## Amendment to Rules Committee Print 118–3 Offered by Ms. Bonamici of Oregon

Strike the text and insert the following:

## 1 SECTION 1. GAO REPORT.

2 Not later than 2 years after the date of enactment 3 of this Act, the Comptroller General of the United States, 4 in consultation with relevant Federal agencies, shall sub-5 mit to the Committee on Education and the Workforce 6 of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a 7 report that evaluates and analyzes the impact of State-8 9 level policies relating to the participation of transgender 10 students in athletics programs at the secondary and postsecondary levels, on-11

(1) the mental health outcomes of transgender
students attending a school or institution of higher
education receiving Federal financial assistance; and
(2) the suicide rates among transgender students attending a school or institution of higher education receiving Federal financial assistance.

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## 1 SEC. 2. DEPARTMENT OF EDUCATION REPORT.

2 Not later than 2 years after the date of enactment 3 of this Act, the Secretary of Education, in consultation with the Director of the Institute of Education Sciences 4 5 and the Commissioner of the National Center for Education Statistics, and in a manner that protects the pri-6 7 vacy of individual students, shall submit to the Committee 8 on Education and the Workforce of the House of Rep-9 resentatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that evaluates 10 and analyzes the impact of State-level policies relating to 11 the participation of transgender students in athletics pro-12 grams at the secondary and postsecondary levels, on— 13

14 (1) the national adjusted cohort graduation rate
15 of transgender students attending a secondary
16 school receiving Federal financial assistance; and

17 (2) the 4- and 6-year completion rate among
18 transgender students attending an institution of
19 higher education receiving Federal financial assist20 ance.

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