (A) ensure that the results of the activities  
18 carried out under this section are made readily  
19 available on the Office for Gender Equity re-  
20 source center website; and

21           (B) widely disseminate the results de-  
22 scribed in subparagraph (A) to relevant Federal  
23 offices and agencies, educational entities, and  
24 the general public.

1 **SEC. 8. RESEARCH AND DEVELOPMENT.**

2 (a) IN GENERAL.—The Secretary shall coordinate  
3 with the Special Assistant for Gender Equity, the Assist-  
4 ant Secretary of the Office for Civil Rights of the Depart-  
5 ment, the Director of the Institute of Education Sciences,  
6 other relevant Federal offices and agencies, and relevant  
7 non-Federal entities to investigate, identify, and dissemi-  
8 nate best practices to fully implement title IX and reduce  
9 and prevent sex discrimination in all areas of education,  
10 including—

11 (1) the reduction and prevention of sex stereo-  
12 typing, bias, and discrimination in curricula, text-  
13 books, software, and other educational materials;

14 (2) the development of policies and programs  
15 to—

16 (A) address and prevent sexual and sex-  
17 based harassment and violence;

18 (B) ensure that schools and campuses are  
19 free from threats to the safety of students,  
20 teachers, faculty, and personnel; and

21 (C) ensure athletic programs are equitable;

22 (3) the development and evaluation of—

23 (A) counseling and career guidance train-  
24 ing; and

25 (B) programs to reduce and prevent sex  
26 stereotyping, bias, and discrimination;

1           (4) best practices for mitigating implicit bias in  
2           teaching, discipline, and all areas of education;

3           (5) best practices for addressing the needs of  
4           students who face discrimination based on multiple  
5           actual or perceived characteristics, including—

6                   (A) race;

7                   (B) color;

8                   (C) ethnicity;

9                   (D) national origin;

10                  (E) disability;

11                  (F) religion;

12                  (G) age; or

13                  (H) sex; and

14           (6) other activities that the Secretary deter-  
15           mines are consistent with the purposes of this Act.

16           (b) DISSEMINATION.—The best practices described  
17           under subsection (a) shall be published on the Office for  
18           Gender Equity resource center website, as described in  
19           section 5(b)(5), and the What Works Clearinghouse  
20           website of the Institute of Education Sciences.

21   **SEC. 9. REPORT; DISSEMINATION.**

22           (a) REPORT TO CONGRESS.—Not later than 2 years  
23           after the date of enactment of this Act and every 2 years  
24           thereafter, the Secretary shall publish a report on the  
25           steps the Department of Education has taken to—

1           (1) support educational entities in fully imple-  
2           menting title IX and reducing and preventing sex  
3           discrimination;

4           (2) provide coordination, training, and re-  
5           sources for title IX coordinators and title IX allies  
6           to fully carry out their roles and responsibilities; and

7           (3) promote equity in education for students  
8           who face discrimination based on multiple actual or  
9           perceived characteristics, including—

10                   (A) race;

11                   (B) color;

12                   (C) ethnicity;

13                   (D) national origin;

14                   (E) disability;

15                   (F) religion;

16                   (G) age; or

17                   (H) sex.

18           (b) DISSEMINATION.—The Secretary shall coordinate  
19           with the Director of the Institute of Education Sciences  
20           and the heads of relevant Federal agencies to ensure that  
21           the results of trainings, activities, evaluations, and re-  
22           search developments under this Act are made readily  
23           available on the Office for Gender Equity resource center  
24           website and disseminated widely to other relevant Federal

1 agencies and offices, educational entities, and the general  
2 public.

3 **SEC. 10. RULE OF CONSTRUCTION.**

4 Nothing in this Act shall be construed—

5 (1) as modifying any provision of title IX of the  
6 Education Amendments of 1972 (20 U.S.C. 1681 et  
7 seq.); or

8 (2) as affecting the enforcement of such title by  
9 the Department of Education, the Department of  
10 Justice, or any other Federal agency.

11 **SEC. 11. AUTHORIZATION OF APPROPRIATIONS.**

12 (a) IN GENERAL.—There are authorized to be appro-  
13 priated to carry out this Act \$160,000,000 for each of  
14 fiscal years 2024 through 2028.

15 (b) USE.—From amounts made available to carry out  
16 this Act for each fiscal year, the Secretary shall use not  
17 less than \$140,000,000 of such amounts to award grants  
18 under section 7.

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