

116TH CONGRESS
1ST SESSION

S. 1524

To provide for the overall health and well-being of young people, including the promotion of lifelong sexual health and healthy relationships, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MAY 16, 2019

Mr. BOOKER (for himself, Ms. HIRONO, Mr. BROWN, Mr. MURPHY, Ms. SMITH, Mr. MENENDEZ, Mr. BLUMENTHAL, Ms. WARREN, Ms. BALDWIN, Mr. MARKEY, Ms. DUCKWORTH, and Mrs. GILLIBRAND) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide for the overall health and well-being of young people, including the promotion of lifelong sexual health and healthy relationships, 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 “Real Education for
5 Healthy Youth Act of 2019”.

1 **SEC. 2. PURPOSES; FINDING; SENSE OF CONGRESS.**

2 (a) PURPOSES.—The purposes of this Act are to pro-
3 vide young people with comprehensive sex education pro-
4 grams that—

5 (1) promote and uphold the rights of young
6 people to information in order to make healthy deci-
7 sions about their sexual health;

8 (2) provide the information and skills all young
9 people need to make informed, responsible, and
10 healthy decisions in order to become sexually healthy
11 adults and have healthy relationships;

12 (3) provide information about the prevention of
13 unintended pregnancy, sexually transmitted infec-
14 tions, including HIV, dating violence, sexual assault,
15 bullying, and harassment; and

16 (4) provide resources and information on topics
17 ranging from gender stereotyping and gender roles
18 and stigma and socio-cultural influences surrounding
19 sex and sexuality.

20 (b) FINDING ON REQUIRED RESOURCES.—In order
21 to provide the comprehensive sex education described in
22 subsection (a), Congress finds that increased resources are
23 required for sex education programs that—

24 (1) substantially incorporate elements of evi-
25 dence-based programs or characteristics of effective
26 programs;

5 (3) are gender and gender identity-sensitive,
6 emphasizing the importance of equality and the so-
7 cial environment for achieving sexual and reproduc-
8 tive health and overall well-being;

9 (4) promote educational achievement, critical
10 thinking, decision making, self-esteem, and self-effi-
11 cacy;

12 (5) help develop healthy attitudes and insights
13 necessary for understanding relationships between
14 oneself and others and society;

15 (6) foster leadership skills and community en-
16 gagement by—

17 (A) promoting principles of fairness,
18 human dignity, and respect; and

19 (B) engaging young people as partners in
20 their communities; and

21 (7) are culturally and linguistically appropriate,
22 reflecting the diverse circumstances and realities of
23 young people.

24 (c) SENSE OF CONGRESS.—It is the sense of Con-
25 gress that—

(A) provide information about a range of human sexuality topics, including—

5 (i) human development, healthy rela-
6 tionships, personal skills;

7 (ii) sexual behavior including absti-
8 nence;

9 (iii) sexual health including preventing
10 unintended pregnancy;

11 (iv) sexually transmitted infections in-
12 cluding HIV; and

13 (v) society and culture;

14 (B) promote safe and healthy relationships;
15

16 (C) promote gender equity;

17 (D) use, and be informed by, the best sci-
18 entific information available;

19 (E) be culturally appropriate and inclusive
20 of youth with varying gender identities, gender
21 expressions, and sexual orientations;

22 (F) be built on characteristics of effective
23 programs;

(G) expand the existing body of research on comprehensive sex education programs through program evaluation;

(H) expand training programs for teachers of comprehensive sex education;

(I) build on programs funded under section 513 of the Social Security Act (42 U.S.C. 713) and the Office of Adolescent Health's Teen Pregnancy Prevention Program, funded under title II of the Consolidated Appropriations Act, 2010 (Public Law 111-117; 123 Stat. 3253), and on programs supported through the Centers for Disease Control and Prevention (CDC); and

(J) promote and uphold the rights of young people to information in order to make healthy and autonomous decisions about their sexual health; and

19 (2) no Federal funds should be used for health
20 education programs that—

(A) withhold health-promoting or life-saving information about sexuality-related topics, including HIV;

(B) are medically inaccurate or have been scientifically shown to be ineffective;

- (C) promote gender or racial stereotypes;
- (D) are insensitive and unresponsive to the needs of sexually active young people;
- (E) are insensitive and unresponsive to the needs of survivors of sexual violence;
- (F) are insensitive and unresponsive to the needs of youth of all physical, developmental, and mental abilities;
- (G) are insensitive and unresponsive to the needs of youth with varying gender identities, gender expressions, and sexual orientations; or
- (H) are inconsistent with the ethical imperatives of medicine and public health.

14 SEC. 3. GRANTS FOR COMPREHENSIVE SEX EDUCATION
15 FOR ADOLESCENTS.

16 (a) PROGRAM AUTHORIZED.—The Secretary, in co-
17 ordination with the Associate Commissioner of the Family
18 and Youth Services Bureau of the Administration on Chil-
19 dren, Youth, and Families of the Department of Health
20 and Human Services, the Director of the Office of Adoles-
21 cent Health, the Director of the Division of Adolescent
22 and School Health within the Centers for Disease Control
23 and Prevention and the Secretary of Education, shall
24 award grants, on a competitive basis, to eligible entities
25 to enable such eligible entities to carry out programs that

1 provide adolescents with comprehensive sex education, as
2 described in subsection (f).

3 (b) DURATION.—Grants awarded under this section
4 shall be for a period of 5 years.

5 (c) ELIGIBLE ENTITY.—In this section, the term “el-
6 igible entity” means a public or private entity that focuses
7 on adolescent health and education or has experience
8 working with adolescents.

9 (d) APPLICATIONS.—An eligible entity desiring a
10 grant under this section shall submit an application to the
11 Secretary at such time, in such manner, and containing
12 such information as the Secretary may require, including
13 an assurance to participate in the evaluation described in
14 section 6.

15 (e) PRIORITY.—In awarding grants under this sec-
16 tion, the Secretary shall give priority to eligible entities
17 that—

18 (1) are State or local public entities;
19 (2) are entities not currently receiving funds
20 under—

21 (A) section 513 of the Social Security Act
22 (42 U.S.C. 713);

23 (B) the Office of Adolescent Health’s Teen
24 Pregnancy Prevention Program, funded under
25 title II of the Consolidated Appropriations Act,

1 2010 (Public Law 111-117; 123 Stat. 3253),
2 or any substantially similar successive program;
3 or

4 (C) the Centers for Disease Control and
5 Prevention's Division of Adolescent and School
6 Health; and

11 (A) Unintended pregnancies.

12 (B) Sexually transmitted infections, includ-
13 ing HIV.

14 (C) Dating violence and sexual violence.

15 (f) USE OF FUNDS.—

21 (A) is age and developmentally appropriate;
22

23 (B) is medically accurate and complete;

24 (C) substantially incorporates elements of
25 evidence-based sex education instruction; or

1 (D) creates a demonstration project based
2 on characteristics of effective programs.

7 (A) the physical, social, and emotional
8 changes of human development including,
9 human anatomy, reproduction, and sexual de-
10 velopment;

11 (B) healthy relationships, including friend-
12 ships, within families, and society, that are
13 based on mutual respect, and the ability to dis-
14 tinguish between healthy and unhealthy rela-
15 tionships, including—

16 (i) effective communication, negotia-
17 tion and refusal skills, including the skills
18 to recognize and report inappropriate or
19 abusive sexual advances:

20 (ii) bodily autonomy, setting and re-
21 specting personal boundaries, practicing
22 personal safety, and consent; and

23 (iii) the limitations and harm of gen-
24 der-role stereotypes, violence, coercion, bul-

lying, harassment, and intimidation in relationships;

(C) healthy decision making skills about sexuality and relationships that include—

5 (i) critical thinking, problem solving,
6 self-efficacy, stress-management, self-care,
7 and decision making;

8 (ii) individual values and attitudes;

9 (iii) the promotion of positive body

10 images;

11 (iv) developing an understanding that
12 there are a range of body types and en-
13 couraging positive feeling about students'
14 own body types;

15 (v) information on how to respect others
16 and ensure safety on the internet and
17 when using other forms of digital commu-
18 nication;

19 (vi) information on local services and
20 resources where students can obtain addi-
21 tional information related to bullying, har-
22 assment, dating violence and sexual as-
23 sault, suicide prevention, and other related
24 care;

(vii) encouragement for youth to communicate with their parents or guardians, health and social service professionals, and other trusted adults about sexuality and intimate relationships;

(viii) information on how to create a safe environment for all students and others in society;

(ix) examples of varying types of relationships, couples, and family structures; and

(x) affirmative representation of varying gender identities, gender expressions, and sexual orientations, including individuals and relationships between same sex couples and their families;

(D) abstinence, delaying age of first sexual activity, the use of condoms, preventive medication, vaccination, birth control, and other sexually transmitted infection prevention measures, and the options for pregnancy, including parenting, adoption, and abortion including—

(i) the importance of effectively using condoms, preventive medication, and appli-

cable vaccinations to protect against sexually transmitted infections, including HIV;

(ii) the benefits of effective contracep-

tive and condom use in avoiding unintended pregnancy;

(iii) the relationship between sub-

stance use and sexual health and behaviors; and

(iv) information about local health

services where students can obtain additional information and services related to sexual and reproductive health and other related care;

(E) through affirmative recognition, the

roles that traditions, values, religion, norms, gender roles, acculturation, family structure, health beliefs, and political power play in how students make decisions that affect their sexual health, using examples of various types of races, ethnicities, cultures, and families, including single-parent households and young families;

(F) information about gender identity, gender expression, and sexual orientation for all students, including—

1 (i) affirmative recognition that people
2 have different gender identities, gender ex-
3 pressions, and sexual orientations; and
4 (ii) community resources that can pro-
5 vide additional support for individuals with
6 varying gender identities, gender expres-
7 sions, and sexual orientations; and
8 (G) opportunities to explore the roles that
9 race, ethnicity, immigration status, disability
10 status, economic status, homelessness, foster
11 care status, and language within different com-
12 munities affect sexual attitudes in society and
13 culture and how this may impact student sexual
14 health.

15 SEC. 4. GRANTS FOR COMPREHENSIVE SEX EDUCATION AT
16 INSTITUTIONS OF HIGHER EDUCATION.

17 (a) PROGRAM AUTHORIZED.—The Secretary, in co-
18 ordination with the Secretary of Education, shall award
19 grants, on a competitive basis, to institutions of higher
20 education or consortia of such institutions to enable such
21 institutions to provide young people with comprehensive
22 sex education, described in subsection (e)(2).

23 (b) DURATION.—Grants awarded under this section
24 shall be for a period of 5 years.

1 (c) APPLICATIONS.—An institution of higher edu-
2 cation or consortia of such institutions desiring a grant
3 under this section shall submit an application to the Sec-
4 retary at such time, in such manner, and containing such
5 information as the Secretary may require, including an as-
6 surance to participate in the evaluation described in sec-
7 tion 6.

8 (d) PRIORITY.—In awarding grants under this sec-
9 tion, the Secretary shall give priority to an institution of
10 higher education that—

11 (1) has an enrollment of needy students as de-
12 fined in section 318(b) of the Higher Education Act
13 of 1965 (20 U.S.C. 1059e(b));

14 (2) is a Hispanic-serving institution, as defined
15 in section 502(a) of such Act (20 U.S.C. 1101a(a));

16 (3) is a Tribal College or University, as defined
17 in section 316(b) of such Act (20 U.S.C. 1059c(b));

18 (4) is an Alaska Native-serving institution, as
19 defined in section 317(b) of such Act (20 U.S.C.
20 1059d(b));

21 (5) is a Native Hawaiian-serving institution, as
22 defined in section 317(b) of such Act (20 U.S.C.
23 1059d(b));

1 (6) is a Predominately Black Institution, as de-
2 fined in section 318(b) of such Act (20 U.S.C.
3 1059e(b));

4 (7) is a Native American-serving, nontribal in-
5 stitution, as defined in section 319(b) of such Act
6 (20 U.S.C. 1059f(b));

(8) is an Asian American and Native American Pacific Islander-serving institution, as defined in section 320(b) of such Act (20 U.S.C. 1059g(b)); or

10 (9) is a minority institution, as defined in sec-
11 tion 365 of such Act (20 U.S.C. 1067k), with an en-
12 rollment of needy students, as defined in section 312
13 of such Act (20 U.S.C. 1058).

14 (e) USES OF FUNDS.—

22 (A) Developing or adopting educational
23 content for issues relating to comprehensive sex
24 education that will be incorporated into student
25 orientation, general education, or core courses.

1 (B) Developing or adopting, and imple-
2 menting schoolwide educational programming
3 outside of class that delivers elements of com-
4 prehensive sex education programs to students,
5 faculty, and staff.

6 (C) Developing or adopting innovative
7 technology-based approaches to deliver sex edu-
8 cation to students, faculty, and staff.

9 (D) Developing or adopting, and imple-
10 menting peer-outreach and education programs
11 to generate discussion, educate, and raise
12 awareness among students about issues relating
13 to comprehensive sex education.

14 (2) CONTENTS OF SEX EDUCATION PRO-
15 GRAMS.—Each institution of higher education's pro-
16 gram of comprehensive sex education funded under
17 this section shall include instruction and materials
18 that address the requirements under section 3(f).

19 SEC. 5. GRANTS FOR PRE-SERVICE AND IN-SERVICE TEACH-
20 ER TRAINING.

21 (a) PROGRAM AUTHORIZED.—The Secretary, in co-
22 ordination with the Director of the Centers for Disease
23 Control and Prevention and the Secretary of Education,
24 shall award grants, on a competitive basis, to eligible enti-

1 ties to enable such eligible entities to carry out the activi-
2 ties described in subsection (e).

3 (b) DURATION.—Grants awarded under this section
4 shall be for a period of 5 years.

5 (c) ELIGIBLE ENTITY.—In this section, the term “el-
6 igible entity” means—

7 (1) a State or local educational agency;
8 (2) a State or local department of health;
9 (3) a tribe or tribal organization, as defined in
10 section 4 of the Indian Self-Determination and Edu-
11 cation Assistance Act (25 U.S.C. 5304);

12 (4) an educational service agency;
13 (5) a nonprofit institution of higher education;
14 (6) a national or statewide nonprofit organiza-
15 tion that has as its primary purpose the improve-
16 ment of provision of comprehensive sex education
17 through training and effective teaching of com-
18 prehensive sex education; or

19 (7) a consortium of nonprofit organizations that
20 has as its primary purpose the improvement of pro-
21 vision of comprehensive sex education through train-
22 ing and effective teaching of comprehensive sex edu-
23 cation.

24 (d) APPLICATION.—An eligible entity desiring a
25 grant under this section shall submit an application to the

1 Secretary at such time, in such manner, and containing
2 such information as the Secretary may require, including
3 an assurance to participate in the evaluation described in
4 section 6.

5 (e) AUTHORIZED ACTIVITIES.—

6 (1) REQUIRED ACTIVITY.—Each eligible entity
7 receiving a grant under this section shall use grant
8 funds for professional development and training of
9 relevant faculty, school administrators, teachers, and
10 staff, in order to increase effective teaching of com-
11 prehensive sex education students.

12 (2) PERMISSIBLE ACTIVITIES.—Each eligible
13 entity receiving a grant under this section may use
14 grant funds to—

15 (A) provide research-based training of
16 teachers for comprehensive sex education for
17 adolescents as a means of broadening student
18 knowledge about issues related to human devel-
19 opment, healthy relationships, personal skills,
20 and sexual behavior, including abstinence, sex-
21 ual health, and society and culture;

22 (B) support the dissemination of informa-
23 tion on effective practices and research findings
24 concerning the teaching of comprehensive sex
25 education;

1 (C) support research on—
2 (i) effective comprehensive sex edu-
3 cation teaching practices; and
4 (ii) the development of assessment in-
5 struments and strategies to document—

6 (I) student understanding of
7 comprehensive sex education; and
8 (II) the effects of comprehensive
9 sex education;

10 (D) convene national conferences on com-
11 prehensive sex education, in order to effectively
12 train teachers in the provision of comprehensive
13 sex education; and

14 (E) develop and disseminate appropriate
15 research-based materials to foster comprehen-
16 sive sex education.

23 (A) train teachers in comprehensive sex
24 education;

(B) support internet or distance learning related to comprehensive sex education;

3 (C) promote rigorous academic standards
4 and assessment techniques to guide and meas-
5 ure student performance in comprehensive sex
6 education;

7 (D) encourage replication of best practices
8 and model programs to promote comprehensive
9 sex education;

(E) develop and disseminate effective, research-based comprehensive sex education learning materials;

13 (F) develop academic courses on the peda-
14 gogy of sex education at institutions of higher
15 education; or

16 (G) convene State-based conferences to
17 train teachers in comprehensive sex education
18 and to identify strategies for improvement.

19 SEC. 6. IMPACT EVALUATION AND REPORTING.

20 (a) MULTI-YEAR EVALUATION.—

1 the impact of the grants under sections 3, 4, and 5,
2 and to report to Congress and the Secretary on the
3 findings of such evaluation.

4 (2) EVALUATION.—The evaluation conducted
5 under this subsection shall—

6 (A) be conducted in a manner consistent
7 with relevant, nationally recognized professional
8 and technical evaluation standards;

9 (B) use sound statistical methods and
10 techniques relating to the behavioral sciences,
11 including quasi-experimental designs, inferential
12 statistics, and other methodologies and tech-
13 niques that allow for conclusions to be reached;

14 (C) be carried out by an independent orga-
15 nization that has not received a grant under
16 sections 3, 4, or 5; and

17 (D) be designed to provide information
18 on—

19 (i) output measures, such as the num-
20 ber of individuals served under the grant
21 and the number of hours of instruction;

22 (ii) outcome measures, including
23 measures relating to—

24 (I) the knowledge that individ-
25 uals participating in the grant pro-

4 (aa) growth and develop-
5 ment;

6 (bb) relationship dynamics;

(cc) ways to prevent unintended pregnancy and sexually transmitted infections, including

10 HIV; and

11 (dd) sexual health;

12 (II) the age and developmentally
13 appropriate skills that individuals par-
14 ticipating in the grant program have
15 gained regarding—

16 (aa) negotiation and commu-
17 nication;

18 (bb) decision making and
19 goal-setting;

20 (cc) interpersonal skills and
21 healthy relationships; and

22 (dd) condom use; and

23 (III) the behaviors of adolescents
24 participating in the grant program,
25 including data about—

1 (aa) age of first intercourse;
2 (bb) condom and contracep-
3 tive use at first intercourse;
4 (cc) recent condom and con-
5 traceptive use;
6 (dd) substance use;
7 (ee) dating abuse and life-
8 time history of sexual assault,
9 dating violence, bullying, harass-
10 ment, stalking; and
11 (ff) academic performance;
12 and
13 (iii) other measures necessary to
14 evaluate the impact of the grant program.

23 (b) SECRETARY'S REPORT TO CONGRESS.—Not later
24 than 1 year after the date of the enactment of this Act,
25 and annually thereafter for a period of 5 years, the Sec-

1 retary shall prepare and submit to the appropriate com-
2 mittees of Congress a report on the activities to provide
3 adolescents and young people with comprehensive sex edu-
4 cation and pre-service and in-service teacher training
5 funded under this Act. The Secretary's report to Congress
6 shall include—

7 (1) a statement of how grants awarded by the
8 Secretary meet the purposes described in section
9 2(a); and

10 (2) information about—

11 (A) the number of eligible entities and in-
12 stitutions of higher education that are receiving
13 grant funds under sections 3, 4, and 5;

14 (B) the specific activities supported by
15 grant funds awarded under sections 3, 4, and
16 5;

17 (C) the number of adolescents served by
18 grant programs funded under section 3;

19 (D) the number of young people served by
20 grant programs funded under section 4;

21 (E) the number of faculty, school adminis-
22 trators, teachers, and staff trained under sec-
23 tion 5; and

24 (F) the status of the evaluation required
25 under subsection (a).

1 SEC. 7. NONDISCRIMINATION.

2 Programs funded under this Act shall not discriminate
3 on the basis of actual or perceived sex, race, color,
4 ethnicity, national origin, disability, sexual orientation,
5 gender identity, or religion. Nothing in this Act shall be
6 construed to invalidate or limit rights, remedies, proce-
7 dures, or legal standards available under any other Fed-
8 eral law or any law of a State or a political subdivision
9 of a State, including the Civil Rights Act of 1964 (42
10 U.S.C. 2000a et seq.), title IX of the Education Amend-
11 ments of 1972 (20 U.S.C. 1681 et seq.), section 504 of
12 the Rehabilitation Act of 1973 (29 U.S.C. 794), the Amer-
13 icans with Disabilities Act of 1990 (42 U.S.C. 12101 et
14 seq.), and section 1557 of the Patient Protection and Af-
15 fordable Care Act (42 U.S.C. 18116).

16 SEC. 8. LIMITATION.

17 No Federal funds provided under this Act may be
18 used for health education programs that—

19 (1) withhold health-promoting or life-saving in-
20 formation about sexuality-related topics, including
21 HIV;

22 (2) are medically inaccurate or have been sci-
23 entifically shown to be ineffective;

24 (3) promote gender or racial stereotypes;

25 (4) are insensitive and unresponsive to the
26 needs of sexually active young people;

(9) are inconsistent with the ethical imperatives of medicine and public health.

13 SEC. 9. AMENDMENTS TO OTHER LAWS.

14 (a) AMENDMENT TO THE PUBLIC HEALTH SERVICE
15 ACT.—Section 2500 of the Public Health Service Act (42
16 U.S.C. 300ee) is amended by striking subsections (b)
17 through (d) and inserting the following:

18 "(b) CONTENTS OF PROGRAMS.—All programs of
19 education and information receiving funds under this sub-
20 chapter shall include information about the potential ef-
21 fects of intravenous substance abuse.".

22 (b) AMENDMENTS TO THE ELEMENTARY AND SEC-
23 ONDARY EDUCATION ACT OF 1965.—Section 8526 of the
24 Elementary and Secondary Education Act of 1965 (20
25 U.S.C. 7906) is amended—

- 1 (1) by striking paragraph (3);
- 2 (2) by redesignating paragraphs (4) and (5) as
- 3 paragraphs (3) and (4), respectively;
- 4 (3) in paragraph (4), by inserting “or” after
- 5 the semicolon;
- 6 (4) in paragraph (5), by striking “; or” and in-
- 7 serting a period; and
- 8 (5) by striking paragraph (6).

9 SEC. 10. DEFINITIONS.

10 In this Act:

22 (3) APPROPRIATE COMMITTEES OF CON-
23 GRESS.—The term “appropriate committees of Con-
24 gress” means the Committee on Health, Education,
25 Labor, and Pensions of the Senate, the Committee

1 on Appropriations of the Senate, the Committee on
2 Energy and Commerce of the House of Representa-
3 tives, the Committee on Education and the Work-
4 force of the House of Representatives, and the Com-
5 mittee on Appropriations of the House of Represent-
6 atives.

7 (4) CHARACTERISTICS OF EFFECTIVE PRO-
8 GRAMS.—The term “characteristics of effective pro-
9 grams” means the aspects of evidence-based pro-
10 grams, including development, content, and imple-
11 mentation of such programs, that—

12 (A) have been shown to be effective in
13 terms of increasing knowledge, clarifying values
14 and attitudes, increasing skills, and impacting
15 upon behavior; and

16 (B) are widely recognized by leading med-
17 ical and public health agencies to be effective in
18 changing sexual behaviors that lead to sexually
19 transmitted infections, including HIV, unin-
20 tended pregnancy, and dating violence and sex-
21 ual assault among young people.

22 (5) COMPREHENSIVE SEX EDUCATION.—The
23 term “comprehensive sex education” means instruc-
24 tion part of a comprehensive school health education
25 approach which addresses the physical, mental, emo-

1 tional, and social dimensions of human sexuality; de-
2 signed to motivate and assist students to maintain
3 and improve their sexual health, prevent disease and
4 reduce sexual health-related risk behaviors; and en-
5 able and empower students to develop and dem-
6 onstrate age and developmentally appropriate sexu-
7 ality and sexual health-related knowledge, attitudes,
8 skills, and practices.

9 (6) CONSENT.—The term “consent” means af-
10 firmative, conscious, and voluntary agreement to en-
11 gage in interpersonal, physical, or sexual activity.

12 (7) CULTURALLY APPROPRIATE.—The term
13 “culturally appropriate” means materials and in-
14 struction that respond to culturally diverse individ-
15 uals, families and communities in an inclusive, re-
16 spectful and effective manner; including materials
17 and instruction that are inclusive of race, ethnicity,
18 languages, cultural background, religion, sex, gender
19 identity, sexual orientation, and different abilities.

20 (8) EVIDENCE-BASED.—The term “evidence-
21 based”, when used with respect to sex education in-
22 struction means a sex education program that has
23 been proven through rigorous evaluation to be effec-
24 tive in changing sexual behavior or incorporates ele-

ments of other programs that have been proven to be effective in changing sexual behavior.

10 (10) GENDER IDENTITY.—Except with respect
11 to section 7, the term “gender identity”, when used
12 with respect to a sex education program, means the
13 gender-related identity, appearance, mannerisms, or
14 other gender-related characteristics of an individual,
15 regardless of the individual’s designated sex at birth
16 including a person’s deeply held sense or knowledge
17 of their own gender; such as male, female, both or
18 neither.

19 (11) INCLUSIVE.—The term “inclusive”, when
20 used with respect to a sex education program, means
21 curriculum that ensures that students from histori-
22 cally marginalized communities are reflected in
23 classroom materials and lessons.

24 (12) INSTITUTION OF HIGHER EDUCATION.—
25 The term “institution of higher education” has the

1 meaning given the term in section 101 of the Higher
2 Education Act of 1965 (20 U.S.C. 1001).

3 (13) MEDICALLY ACCURATE AND COMPLETE.—
4 The term “medically accurate and complete”, when
5 used with respect to a sex education program, means
6 that—

7 (A) the information provided through the
8 program is verified or supported by the weight
9 of research conducted in compliance with ac-
10 cepted scientific methods and is published in
11 peer-reviewed journals, where applicable; or

12 (B)(i) the program contains information
13 that leading professional organizations and
14 agencies with relevant expertise in the field rec-
15 ognize as accurate, objective, and complete; and

16 (ii) the program does not withhold infor-
17 mation about the effectiveness and benefits of
18 correct and consistent use of condoms and
19 other contraceptives.

20 (14) SECRETARY.—The term “Secretary”
21 means the Secretary of Health and Human Services.

22 (15) SEXUAL DEVELOPMENT.—The term “sex-
23 ual development” means the lifelong process of phys-
24 ical, behavioral, cognitive, and emotional growth and
25 change as it relates to an individual’s sexuality and

1 sexual maturation, including puberty, identity development,
2 socio-cultural influences, and sexual behaviors.
3

4 (16) SEXUAL ORIENTATION.—Except with respect to section 7, the term “sexual orientation”,
5 when used with respect to a sex education program,
6 means an individual’s attraction, including physical
7 or emotional, to the same or different gender.
8

9 (17) YOUNG PEOPLE.—The term “young people” means individuals who are ages 10 through 24
10 at the time of commencement of participation in a
11 program supported under this Act.
12

13 **SEC. 11. FUNDING.**

14 (a) APPROPRIATION.—For the purpose of carrying
15 out Act, there is appropriated 75,000,000 for each fiscal
16 years 2020 through 2025. Amounts appropriated under
17 this subsection shall remain available until expended.

18 (b) RESERVATIONS OF FUNDS.—

19 (1) The Secretary shall reserve 50 percent of
20 the amount appropriated under subsection (a) for
21 the purposes of awarding grants for comprehensive
22 sex education for adolescents under section 3.

23 (2) The Secretary shall reserve 25 percent of
24 the amount appropriated under subsection (a) for
25 the purposes of awarding grants for comprehensive

1 sex education at institutes of higher education under
2 section 4.

3 (3) The Secretary shall reserve 20 percent of
4 the amount appropriated under subsection (a) for
5 the purposes of awarding grants for pre-service and
6 in-service teacher training under section 5.

7 (4) The Secretary shall reserve 2 percent of the
8 amount appropriated under subsection (a) for the
9 purpose of carrying out the impact evaluation and
10 reporting required under section 6(a).

11 (c) SECRETARIAL RESPONSIBILITIES.—The Sec-
12 retary shall reserve 3 percent of amount appropriated
13 under subsection (a) for each fiscal year for expenditures
14 by the Secretary to provide, directly or through a competi-
15 tive grant process, research, training, and technical assist-
16 ance, including dissemination of research and information
17 regarding effective and promising practices, providing con-
18 sultation and resources, and developing resources and ma-
19 terials to support the activities of recipients of grants. In
20 carrying out such functions, the Secretary shall collabo-
21 rate with a variety of entities that have expertise in adoles-
22 cent sexual health development, education, and promotion.

23 (d) REPROGRAMMING OF ABSTINENCE ONLY UNTIL
24 MARRIAGE PROGRAM FUNDING.—The unobligated bal-
25 ance of funds made available to carry out section 510 of

1 the Social Security Act (42 U.S.C. 710) (as in effect on
2 the day before the date of enactment of this Act) are here-
3 by transferred and shall be used by the Secretary to carry
4 out this Act. The amounts transferred and made available
5 to carry out this Act shall remain available until expended.

6 (e) REPEAL OF ABSTINENCE ONLY UNTIL MAR-
7 RIAGE PROGRAM.—Section 510 of the Social Security Act
8 (42 U.S.C. 710 et seq.) is repealed.

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