

118TH 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 2023”.

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.) 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.