

117TH CONGRESS  
2D SESSION

# H. R. \_\_\_\_

To direct the Secretary of Education to award grants to local educational agencies for LGBTQ+ history and women’s history education, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

Mrs. CAROLYN B. MALONEY of New York introduced the following bill; which was referred to the Committee on \_\_\_\_\_

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# A BILL

To direct the Secretary of Education to award grants to local educational agencies for LGBTQ+ history and women’s history education, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

### **SECTION 1. SHORT TITLE.**

This Act may be cited as the “LGBTQ+ and Women’s History Education Act of 2022”.

### **SEC. 2. FINDINGS.**

Congress finds the following:

(1) According to the New-York Historical Society Museum & Library, only 13 percent of named historical figures in textbooks across the United States are women.

(2) In 2017, the National Women’s History Museum analyzed elementary and secondary education standards in social studies for all 50 States and the District of Columbia and found that approximately 1 woman was mentioned for every 3 men in these standards.

(3) The Museum also found that 53 percent of the mentions of women’s history were included within the context of domestic roles, as opposed to the 20 percent that were included within the context of voting rights and suffrage and 2 percent that were included within the context of being in the workforce.

(4) According to the National Women’s History Alliance, only 3 States (Illinois, Florida, and Louisiana) have mandated that women’s history be taught in elementary, middle, and high schools.

(5) According to GLSEN, there are 7 States (California, Connecticut, Colorado, Illinois, Nevada, New Jersey, and Oregon) that have passed legislation in support of an LGBTQ+ inclusive curriculum.

(6) In March 2022, Governor Ron DeSantis of Florida signed HB 1557 into law. Commonly known as the “Don’t Say Gay or Trans” legislation, this law prevents teachers from administering instruction on sexual orientation and gender identity in kindergarten through third grade.

(7) GLSEN reports that 9 other States in addition to Florida (Alabama, Arizona, Idaho, Iowa, Mississippi, Oklahoma, New Hampshire, Tennessee, and Texas) have curriculum censorship laws that prohibit honest teaching about race, gender, or LGBTQ+ communities.

(8) According to Education Week, at least 15 States are considering nearly 30 bills that would affect discussions or interactions with LGBTQ+ youth in schools during the 2021–22 legislative session.

(9) According to GLSEN, 4 States (Louisiana, Mississippi, Oklahoma, and Texas) have “no promo homo” laws in place that prevent positive and affirming representations of LGBTQ+ identities in schools.

(10) Nationally, 19.4 percent of respondents to GLSEN's 2019 National School Climate Survey said they had been taught any positive representations of LGBTQ+ people, history, or events in their schools.

(11) Results from GLSEN's 2019 National School Climate Survey also indicate that, compared to students in schools without an LGBTQ+-inclusive curriculum, LGBTQ+ students in schools with an LGBTQ+-inclusive curriculum were less likely to—

(A) hear homophobic slurs or negative remarks about transgender people often or frequently;

(B) feel unsafe because of their sexuality or gender identity; or

(C) miss school because they felt unsafe or uncomfortable.

(12) Women and LGBTQ+ people deserve to be represented in classrooms across the country in an accurate, unbiased, and inclusive manner.

### **SEC. 3. GRANTS TO LOCAL EDUCATIONAL AGENCIES FOR LGBTQ+ AND WOMEN'S HISTORY EDUCATION.**

(a) **GRANTS AUTHORIZED.**—Beginning not later than 6 months after the date of the enactment of this Act, the Secretary shall award grants, on a competitive basis, to local educational agencies to assist such agencies in carrying out the activities described in subsection (c).

(b) **APPLICATION.**—

(1) **IN GENERAL.**—A local educational agency seeking a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(2) **TIMING.**—Not later than 45 days after the date of the enactment of this Act, the Secretary shall make the requirements for such application publicly available on the website of the Department.

(c) GRANT USES.—A local educational agency that receives a grant under this section shall, using an inclusive and intersectional educational approach, conduct, for elementary and secondary school students—

- (1) LGBTQ+ history education; and
- (2) women’s history education.

(d) GRANT AMOUNT.—The amount of a grant awarded under this section shall not exceed \$1,000,000 for any fiscal year.

(e) REPORT.—On an annual basis in each year for which a local educational agency receives a grant under this section, the agency shall submit to the Secretary a report that includes—

- (1) a description of how the grant was used;
- (2) the number of elementary and secondary school students who enrolled in and completed a program of LGBTQ+ history education and women’s history education;
- (3) the number of elementary and secondary school teachers who provided instruction to students in LGBTQ+ history education and women’s history education; and
- (4) a description of the strategies and best practices employed to achieve the objectives under the grant.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal years 2023 through 2033.

**SEC. 4. GRANTS TO STATE EDUCATIONAL AGENCIES TO INCLUDE  
LGBTQ+ AND WOMEN’S HISTORY EDUCATION IN STATE  
ACADEMIC STANDARDS.**

(a) GRANTS AUTHORIZED.—Beginning not later than 6 months after the date of the enactment of this Act, the Secretary shall, in accordance with subsection (c), award a grant to each State educational agency that submits an application under subsection (b) to update the academic standards of such State for elementary and secondary schools to include inclusive and intersectional educational approaches to LGBTQ+ history education and women’s history education.

(b) APPLICATION.—

(1) IN GENERAL.—A local educational agency seeking a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(2) TIMING.—Not later than 45 days after the date of the enactment of this Act, the Secretary shall make the requirements for such application publicly available on the website of the Department.

(c) GRANT AMOUNT.—A grant awarded to a State educational agency under this section shall, of the amounts appropriated under subsection (e), be in an amount that bears the same proportion as the number of elementary and secondary school students in such State bears to the total number of elementary and secondary school students in all States.

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal years 2023 through 2033.

**SEC. 5. DEFINITIONS.**

In this Act:

(1) ESEA TERMS.—The terms “elementary school”, “local educational agency”, “secondary school”, “Secretary”, and “State” have the meanings given such terms in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) INCLUSIVE EDUCATIONAL APPROACH.—The term “inclusive educational approach” means a teaching approach that acknowledges and includes experiences of people who are Black, Indigenous, and people of color (“BIPOC”), people with disabilities, and all marginalized communities.

(3) INTERSECTIONAL EDUCATIONAL APPROACH.—The term “intersectional educational approach” means a teaching approach that acknowledges and includes the unique forms of discrimination, oppression, and marginalization that can result from the interaction of at least 2 categories of identity.

(4) LGBTQ+.—The term “LGBTQ+” means sexual and gender minority populations, as defined by the Sexual and Gender Minority Research Office of the National Institutes of Health, including those who are lesbian, gay, bisexual, transgender, queer, nonbinary, Two-Spirit, and intersex.

(5) LGBTQ+ HISTORY EDUCATION.—The term “LGBTQ+ history education” means culturally relevant (available in multiple languages, consistent with census data and demographics of the area in which the education will be provided) to the extent practicable, unbiased, non-discriminatory, and accurate education about the roles and contributions of LGBTQ+ individuals in order to promote representation and visibility and combat prejudice.

(6) WOMEN’S HISTORY EDUCATION.—The term “women’s history education” means culturally relevant (available in multiple languages, consistent with census data and demographics of the area in which the education will be provided) to the extent practicable, unbiased, non-discriminatory, and accurate education about the non-domestic roles and contributions of women in order to promote representation and