

117TH CONGRESS
1ST SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

Ms. HIRONO introduced the following bill; which was read twice and referred to the Committee on _____

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 2021”.

7 **SEC. 2. FINDINGS.**

8 FINDINGS.—Congress finds the following:

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

6 (2) Although title IX requires that schools treat
7 students equally with regard to athletic participation
8 opportunities, athletic scholarships, and the benefits
9 and services provided to athletic teams, female par-
10 ticipation rates, especially for girls of color, lag far
11 behind male participation rates. Nationally, for ex-
12 ample, boys receive more than 1,130,000 more op-
13 portunities to play high school sports than girls.

14 (3) Furthermore, a recent study from the Wom-
15 en’s Sports Foundation found that African American
16 youth and youth from low-income households were
17 least likely to be current players (35 percent and 28
18 percent respectively) and most likely to have never
19 played sports (49 percent, and 54 percent respec-
20 tively) compared to others. These disparities were
21 especially prominent for girls from low-income fami-
22 lies (25 percent current players, 58 percent never
23 played) and African American families (28 percent
24 current players, 55 percent never played). The gaps
25 in participation in high school sports have not sig-

1 significantly narrowed in the past 20 years—with 40
2 percent of predominantly minority-serving high
3 schools having large gaps between the percentage of
4 spots on teams for girls and the percentage of stu-
5 dents who are girls (compared to only 16 percent of
6 predominantly White high schools that have such
7 gaps).

8 (4) Female student athletes have been found to
9 have higher levels of self-esteem, as well as reduced
10 risk for cardiovascular disease, diabetes,
11 osteoporosis, and breast cancer, compared to those
12 who do not play sports. In addition, female student
13 athletes are more likely to graduate from high school
14 than female students who do not play sports. Girls
15 who play sports in high school go on to earn 7 per-
16 cent higher annual wages than those who do not
17 play sports, and are more likely to enter the labor
18 force and pursue higher-skill, previously male-domi-
19 nated positions. Generally, sports participation for
20 women is associated with a lower prevalence of expe-
21 riencing intimate partner violence, reinforcing that
22 athletic access not only strengthens health, edu-
23 cational, and workplace outcomes, but also personal
24 safety.

1 (5) Although the availability of athletic scholar-
2 ships facilitates access to higher education, many in-
3 stitutions of higher education fail to award propor-
4 tional athletic financial aid to women, which can af-
5 fect their long-term employment outcomes and eco-
6 nomic security. According to the Department of
7 Education’s Equity in Athletics Disclosure Act data
8 from 2019, male athletes at NCAA Division I and
9 II schools received \$240,000,000 more in athletic
10 scholarships than female athletes at those schools.

11 (6) Although title IX ensures gender equity in
12 career and technical education, women are severely
13 underrepresented in fields nontraditional to their
14 gender. A recent study by the National Coalition for
15 Women and Girls in Education indicated that
16 women make up more than 80 percent of workers
17 with training or certification in historically women-
18 dominated occupations that pay less than \$30,000
19 per year, including child care, early childhood edu-
20 cation, home care, and cosmetology. Women rep-
21 resent less than 40 percent of workers trained or
22 certified in high-paying and historically male-domi-
23 nated fields, including transportation, advanced
24 manufacturing, and construction.

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

17 (8) Although title IX prohibits sex discrimina-
18 tion in employment in federally funded education
19 programs, a recent report by the American Associa-
20 tion of University Women found that women com-
21 prise only 36 percent of tenured faculty and 30 per-
22 cent of university presidents. A similar study by the
23 National Science Foundation confirmed that women
24 only hold 34 percent of all tenured and tenure-track
25 positions, and 27 percent of full professor positions

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

8 (9) Although title IX protects against sexual
9 and sex-based harassment and violence, more than
10 50 percent of girls and 40 percent of boys in grades
11 7 through 12 experience sexual harassment each
12 year, and approximately 10 percent of high school
13 students experience dating violence each year. A re-
14 cent GLSEN report indicated that 87 percent of les-
15 bian, gay, bisexual, transgender, queer, and ques-
16 tioning (referred to in this section as “LGBTQ”)
17 students have experienced harassment or assault
18 based on a personal characteristic, and nearly 66
19 percent have experienced LGBTQ-related verbal har-
20 assment at school based on sexual orientation. Re-
21 search has shown that LGBTQ students who experi-
22 ence harassment at school are more likely to experi-
23 ence depression and anxiety, to engage in unhealthy
24 and antisocial behaviors, and to have more unex-
25 cused absences from school.

1 (10) Although title IX prohibits discrimination
2 on the basis of pregnancy or parenting status, the
3 limited availability of accommodations, including lac-
4 tation accommodations, excused absences for preg-
5 nancy-related medical conditions, and child care
6 needs (including caring for a sick child) is a leading
7 reasons that parenting mothers drop out of high
8 school. A recent report by the National Women’s
9 Law Center indicated that only half of teenage
10 mothers earn a high school diploma by the age of
11 22, compared with 89 percent of women who do not
12 have a child during their teenage years, and that
13 one-third of young mothers will never get a diploma
14 or GED, further limiting continuing opportunities
15 for education and employment.

16 (11) Although title IX protects against dis-
17 crimination based on stereotypes of actual or per-
18 ceived sex, many people carry implicit or uncon-
19 scious biases that can unintentionally influence atti-
20 tudes, beliefs, behaviors, and decisionmaking proc-
21 esses. Research has shown that unconscious biases
22 can impact classroom environments, teaching meth-
23 ods, student evaluations, disciplinary practices, and
24 career and counseling guidance, which can lead to
25 discrimination against students based on race, color,

1 national origin, and disability, particularly for stu-
2 dents who are pursuing nontraditional fields.

3 (12) Nationally, the Feminist Majority Founda-
4 tion has estimated there at least 100,000 title IX co-
5 ordinators are needed, but a recent report only iden-
6 tified 23,000 title IX coordinators in 2016. The
7 Feminist Majority Foundation has found that
8 schools serving children in prekindergarten through
9 grade 12 rarely have their own title IX coordinators.

10 **SEC. 3. DEFINITIONS.**

11 In this Act:

12 (1) ESEA DEFINITIONS.—The terms “elemen-
13 tary school”, “institution of higher education”,
14 “local educational agency”, “secondary school”, and
15 “State educational agency” have the meanings given
16 those terms in section 8101 of the Elementary and
17 Secondary Education Act of 1965 (20 U.S.C. 7801).

18 (2) DIRECTOR.—The term “Director” means
19 the Director of the Office for Gender Equity estab-
20 lished under section 5(a).

21 (3) EDUCATIONAL ENTITY.—The term “edu-
22 cational entity” means any of the following entities
23 that receive Federal funds:

24 (A) A State educational agency.

25 (B) A local educational agency.

1 (C) An institution of higher education.

2 (D) An elementary school or secondary
3 school.

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

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

15 (6) SECRETARY.—The term “Secretary” means
16 the Secretary of Education.

17 (7) SEX.—The term “sex” includes—

18 (A) a sex stereotype;

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

21 (C) sexual orientation or gender identity;

22 and

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

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

4 (9) TITLE IX COORDINATOR.—The term “title
5 IX coordinator” means a responsible employee, as
6 described in section 106.8(a) of title 34, Code of
7 Federal Regulations, or successor regulations, des-
8 ignated to coordinate efforts under title IX of the
9 Education Amendments of 1972 (20 U.S.C. 1681 et
10 seq.).

11 **SEC. 4. PURPOSES.**

12 The purposes of this Act are to—

13 (1) advance gender equity in education in the
14 United States;

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

17 (3) provide title IX coordinators with training,
18 technical assistance, and support to fully carry out
19 their roles and responsibilities;

20 (4) increase general awareness about the rights
21 and obligations of individuals and entities under title
22 IX;

23 (5) identify, implement, and disseminate best
24 practices for reducing and preventing sex discrimina-
25 tion in all areas of education;

1 (6) promote educational environments that are
2 safe and free of sexual and sex-based bullying, har-
3 assment, and violence;

4 (7) promote equity in education for students
5 who face discrimination based on multiple character-
6 istics, including—

7 (A) race and color;

8 (B) ethnicity;

9 (C) national origin;

10 (D) disability status;

11 (E) religion;

12 (F) age; or

13 (G) actual or perceived sex; and

14 (8) promote activities that strengthen the na-
15 tional gender equity infrastructure.

16 **SEC. 5. ESTABLISHMENT OF AN OFFICE FOR GENDER EQ-**
17 **UITY.**

18 (a) IN GENERAL.—The Secretary shall establish an
19 Office for Gender Equity. The Director of the Office for
20 Gender Equity shall be the Special Assistant for Gender
21 Equity, as authorized under section 202(b)(3) of the De-
22 partment of Education Organization Act (20 U.S.C.
23 3412(b)(3)). The Director of the Office for Gender Equity
24 shall report directly to the Secretary.

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

3 (1) Supporting educational entities in the full
4 implementation of title IX.

5 (2) Providing title IX coordinators with train-
6 ing, technical assistance, and support to fully carry
7 out their roles and responsibilities.

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

11 (4) Identifying and disseminating information
12 and evidence-based best practices for reducing and
13 preventing sex discrimination in all areas of edu-
14 cation.

15 (5) Maintaining an Office for Gender Equity re-
16 source center website to disseminate information and
17 evidence-based best practices for achieving gender
18 equity.

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

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

24 (1) the White House Gender Policy Council;

25 (2) the White House Domestic Policy Council;

1 (3) the Office for Civil Rights of the Depart-
2 ment of Education;

3 (4) the Institute of Education Sciences;

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

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

8 (7) the Civil Rights Division of the Department
9 of Justice;

10 (8) the Office on Violence Against Women of
11 the Department of Justice;

12 (9) the Centers for Disease Control and Preven-
13 tion;

14 (10) the Office of Safe and Healthy Students of
15 the Department of Education; and

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

18 **SEC. 6. SUPPORT FOR TITLE IX COORDINATORS.**

19 (a) IN GENERAL.—The Director shall provide coordi-
20 nation, training, technical assistance, and support for title
21 IX coordinators to ensure that educational entities are
22 able to fully implement title IX and reduce and prevent
23 sex discrimination in all areas of education.

24 (b) TITLE IX COORDINATOR TRAINING.—

1 (1) IN GENERAL.—Not less than once a year,
2 the Director shall conduct a training for all title IX
3 coordinators, which shall address the different needs
4 of elementary and secondary schools and postsec-
5 ondary institutions. The training may be conducted
6 in partnership with a national organization with rel-
7 evant expertise, and may be completed online or in
8 person.

9 (2) CONTENTS OF TRAINING.—The training de-
10 scribed in paragraph (1) shall include the following
11 information:

12 (A) The role and responsibility of title IX
13 coordinators.

14 (B) Information and evidence-based best
15 practices for increasing awareness about rights
16 and obligations under title IX.

17 (C) Information and evidence-based best
18 practices for investigating and responding to
19 claims of violations of title IX.

20 (D) Information and evidence-based best
21 practices for identifying and preventing implicit
22 and explicit sex discrimination in all areas of
23 education, including—

24 (i) recruitment and admissions;

- 1 (ii) teaching practices, textbooks, and
2 curricula;
- 3 (iii) campus safety and security;
- 4 (iv) financial assistance;
- 5 (v) access to facilities, resources, and
6 housing;
- 7 (vi) access to course offerings;
- 8 (vii) student health services and insur-
9 ance benefits;
- 10 (viii) counseling and career guidance;
- 11 (ix) athletics;
- 12 (x) discipline policies;
- 13 (xi) employment; and
- 14 (xii) other areas that the Director de-
15 termines are relevant for such purposes.

16 (3) APPLICATION OF TRAINING.—

17 (A) IN GENERAL.—The Director shall take
18 steps to ensure that the trainings described in
19 paragraph (1)—

- 20 (i) are adapted, as necessary, to ad-
21 dress issues of sex discrimination at all lev-
22 els of education;
- 23 (ii) are updated with the latest infor-
24 mation and evidence-based best practices;
25 and

1 (iii) address recent trends in sex dis-
2 crimination.

3 (B) ATTENTION TO DISCRIMINATION
4 BASED ON MULTIPLE CHARACTERISTICS.—The
5 Director shall take steps to ensure that such
6 trainings include attention to students who face
7 discrimination based on multiple characteristics,
8 including—

- 9 (i) race and color;
10 (ii) ethnicity;
11 (iii) national origin;
12 (iv) disability status;
13 (v) religion;
14 (vi) age; or
15 (vii) actual or perceived sex.

16 (C) EVALUATION.—The Director shall—

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

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 TITLE IX COORDINATOR SUP-
5 PORT.—The Director shall collect relevant data and statis-
6 tics on all title IX coordinators, including demographic in-
7 formation for gender, race, and ethnicity, salary informa-
8 tion, budgets, and primary roles, in order to make rec-
9 ommendations for improving title IX coordinator support.

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

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

17 (a) GRANTS AUTHORIZED.—

18 (1) IN GENERAL.—The Secretary, acting
19 through the Director, is authorized to award grants
20 to eligible entities to support such eligible entities in
21 fully implementing title IX and reducing and pre-
22 venting sex discrimination in all areas of education.

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

25 (A) a State educational agency;

- 1 (B) a local educational agency;
- 2 (C) an institution of higher education;
- 3 (D) an elementary school or secondary
- 4 school; or
- 5 (E) a partnership consisting of—
- 6 (i) an entity described in subpara-
- 7 graphs (A) through (D); and
- 8 (ii) a national organization with rel-
- 9 evant expertise, or another entity that the
- 10 Secretary determines has relevant exper-
- 11 tise.

12 (b) USE OF FUNDS.—An eligible entity receiving a

13 grant shall use such funds to carry out programs and ac-

14 tivities designed to fully implement title IX and prevent

15 and reduce sex discrimination, including programs and ac-

16 tivities that—

- 17 (1) increase awareness of and counteract sex
- 18 stereotypes, biases, and discrimination;
- 19 (2) include trainings for students, teachers, fac-
- 20 ulty, and all personnel to learn about best practices
- 21 for reducing and preventing sex discrimination in all
- 22 areas of education;
- 23 (3) increase access to school, campus, and com-
- 24 munity resources, facilities, and course offerings;

1 (4) support title IX coordinators in performing
2 outreach, advocacy, and education about title IX and
3 reducing and preventing sex discrimination;

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

6 (6) strengthen prevention education and aware-
7 ness programs regarding sexual and sex-based har-
8 assment and violence;

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

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

13 (9) make efforts to improve progress on gender
14 equity indicators as described in subsection
15 (c)(2)(A);

16 (10) make efforts to improve accuracy in meas-
17 urement, data collection, and reporting of gender eq-
18 uity indicators as described in subsection (c)(2)(A);
19 and

20 (11) make efforts to strengthen the national
21 gender equity infrastructure, which may include hir-
22 ing a dedicated employee to serve as a title IX coor-
23 dinator.

24 (c) APPLICATIONS.—

1 (vii) Evidence of burden on title IX
2 coordinators, including coordinator to stu-
3 dent ratio and competing responsibilities.

4 (viii) Other documentation of need
5 that the Secretary determines is relevant.

6 (B) A description of the evidence that will
7 serve as the basis for the activities that the eli-
8 gible entity proposes to carry out using grant
9 funds under this section.

10 (C) A description of the activities that the
11 eligible entity proposes to carry out using grant
12 funds under this section.

13 (D) A description of how the proposed ac-
14 tivities will be adapted, as necessary, to meet
15 the needs of students who face discrimination
16 based on multiple characteristics, including—

- 17 (i) race and color;
18 (ii) ethnicity;
19 (iii) national origin;
20 (iv) disability status;
21 (v) religion;
22 (vi) age; or
23 (vii) actual or perceived sex.

1 (E) A description of how the proposed ac-
2 tivities will help the eligible entity fully imple-
3 ment title IX.

4 (F) A description of a plan for how the
5 proposed activities under this section will con-
6 tinue with local support following completion of
7 the grant period and termination of Federal
8 funding.

9 (G) A description of how the proposed ac-
10 tivities are a significant component of a com-
11 prehensive plan for gender equity in education
12 and full implementation of title IX.

13 (d) RULE OF CONSTRUCTION.—Nothing in this sec-
14 tion shall be construed as prohibiting persons of any sex
15 or gender from participating in any of the programs or
16 activities funded under this section.

17 (e) AWARD BASIS.—

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

20 (2) PRIORITIES.—

21 (A) IN GENERAL.—The Secretary shall es-
22 tablish criteria for determining which eligible
23 entities shall have priority in receiving a grant
24 under this section.

1 (B) LEVEL OF PRIORITY.—The criteria de-
2 scribed in subparagraph (A) may include a con-
3 sideration of the extent to which the application
4 demonstrates that the eligible entity—

5 (i) has demonstrated a high need for
6 gender equity assistance based on indica-
7 tors described in subsection (c)(2)(A) and
8 a high commitment to addressing these
9 issues;

10 (ii) will address the needs of students
11 who face discrimination based on multiple
12 characteristics, including—

13 (I) race and color;

14 (II) ethnicity;

15 (III) national origin;

16 (IV) disability status;

17 (V) religion;

18 (VI) age; or

19 (VII) actual or perceived sex;

20 (iii) will address relevant issues of na-
21 tional significance through solutions that
22 can be replicated;

23 (iv) will implement an institutional
24 change strategy with a long-term impact
25 that will continue to be a central activity

1 of the eligible entity upon termination of
2 the grant;

3 (v) will serve a high percentage of
4 low-income students; and

5 (vi) will serve a high percentage of ra-
6 cially diverse students.

7 (C) SPECIAL RULE.—To the extent prac-
8 ticable, the Secretary shall ensure that grants
9 awarded under this section, for each fiscal year,
10 address—

11 (i) all levels of education, including—

12 (I) elementary and secondary
13 education;

14 (II) undergraduate and graduate
15 education;

16 (III) postdoctoral education and
17 research;

18 (IV) career and technical edu-
19 cation; and

20 (V) adult education;

21 (ii) all regions of the United States;

22 and

23 (iii) urban, rural, and suburban edu-
24 cational entities.

25 (f) EVALUATION AND DISSEMINATION.—

1 (1) EVALUATION.—

2 (A) IN GENERAL.—Each eligible entity
3 that receives a grant under this section shall
4 conduct an assessment about the extent to
5 which the eligible entity made progress on the
6 indicators under subsection (c)(2)(A).

7 (B) ASSESSMENT.—An eligible entity may
8 work in partnership with the Institute of Edu-
9 cation Sciences to conduct such assessment.

10 (C) USE BY SECRETARY.—Not later than
11 1 year after receiving the grant award, the eli-
12 gible entity shall submit a report to the Sec-
13 retary containing the results of such assess-
14 ment. The Secretary shall use those reports in
15 order to build the knowledge base on promising
16 models for preventing and reducing sex dis-
17 crimination across all areas and levels of edu-
18 cation.

19 (2) DISSEMINATION.—The Secretary shall co-
20 ordinate with the Director of the Institute of Edu-
21 cation Sciences and other relevant Federal offices
22 and agencies to—

23 (A) ensure that the results of the activities
24 carried out under this section are made readily

1 available on the Office for Gender Equity re-
2 source center website; and

3 (B) widely disseminate the results de-
4 scribed in subparagraph (A) to relevant Federal
5 offices, and agencies, educational entities and
6 the general public.

7 **SEC. 8. RESEARCH AND DEVELOPMENT.**

8 (a) IN GENERAL.—The Secretary shall coordinate
9 with the Director of the Institute of Education Sciences
10 and other relevant Federal offices and agencies and enti-
11 ties to investigate, identify, and disseminate best practices
12 to fully implement title IX and reduce and prevent sex
13 discrimination in all areas of education, including—

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

17 (2) the development of policies and programs
18 to—

19 (A) address and prevent sexual and sex-
20 based harassment and violence;

21 (B) ensure that schools and campuses are
22 free from threats to the safety of students,
23 teachers, faculty, and personnel; and

24 (C) ensure athletic programs are equitable;
25 (3) the development and evaluation of—

1 (A) counseling and career guidance train-
2 ing; and

3 (B) programs to reduce and prevent sex
4 stereotyping, bias, and discrimination;

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

7 (5) best practices for addressing the needs of
8 students who face discrimination based on multiple
9 characteristics, including—

10 (A) race and color;

11 (B) ethnicity;

12 (C) national origin;

13 (D) disability status;

14 (E) religion;

15 (F) age; or

16 (G) actual or perceived sex; and

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

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

1 **SEC. 9. REPORT; DISSEMINATION.**

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

6 (1) support educational entities in fully imple-
7 menting title IX and reducing and preventing sex
8 discrimination;

9 (2) provide coordination, training, and re-
10 sources for title IX coordinators to fully carry out
11 their roles and responsibilities; and

12 (3) promote equity in education for students
13 who face discrimination based on multiple character-
14 istics, including—

15 (A) race and color;

16 (B) ethnicity;

17 (C) national origin;

18 (D) disability status;

19 (E) religion;

20 (F) age; or

21 (G) actual or perceived sex.

22 (b) DISSEMINATION.—The Secretary shall coordinate
23 with the Director of the Institute of Education Sciences
24 and the heads of relevant Federal agencies to ensure that
25 the results of trainings, activities, evaluations, and re-
26 search developments under this Act are made readily

1 available on the Office for Gender Equity resource center
2 website and disseminated widely to other relevant Federal
3 agencies and offices, educational entities, and the general
4 public.

5 **SEC. 10. RULE OF CONSTRUCTION.**

6 Nothing in this Act shall be construed—

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

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

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

14 (a) IN GENERAL.—There are authorized to be appro-
15 priated to carry out this Act \$160,000,000 for each of
16 fiscal years 2022 through 2026.

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