

118TH CONGRESS  
1ST SESSION

# H. R. 4342

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 HOUSE OF REPRESENTATIVES

JUNE 23, 2023

Ms. MATSUI (for herself, Ms. DELBENE, Mr. MORELLE, Ms. NORTON, Mr. KILMER, Mr. CASE, and Mr. CARBAJAL) introduced the following bill; which was referred to the Committee on Education and the Workforce

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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.) (in this section re-  
3           ferred to as “title IX”) and the implementing regu-  
4           lations of title IX prohibit sex discrimination in fed-  
5           erally 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 1,000,000 more op-  
13          portunities to play high school sports than girls.  
14          Furthermore, although girls comprise nearly 50 per-  
15          cent of high school students, schools provide them  
16          with only 43 percent of athletic opportunities, even  
17          though girls want to play in greater numbers.

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

1 typical heavily minority school, there are only 25  
2 athletic spots available for every 100 students, com-  
3 pared to 58 athletic spots for every 100 students in  
4 a typical heavily White school. Further broken down  
5 by gender, girls have 82 percent of the athletic op-  
6 portunities that boys do in a heavily White school,  
7 compared to 67 percent for girls in a heavily minor-  
8 ity school.

9 (4) Female student athletes have been found to  
10 have higher levels of self-esteem, as well as reduced  
11 risk for cardiovascular disease, diabetes,  
12 osteoporosis, and breast cancer, compared to female  
13 students who do not play sports. In addition, female  
14 student athletes are more likely to graduate from  
15 high school, score higher on standardized tests, and  
16 have higher grades than female students who do not  
17 play sports. Girls who play sports in high school go  
18 on to earn 7 percent higher annual wages than those  
19 who do not play sports, and are more likely to enter  
20 the labor force and pursue higher-skill, previously  
21 male-dominated positions. Generally, sports partici-  
22 pation for women is associated with a lower preva-  
23 lence of experiencing intimate partner violence, rein-  
24 forcing that athletic access not only strengthens  
25 health, educational, and workplace outcomes, but

1 also personal safety. According to a 2023 report  
2 from the Women’s Sports Foundation, girls who  
3 played sports during the first year of the COVID–  
4 19 pandemic fared significantly better than girls  
5 who did not, reporting higher levels of self-esteem,  
6 self-efficacy, and social support, and lower levels of  
7 loneliness and depression.

8 (5) Although the availability of athletic scholar-  
9 ships facilitates access to higher education, many in-  
10 stitutions of higher education fail to award propor-  
11 tional athletic financial aid to women, which can af-  
12 fect their long-term employment outcomes and eco-  
13 nomic security. According to the Department of  
14 Education’s Equity in Athletics Disclosure Act data  
15 from 2019 through 2020, male athletes received  
16 \$252,000,000 more in athletic scholarships than fe-  
17 male athletes.

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

1 child care, early childhood education, home care, and  
2 cosmetology. Women represent less than 40 percent  
3 of workers trained or certified in high-paying and  
4 historically male-dominated fields, including trans-  
5 portation, advanced manufacturing, and construc-  
6 tion.

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

23 (8) Although title IX prohibits sex discrimina-  
24 tion in employment in federally funded education  
25 programs, according to the National Science Foun-

1        dation, women only hold 34 percent of all tenured  
2        and tenure-track positions and 27 percent of full  
3        professor positions in STEM fields. Furthermore,  
4        Black and Latina women, together, hold only 4 per-  
5        cent of all tenured and tenure-track positions and  
6        barely over 2 percent of full professor positions in  
7        STEM fields. Asian-American women hold around 5  
8        percent of all tenured and tenure-track positions,  
9        and less than 3 percent of full professor positions in  
10       STEM fields.

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

1 pregnant and parenting students, and disabled stu-  
2 dents.

3 (10) According to GLSEN, 87 percent of  
4 LGBTQ students have experienced harassment or  
5 assault based on a personal characteristic, and near-  
6 ly 66 percent have experienced LGBTQ-related  
7 verbal harassment at school based on sexual orienta-  
8 tion. Research has shown that LGBTQ students who  
9 experience harassment at school are more likely to  
10 experience depression and anxiety, to engage in  
11 unhealthy and antisocial behaviors, and to have  
12 more unexcused absences from school.

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

1 continuing opportunities for education and employ-  
2 ment.

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

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



1 **SEC. 3. DEFINITIONS.**

2 In this Act:

3 (1) ESEA DEFINITIONS.—The terms “elemen-  
4 tary school”, “institution of higher education”,  
5 “local educational agency”, “secondary school”, and  
6 “State educational agency” have the meanings given  
7 those terms in section 8101 of the Elementary and  
8 Secondary Education Act of 1965 (20 U.S.C. 7801).

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

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

15 (A) A State educational agency.

16 (B) A local educational agency.

17 (C) An institution of higher education.

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

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

23 (4) GENDER IDENTITY.—The term “gender  
24 identity” means the gender-related identity, appear-  
25 ance, mannerisms, or other gender-related character-

1       istics of an individual, regardless of the individual’s  
2       designated sex at birth.

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

9               (6) SECRETARY.—The term “Secretary” means  
10       the Secretary of Education.

11              (7) SEX.—The term “sex” includes—

12                      (A) a sex stereotype;

13                      (B) pregnancy, childbirth, or a related  
14       medical condition;

15                      (C) sexual orientation or gender identity;

16       and

17                      (D) sex characteristics, including intersex  
18       traits.

19              (8) SEXUAL ORIENTATION.—The term “sexual  
20       orientation” means homosexuality, heterosexuality,  
21       or bisexuality.

22              (9) TITLE IX.—The term “title IX” means title  
23       IX of the Education Amendments of 1972 (20  
24       U.S.C. 1681 et seq.).

1           (10) TITLE IX ALLY.—The term “title IX ally”  
2 means an individual who—

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

6           (B) helps to fully implement title IX.

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

14 **SEC. 4. PURPOSES.**

15 The purposes of this Act are to—

16           (1) advance gender equity in education in the  
17 United States;

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

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

23           (4) increase general awareness about the rights  
24 and obligations of individuals and entities under title  
25 IX;

1           (5) identify, implement, and disseminate best  
2 practices for reducing and preventing sex discrimina-  
3 tion in all areas of education;

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

7           (7) promote equity in education for students  
8 and staff who face discrimination based on multiple  
9 and intersectional 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           (8) promote activities that strengthen the na-  
18 tional gender equity infrastructure.

19 **SEC. 5. ESTABLISHMENT OF AN OFFICE FOR GENDER EQ-**  
20 **UITY.**

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

1 3412(b)(3)). The Director of the Office for Gender Equity  
2 shall report directly to the Secretary.

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

5 (1) Supporting educational entities in the full  
6 implementation of title IX.

7 (2) Providing title IX coordinators and title IX  
8 allies with training, technical assistance, and support  
9 to fully carry out their roles and responsibilities.

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

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

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

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

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

- 1 (1) the White House Gender Policy Council;
- 2 (2) the White House Domestic Policy Council;
- 3 (3) the Office for Civil Rights of the Depart-  
4 ment of Education;
- 5 (4) the Institute of Education Sciences;
- 6 (5) the Women’s Bureau of the Department of  
7 Labor;
- 8 (6) the Office on Women’s Health of the De-  
9 partment of Health and Human Services;
- 10 (7) the Civil Rights Division of the Department  
11 of Justice;
- 12 (8) the Office on Violence Against Women of  
13 the Department of Justice;
- 14 (9) the Centers for Disease Control and Preven-  
15 tion;
- 16 (10) the Office of Safe and Healthy Students of  
17 the Department of Education; and
- 18 (11) other entities determined relevant for car-  
19 rying out the purposes of this Act.

20 **SEC. 6. SUPPORT FOR TITLE IX COORDINATORS AND TITLE**  
21 **IX ALLIES.**

22 (a) IN GENERAL.—The Director shall provide coordi-  
23 nation, training, technical assistance, and support for title  
24 IX coordinators and title IX allies to ensure that edu-  
25 cational entities are able to fully implement title IX and

1 reduce and prevent sex discrimination in all areas of edu-  
2 cation.

3 (b) TITLE IX COORDINATOR TRAINING.—

4 (1) IN GENERAL.—

5 (A) TITLE IX COORDINATOR TRAINING.—

6 Not less than once a year, the Director shall  
7 conduct a training for all title IX coordinators,  
8 which shall address the different needs of ele-  
9 mentary schools and secondary schools and  
10 postsecondary institutions. The training may be  
11 conducted in partnership with a national orga-  
12 nization with relevant expertise, and may be  
13 completed online or in person.

14 (B) AVAILABILITY TO TITLE IX ALLIES.—

15 Each training conducted under subparagraph  
16 (A) shall be made available to title IX allies to  
17 the maximum extent practicable.

18 (2) CONTENTS OF TRAINING.—The training de-  
19 scribed in paragraph (1) shall include the following  
20 information:

21 (A) The role and responsibility of title IX  
22 coordinators.

23 (B) Information and evidence-based best  
24 practices for increasing awareness about rights  
25 and obligations under title IX.

1 (C) Information and evidence-based best  
2 practices for investigating and responding to  
3 claims of violations of title IX.

4 (D) Information and evidence-based best  
5 practices for identifying and preventing implicit  
6 and explicit sex discrimination in all areas of  
7 education, including—

8 (i) recruitment and admissions;

9 (ii) teaching practices, textbooks, and  
10 curricula;

11 (iii) campus safety and security;

12 (iv) financial assistance;

13 (v) access to facilities, resources, and  
14 housing;

15 (vi) access to course offerings;

16 (vii) student health services and insur-  
17 ance benefits;

18 (viii) counseling and career guidance;

19 (ix) athletics;

20 (x) discipline policies;

21 (xi) employment; and

22 (xii) other areas that the Director de-  
23 termines are relevant for such purposes.

24 (3) APPLICATION OF TRAINING.—



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

4 (i) are adapted, as necessary, to ad-  
5 dress issues of sex discrimination at all lev-  
6 els of education;

7 (ii) are updated with the latest infor-  
8 mation and evidence-based best practices;  
9 and

10 (iii) address recent trends in sex dis-  
11 crimination.

12 (B) ATTENTION TO DISCRIMINATION  
13 BASED ON MULTIPLE CHARACTERISTICS.—The  
14 Director shall take steps to ensure that such  
15 trainings include attention to students who face  
16 discrimination based on multiple characteristics,  
17 including—

18 (i) race and color;

19 (ii) ethnicity;

20 (iii) national origin;

21 (iv) disability status;

22 (v) religion;

23 (vi) age; or

24 (vii) actual or perceived sex.

25 (C) EVALUATION.—The Director shall—

- 1 (i) develop and conduct pre- and post-  
2 training evaluations to assess the effective-  
3 ness of such trainings in improving the  
4 knowledge of the roles and responsibilities  
5 of title IX coordinators; and
- 6 (ii) use such evaluations to update the  
7 title IX coordinator trainings annually and  
8 replicate effective models and practices for  
9 use by title IX coordinators and title IX al-  
10 lies.

11 (c) HANDBOOK FOR CONDUCTING TITLE IX COMPLI-  
12 ANCE SELF-EVALUATIONS.—The Director shall develop a  
13 handbook for conducting self-evaluations of compliance  
14 with title IX in all areas of education, as described in sub-  
15 section (b)(2)(D).

16 (d) ASSESSMENT OF SUPPORT FOR TITLE IX COOR-  
17 DINATORS AND TITLE IX ALLIES.—The Director shall  
18 collect relevant data and statistics on all title IX coordina-  
19 tors, including demographic information for gender, race,  
20 and ethnicity, salary information, budgets, and primary  
21 roles, in order to make recommendations for improving  
22 title IX coordinator support. The assessment shall also de-  
23 scribe how title IX coordinators work with title IX allies  
24 and others within the national gender equity infrastruc-  
25 ture.

1 (e) DISSEMINATION.—The Director shall ensure that  
2 the workplace contact information of all title IX coordina-  
3 tors and any training materials or information developed  
4 under this section are made available on the Office for  
5 Gender Equity resource center website described in section  
6 5(b)(5).

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

8 (a) GRANTS AUTHORIZED.—

9 (1) IN GENERAL.—The Secretary, acting  
10 through the Director, is authorized to award grants  
11 to eligible entities to support such eligible entities in  
12 fully implementing title IX and reducing and pre-  
13 venting sex discrimination in all areas of education.

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

16 (A) a State educational agency;

17 (B) a local educational agency;

18 (C) an institution of higher education;

19 (D) an elementary school or secondary  
20 school; or

21 (E) a partnership consisting of—

22 (i) an entity described in subpara-  
23 graphs (A) through (D); and

24 (ii) a national organization with rel-  
25 evant expertise, or another entity that the

1 Secretary determines has relevant exper-  
2 tise.

3 (b) USE OF FUNDS.—An eligible entity receiving a  
4 grant under this section shall use such funds to carry out  
5 programs and activities designed to fully implement title  
6 IX and prevent and reduce sex discrimination, including  
7 programs and activities that—

8 (1) increase awareness of and counteract sex  
9 stereotypes, biases, and discrimination;

10 (2) include trainings for students, teachers, fac-  
11 ulty, other personnel, and community stakeholders,  
12 including title IX allies, to learn about and use best  
13 practices for reducing and preventing sex discrimina-  
14 tion in all areas of education;

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

17 (4) support title IX coordinators and title IX  
18 allies in performing outreach, advocacy, and edu-  
19 cation about title IX and reducing and preventing  
20 sex discrimination;

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

23 (6) strengthen prevention education and aware-  
24 ness programs regarding sexual and sex-based har-  
25 assment and violence;

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

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

5           (9) make efforts to improve progress on gender  
6 equity indicators as described in subsection  
7 (c)(2)(A);

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

12           (11) make efforts to strengthen the national  
13 gender equity infrastructure (which may include in-  
14 stitutions of higher education, State educational  
15 agencies, local educational agencies, and individual  
16 schools), such as by hiring one or more dedicated  
17 employees to serve as title IX coordinators.

18 (c) APPLICATIONS.—

19           (1) IN GENERAL.—An eligible entity desiring a  
20 grant under this section shall submit an application  
21 to the Secretary at such time, in such manner, and  
22 containing such information as the Secretary may  
23 reasonably require.

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

4                   (A) A description of locally defined and  
5                   documented gender equity needs and priorities,  
6                   which may include any of the following indica-  
7                   tors:

8                           (i) Academic indicators, including per-  
9                           formance on State assessments, and enroll-  
10                           ment, admission, attrition, time to comple-  
11                           tion, and graduation rates.

12                           (ii) Civil rights data, including statis-  
13                           tics on bullying, harassment, violence, dis-  
14                           cipline, and expulsion.

15                           (iii) Campus climate and victimization  
16                           data.

17                           (iv) Employment data.

18                           (v) Athletics equity data.

19                           (vi) Attendance and absenteeism data.

20                           (vii) Evidence of burden on title IX  
21                           coordinators, including coordinator to stu-  
22                           dent ratio and competing responsibilities.

23                           (viii) Other documentation of need  
24                           that the Secretary determines is relevant.

1 (B) A description of the evidence that will  
2 serve as the basis for the activities that the eli-  
3 gible entity proposes to carry out using grant  
4 funds under this section.

5 (C) A description of the activities that the  
6 eligible entity proposes to carry out using grant  
7 funds under this section.

8 (D) A description of how the proposed ac-  
9 tivities will be adapted, as necessary, to meet  
10 the needs of students who face discrimination  
11 based on multiple characteristics, including—

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

19 (E) A description of how the proposed ac-  
20 tivities will help the eligible entity fully imple-  
21 ment title IX.

22 (F) A description of a plan for how the  
23 proposed activities under this section will con-  
24 tinue with local support following completion of

1 the grant period and termination of Federal  
2 funding.

3 (G) A description of how the proposed ac-  
4 tivities are a significant component of a com-  
5 prehensive plan for gender equity in education  
6 and full implementation of title IX.

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

11 (e) AWARD BASIS.—

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

14 (2) PRIORITIES.—

15 (A) IN GENERAL.—The Secretary shall es-  
16 tablish criteria for determining which eligible  
17 entities shall have priority in receiving a grant  
18 under this section.

19 (B) LEVEL OF PRIORITY.—The criteria de-  
20 scribed in subparagraph (A) may include a con-  
21 sideration of the extent to which the application  
22 demonstrates that the eligible entity—

23 (i) has demonstrated a high need for  
24 gender equity assistance based on indica-  
25 tors described in subsection (c)(2)(A) and



1 a high commitment to addressing these  
2 issues;

3 (ii) will address the needs of students  
4 who face discrimination based on multiple  
5 characteristics, including—

6 (I) race and color;

7 (II) ethnicity;

8 (III) national origin;

9 (IV) disability status;

10 (V) religion;

11 (VI) age; or

12 (VII) actual or perceived sex;

13 (iii) will address relevant issues of na-  
14 tional significance through solutions that  
15 can be replicated;

16 (iv) will implement an institutional  
17 change strategy with a long-term impact  
18 that will continue to be a central activity  
19 of the eligible entity upon termination of  
20 the grant;

21 (v) will serve a high percentage of  
22 low-income students;

23 (vi) will serve a high percentage of ra-  
24 cially diverse students;

1 (vii) will promote outreach to include  
2 others in their gender equity training and  
3 related activities during the grant period  
4 and after the grant ends; and

5 (viii) will impact as many educational  
6 entities as possible to advance title IX im-  
7 plementation during and after the grant  
8 period.

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

13 (i) all levels of education, including—

14 (I) elementary and secondary  
15 education;

16 (II) undergraduate and graduate  
17 education;

18 (III) postdoctoral education and  
19 research;

20 (IV) career and technical edu-  
21 cation; and

22 (V) adult education;

23 (ii) all regions of the United States;

24 and

1 (iii) urban, rural, and suburban edu-  
2 cational entities.

3 (f) EVALUATION AND DISSEMINATION.—

4 (1) EVALUATION.—

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

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

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

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

1 (A) ensure that the results of the activities  
2 carried out under this section are made readily  
3 available on the Office for Gender Equity re-  
4 source center website; and

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

9 **SEC. 8. RESEARCH AND DEVELOPMENT.**

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

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

19 (2) the development of policies and programs  
20 to—

21 (A) address and prevent sexual and sex-  
22 based harassment and violence;

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

1 (C) ensure athletic programs are equitable;

2 (3) the development and evaluation of—

3 (A) counseling and career guidance train-

4 ing; and

5 (B) programs to reduce and prevent sex

6 stereotyping, bias, and discrimination;

7 (4) best practices for mitigating implicit bias in

8 teaching, discipline, and all areas of education;

9 (5) best practices for addressing the needs of

10 students who face discrimination based on multiple

11 characteristics, including—

12 (A) race and color;

13 (B) ethnicity;

14 (C) national origin;

15 (D) disability status;

16 (E) religion;

17 (F) age; or

18 (G) actual or perceived sex; and

19 (6) other activities that the Secretary deter-

20 mines are consistent with the purposes of this Act.

21 (b) DISSEMINATION.—The best practices described

22 under subsection (a) shall be published on the Office for

23 Gender Equity resource center website, as described in

24 section 5(b)(5), and the What Works Clearinghouse

25 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 and title IX allies  
11 to fully carry out 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 2024 through 2028.

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.

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