

116TH CONGRESS  
1ST SESSION

# S. 1964

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

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## IN THE SENATE OF THE UNITED STATES

JUNE 25, 2019

Ms. HIRONO (for herself, Ms. BALDWIN, Mr. BLUMENTHAL, Ms. CANTWELL, Ms. CORTEZ MASTO, Mrs. GILLIBRAND, Ms. HARRIS, Ms. HASSAN, Ms. KLOBUCHAR, Mr. MARKEY, Mr. MERKLEY, Ms. ROSEN, Mr. SCHATZ, Mrs. SHAHEEN, and Ms. WARREN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

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

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Patsy T. Mink and  
5 Louise M. Slaughter Gender Equity in Education Act of  
6 2019”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

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

8 (2) Although title IX requires that schools treat  
9 students equally with regard to athletic participation  
10 opportunities, athletic scholarships, and the benefits  
11 and services provided to athletic teams, female par-  
12 ticipation rates, especially for girls of color, lag far  
13 behind male participation rates. Currently, only  $\frac{2}{3}$   
14 of Black and Latina girls play sports, and barely  
15 over  $\frac{1}{2}$  of Asian-American girls play sports, com-  
16 pared to more than  $\frac{3}{4}$  of White girls. Female stu-  
17 dent athletes have been found to have higher levels  
18 of self-esteem and to be more likely to graduate  
19 from high school than female students who do not  
20 play sports. Although the availability of athletic  
21 scholarships facilitates access to higher education,  
22 many schools fail to award proportional athletic fi-  
23 nancial aid to women, which can affect their long-  
24 term employment outcomes and economic security.

25 (3) Although title IX ensures gender equity in  
26 career and technical education, women are severely

1 underrepresented in fields nontraditional to their  
2 gender. A recent study by the National Coalition for  
3 Women and Girls in Education indicated that  
4 women make up more than 80 percent of workers  
5 with training or certification in historically women-  
6 dominated occupations that pay less than \$30,000  
7 per year, including child care, early childhood edu-  
8 cation, home care, and cosmetology. Women rep-  
9 resent less than 40 percent of workers trained or  
10 certified in high-paying and historically male-domi-  
11 nated fields, including transportation, advanced  
12 manufacturing, and construction.

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

1 smaller percentage of degrees, including only 19 per-  
2 cent of computing bachelor's degrees, and 21 per-  
3 cent of engineering bachelor's degrees.

4 (5) Although title IX prohibits sex discrimina-  
5 tion in employment in federally funded education  
6 programs, a recent report by the American Associa-  
7 tion of University Women found that women com-  
8 prise only 36 percent of tenured faculty and 30 per-  
9 cent of university presidents. A similar study by the  
10 National Science Foundation confirmed that women  
11 only hold 34 percent of all tenured and tenure-track  
12 positions, and 27 percent of full professor positions  
13 in STEM fields. Furthermore, Black and Latina  
14 women, together, hold only 4 percent of all tenured  
15 and tenure-track positions, and barely over 2 percent  
16 of full professor positions in STEM fields. Asian-  
17 American women hold around 5 percent of all  
18 tenured and tenure-track positions, and less than 3  
19 percent of full professor positions in STEM fields.

20 (6) Although title IX protects against sexual  
21 and sex-based harassment and violence, more than  
22 50 percent of girls and 40 percent of boys in grades  
23 7 through 12 experience sexual harassment each  
24 year, and approximately 10 percent of high school  
25 students experience dating violence each year. A re-

1 cent GLSEN report indicated that 87 percent of les-  
2 bian, gay, bisexual, transgender, queer, and ques-  
3 tioning (referred to in this section as “LGBTQ”)  
4 students have experienced harassment or assault  
5 based on a personal characteristic, and nearly 66  
6 percent have experienced LGBTQ-related verbal har-  
7 assment at school based on sexual orientation. Re-  
8 search has shown that LGBTQ students who experi-  
9 ence harassment at school are more likely to experi-  
10 ence depression and anxiety, to engage in unhealthy  
11 and antisocial behaviors, and to have more unex-  
12 cused absences from school.

13 (7) Although title IX prohibits discrimination  
14 on the basis of pregnancy or parenting status, the  
15 limited availability of accommodations for preg-  
16 nancy-related conditions, including medical absences,  
17 and the limited access to school-related activities for  
18 pregnant and parenting students, are the leading  
19 reasons that parenting mothers drop out of high  
20 school. A recent report by the National Women’s  
21 Law Center indicated that only  $\frac{1}{2}$  of teenage moth-  
22 ers earn a high school diploma by the age of 22,  
23 compared with 89 percent of women who do not  
24 have a child during their teenage years, and that  $\frac{1}{3}$   
25 of young mothers will never get a diploma or GED,

1 further limiting continuing opportunities for edu-  
2 cation and employment.

3 (8) Although title IX protects against discrimi-  
4 nation based on stereotypes of actual or perceived  
5 sex (including sexual orientation or gender identity),  
6 many people carry implicit or unconscious biases  
7 that can unintentionally influence attitudes, beliefs,  
8 behaviors, and decisionmaking processes. Research  
9 has shown that unconscious biases can impact class-  
10 room environments, teaching methods, student eval-  
11 uations, disciplinary practices, and career and coun-  
12 seling guidance, particularly for students who are  
13 pursuing nontraditional fields.

14 **SEC. 3. DEFINITIONS.**

15 In this Act:

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

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

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

4                   (A) A State educational agency.

5                   (B) A local educational agency.

6                   (C) An institution of higher education.

7                   (D) An elementary school or secondary  
8           school.

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

11          (5) TITLE IX COORDINATOR.—The term “title  
12          IX coordinator” means a responsible employee, as  
13          described in section 106.8(a) of title 34, Code of  
14          Federal Regulations, designated to coordinate efforts  
15          under title IX of the Education Amendments of  
16          1972 (20 U.S.C. 1681 et seq.).

17 **SEC. 4. PURPOSES.**

18          The purposes of this Act are to—

19               (1) promote gender equity in education in the  
20          United States;

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

23               (3) provide title IX coordinators with training,  
24          technical assistance, and support to fully carry out  
25          their roles and responsibilities;

1           (4) increase general awareness about the rights  
2           and obligations of individuals and entities under title  
3           IX;

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

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

10          (7) promote equity in education for students  
11          who face discrimination based on multiple character-  
12          istics, including—

13                 (A) race;

14                 (B) ethnicity;

15                 (C) national origin;

16                 (D) disability status;

17                 (E) religion;

18                 (F) age; or

19                 (G) actual or perceived sex (including sex-  
20                 ual orientation or gender identity).

21 **SEC. 5. ESTABLISHMENT OF AN OFFICE FOR GENDER EQ-**  
22 **UITY.**

23          (a) IN GENERAL.—The Secretary shall establish an  
24          Office for Gender Equity. The Director of the Office for  
25          Gender Equity shall be the Special Assistant for Gender



1 Equity, as authorized under section 202(b)(3) of the De-  
2 partment of Education Organization Act (20 U.S.C.  
3 3412(b)(3)). The Director of the Office for Gender Equity  
4 shall report directly to the Secretary.

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

7 (1) Supporting educational entities in the full  
8 implementation of title IX.

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

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

15 (4) Identifying and disseminating best practices  
16 for reducing and preventing sex discrimination in all  
17 areas of education.

18 (5) Maintaining an Office of Gender Equity re-  
19 source center website to disseminate best practices  
20 in achieving gender 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 Office for Civil Rights of the Depart-  
2           ment of Education;

3           (2) the Institute of Education Sciences;

4           (3) the White House Council on Women and  
5           Girls;

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

8           (5) the Office on Women’s Health of the De-  
9           partment of Health and Human Services;

10          (6) the Civil Rights Division of the Department  
11          of Justice;

12          (7) the Office on Violence Against Women of  
13          the Department of Justice;

14          (8) the Centers for Disease Control and Preven-  
15          tion;

16          (9) the Office of Safe and Healthy Students of  
17          the Department of Education; and

18          (10) other entities determined relevant for car-  
19          rying out the purposes of this Act.

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

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

1 (b) TITLE IX COORDINATOR TRAINING.—

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

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

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

13 (B) Best practices for increasing aware-  
14 ness about rights and obligations under title  
15 IX.

16 (C) Best practices for investigating and re-  
17 sponding to claims of violations of title IX.

18 (D) Best practices for identifying and pre-  
19 venting implicit and explicit sex discrimination  
20 in all areas of education, including—

21 (i) recruitment and admissions;

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

24 (iii) campus safety and security;

25 (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 evi-  
20 dence-based best practices; and

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

23 (B) ATTENTION TO DISCRIMINATION  
24 BASED ON MULTIPLE CHARACTERISTICS.—The  
25 Director shall take steps to ensure that such

1 trainings include attention to students who face  
2 discrimination based on multiple characteristics,  
3 including—

- 4 (i) race;
- 5 (ii) ethnicity;
- 6 (iii) national origin;
- 7 (iv) disability status;
- 8 (v) religion;
- 9 (vi) age; or
- 10 (vii) actual or perceived sex (including  
11 sexual orientation or gender identity).

12 (C) EVALUATION.—The Director shall—

- 13 (i) develop and conduct pre- and post-  
14 training evaluations to assess the effective-  
15 ness of such trainings in improving the  
16 knowledge of the roles and responsibilities  
17 of title IX coordinators; and

- 18 (ii) use such evaluations to update the  
19 title IX coordinator trainings annually.

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

1 (d) ASSESSMENT OF TITLE IX COORDINATOR SUP-  
 2 PORT.—The Director shall collect relevant data and statis-  
 3 tics on all title IX coordinators, including salary informa-  
 4 tion, budgets, and primary roles, in order to make rec-  
 5 ommendations for improving title IX coordinator support.

6 (e) DISSEMINATION.—The Director shall ensure that  
 7 the workplace contact information of all title IX coordina-  
 8 tors and any training materials or information developed  
 9 under this section are made available on the Office of Gen-  
 10 der Equity resource center website, described in section  
 11 5(b)(5).

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

13 (a) GRANTS AUTHORIZED.—

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

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

21 (A) a State educational agency;

22 (B) a local educational agency;

23 (C) an institution of higher education;

24 (D) an elementary school or secondary  
 25 school; or

- 1 (E) a partnership consisting of—
- 2 (i) an entity described in subpara-
- 3 graphs (A) through (D); and
- 4 (ii) a national organization with rel-
- 5 evant expertise, or another entity that the
- 6 Secretary determines has relevant exper-
- 7 tise.

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

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

10 tivities designed to fully implement title IX and prevent

11 and reduce sex discrimination, including programs and ac-

12 tivities that—

13 (1) increase awareness of and counteract sex

14 stereotypes, biases, and discrimination;

15 (2) include trainings for students, teachers, fac-

16 ulty, and all personnel to learn about best practices

17 for reducing and preventing sex discrimination in all

18 areas of education;

19 (3) increase access to campus resources, facili-

20 ties, and course offerings;

21 (4) support title IX coordinators in performing

22 outreach, advocacy, and education about title IX and

23 reducing and preventing sex discrimination;

24 (5) are aimed at identifying patterns or sys-

25 temic problems in compliance with title IX;

1           (6) strengthen prevention education and aware-  
2           ness programs regarding sexual and sex-based har-  
3           assment and violence;

4           (7) conduct and analyze campus climate and  
5           victimization surveys;

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

8           (9) make efforts to improve progress on gender  
9           equity indicators as described in subsection  
10          (c)(2)(A); and

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

14          (c) APPLICATIONS.—

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

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

23                   (A) A description of locally defined and  
24                   documented gender equity needs and priorities,



1           which may include any of the following indica-  
2           tors:

3                   (i) Academic indicators, including per-  
4                   formance on State assessments, enroll-  
5                   ment, admission, attrition, time to comple-  
6                   tion, and graduation rates.

7                   (ii) Civil rights data, including statis-  
8                   tics on bullying, harassment, violence, dis-  
9                   cipline, and expulsion.

10                  (iii) Campus climate and victimization  
11                  data.

12                  (iv) Employment data.

13                  (v) Attendance and absenteeism data.

14                  (vi) Evidence of burden on title IX co-  
15                  ordinators, including coordinator to stu-  
16                  dent ratio and competing responsibilities.

17                  (vii) Other documentation of need  
18                  that the Secretary determines is relevant.

19                  (B) A description of the evidence that will  
20                  serve as the basis for the activities that the eli-  
21                  gible entity proposes to carry out using grant  
22                  funds under this section.

23                  (C) A description of the activities that the  
24                  eligible entity proposes to carry out using grant  
25                  funds under this section.

1 (D) A description of how the proposed ac-  
2 tivities will be adapted, as necessary, to meet  
3 the needs of students who face discrimination  
4 based on multiple characteristics, including—

5 (i) race;

6 (ii) ethnicity;

7 (iii) national origin;

8 (iv) disability status;

9 (v) religion;

10 (vi) age; or

11 (vii) actual or perceived sex (including  
12 sexual orientation or gender identity).

13 (E) A description of how the proposed ac-  
14 tivities will help the eligible entity fully imple-  
15 ment title IX.

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

21 (G) A description of how the proposed ac-  
22 tivities are a significant component of a com-  
23 prehensive plan for gender equity in education  
24 and full implementation of title IX.

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

5 (e) AWARD BASIS.—

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

8 (2) PRIORITIES.—

9 (A) IN GENERAL.—The Secretary shall es-  
10 tablish criteria for determining which eligible  
11 entities shall have priority in receiving a grant  
12 under this section.

13 (B) LEVEL OF PRIORITY.—The criteria de-  
14 scribed in subparagraph (A) may include a con-  
15 sideration of the extent to which the application  
16 demonstrates that the eligible entity—

17 (i) has demonstrated a high need for  
18 gender equity assistance based on indica-  
19 tors described in subsection (c)(2)(A) and  
20 a high commitment to addressing these  
21 issues;

22 (ii) will address the needs of students  
23 who face discrimination based on multiple  
24 characteristics, including—

25 (I) race;

- 1 (II) ethnicity;
- 2 (III) national origin;
- 3 (IV) disability status;
- 4 (V) religion;
- 5 (VI) age; or
- 6 (VII) actual or perceived sex (in-
- 7 cluding sexual orientation or gender
- 8 identity);
- 9 (iii) has not previously received assist-
- 10 ance under this section;
- 11 (iv) will address relevant issues of na-
- 12 tional significance through solutions that
- 13 can be replicated;
- 14 (v) will implement an institutional
- 15 change strategy with a long-term impact
- 16 that will continue to be a central activity
- 17 of the eligible entity upon termination of
- 18 the grant; and
- 19 (vi) will serve a high percentage of
- 20 low-income students.
- 21 (C) SPECIAL RULE.—To the extent prac-
- 22 ticable, the Secretary shall ensure that grants
- 23 awarded under this section, for each fiscal year,
- 24 address—
- 25 (i) all levels of education, including—

- 1 (I) elementary and secondary  
2 education;
- 3 (II) undergraduate and graduate  
4 education;
- 5 (III) postdoctoral education and  
6 research;
- 7 (IV) career and technical edu-  
8 cation; and
- 9 (V) adult education;
- 10 (ii) all regions of the United States;  
11 and
- 12 (iii) urban, rural, and suburban edu-  
13 cational entities.

14 (f) EVALUATION AND DISSEMINATION.—

15 (1) EVALUATION.—

16 (A) IN GENERAL.—Each eligible entity  
17 that receives a grant under this section shall  
18 conduct an assessment about the extent to  
19 which the eligible entity made progress on the  
20 indicators under subsection (c)(2)(A).

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

24 (C) USE BY SECRETARY.—Not later than  
25 1 year after receiving the grant award, the eli-

1           gible entity shall submit a report to the Sec-  
2           retary containing the results of such assess-  
3           ment. The Secretary shall use those reports in  
4           order to build the knowledge base on promising  
5           models for preventing and reducing sex dis-  
6           crimination across all areas and levels of edu-  
7           cation.

8           (2) DISSEMINATION.—The Secretary shall co-  
9           ordinate with the Director of the Institute of Edu-  
10          cation Sciences and other relevant Federal offices  
11          and agencies to—

12                 (A) ensure that the results of the activities  
13                 carried out under this section are made readily  
14                 available on the Office for Gender Equity re-  
15                 source center website; and

16                 (B) widely disseminate the results de-  
17                 scribed in subparagraph (A) to relevant Federal  
18                 offices, agencies, educational entities, and the  
19                 general public.

20   **SEC. 8. RESEARCH AND DEVELOPMENT.**

21           (a) IN GENERAL.—The Secretary shall coordinate  
22           with the Director of the Institute of Education Sciences  
23           and other relevant Federal offices and agencies and enti-  
24           ties to investigate, identify, and disseminate best practices

1 to fully implement title IX and reduce and prevent sex  
2 discrimination in all areas of education, including—

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

6           (2) the development of policies and programs  
7           to—

8                   (A) address and prevent sexual and sex-  
9                   based harassment and violence; and

10                   (B) ensure that campuses are free from  
11                   threats to the safety of students, teachers, fac-  
12                   ulty, and personnel;

13           (3) the development and evaluation of—

14                   (A) counseling and career guidance train-  
15                   ing; and

16                   (B) programs to reduce and prevent sex  
17                   stereotyping, bias, and discrimination;

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

20           (5) best practices for addressing the needs of  
21           students who face discrimination based on multiple  
22           characteristics, including—

23                   (A) race;

24                   (B) ethnicity;

25                   (C) national origin;

1 (D) disability status;

2 (E) religion;

3 (F) age; or

4 (G) actual or perceived sex (including sex-  
5 ual orientation or gender identity); and

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

8 (b) DISSEMINATION.—The best practices described  
9 under subsection (a) shall be published on the Office for  
10 Gender Equity resource center website, as described in  
11 section 5(b)(5), and the What Works Clearinghouse  
12 website of the Institute of Education Sciences.

13 **SEC. 9. REPORT; DISSEMINATION.**

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

18 (1) support educational entities in fully imple-  
19 menting title IX and reducing and preventing sex  
20 discrimination;

21 (2) provide coordination, training, and re-  
22 sources for title IX coordinators to fully carry out  
23 their roles and responsibilities; and



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

4                   (A) race;

5                   (B) ethnicity;

6                   (C) national origin;

7                   (D) disability status;

8                   (E) religion;

9                   (F) age; or

10                  (G) actual or perceived sex (including sex-  
11                  ual orientation or gender identity).

12           (b) DISSEMINATION.—The Secretary shall coordinate  
13           with the Director of the Institute of Education Sciences  
14           and the heads of relevant Federal agencies to ensure that  
15           the results of trainings, activities, evaluations, and re-  
16           search developments under this Act are made readily  
17           available on the Office for Gender Equity resource center  
18           website and disseminated widely to other relevant Federal  
19           agencies and offices, educational entities, and the general  
20           public.

21   **SEC. 10. RULE OF CONSTRUCTION.**

22           Nothing in this Act shall be construed—

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

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

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

5           (a) IN GENERAL.—There are authorized to be appro-  
6           priated to carry out this Act \$80,000,000 for each of fiscal  
7           years 2020 through 2025.

8           (b) USE.—From amounts made available to carry out  
9           this Act for each fiscal year, the Secretary shall use not  
10          less than \$70,000,000 of such amounts to award grants  
11          under section 7.

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