

## ***Strength in Diversity Act of 2025***

### **Section 1 – Short Title**

This Act is called the “*Strength in Diversity Act of 2025*.”

### **Section 2 – Purpose**

This section provides that the purpose of the *Strength in Diversity Act of 2025* is to support the development, implementation, and evaluation of strategies to address the effects of racial isolation or concentrated poverty by increasing racial and socioeconomic diversity in public schools.

### **Section 3 – Reservation for National Activities and State Activities**

This section allows the Secretary of Education to set aside no more than 5 percent of funding for national activities. The national activities include: research, development, data collection, monitoring, technical assistance, evaluation, dissemination activities, and development and maintenance of best practices on school diversity. This section also allows the Secretary to reserve no more than 10 percent of funding for grants to State educational agencies.

### **Section 4 – Grant Program Authorized**

This section provides details on the two types of grants: planning and implementation, criteria for evaluating applications, award priority, and duration of grants, which will encompass one year for a planning grant and three years for an implementation grant. Implementation grants can be extended for an additional two years.

### **Section 5 – Applications**

This section provides information for grant application submissions to the Secretary of Education. Application requirements include a description of the program, how the grant will be used, outreach to parents and students in a language that parents and students can understand, consultation with students and families in the district or region targeted for diversity improvement efforts, and how the eligible entity will identify and define racial isolation, income level, and socioeconomic status.

### **Section 6 – Uses of Funds**

This section specifies further details on planning and implementation grants: planning grants will complete a comprehensive assessment of the geographic area served and develop a robust family, student, and community engagement plan. Implementation grants will apply a high-quality plan that includes a comprehensive set of strategies to improve student outcomes, evidence of family and community engagement, goals to increase school diversity, development of innovative and equitable school assignment plans, collection and analysis of data, and a rigorous method of evaluation of the effectiveness of the program. Implementation grant funding can be used to recruit, hire, and train teachers

and other innovative activities designed to increase racial and socioeconomic diversity and engagement among students from different, racial, economic, and cultural backgrounds. Grant funding also supports school districts under a court-ordered school desegregation plan.

#### **Section 7 – Performance Measures**

This section provides information on performance measures for the programs and activities carried out through the use of the grants. These performance measures include but are not limited to academic performance, school readiness, achievement gaps, graduation rates, reducing school discipline rates, and post-secondary career readiness.

#### **Section 8 – Annual Reports**

This section provides that entities that receive a grant will submit a report to the Secretary of Education with a description of the efforts to increase inclusivity and information on the progress of the grant in respect to performance measures and data to support said progress.

#### **Section 9– Authorization of Appropriations**

This section provides that the program is to be funded for fiscal year 2025 and for five succeeding fiscal years.

#### **Section 10 – Definitions**

This section provides definitions for terms found within the bill.

#### **Section 11 – Prohibition Against Federal Control of Educational**

This section states that nothing in the bill authorizes any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system.