H. R. 1343

To amend the Elementary and Secondary Education Act of 1965 to direct the Secretary of Education to award grants for science, technology, engineering, and math education programs.

IN THE HOUSE OF REPRESENTATIVES

MARCH 21, 2013

Ms. FUDGE introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to direct the Secretary of Education to award grants for science, technology, engineering, and math education programs.

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 “Project Ready STEM Act”.

SECTION 2. FINDINGS AND PURPOSE.

(a) FINDINGS.—Congress finds the following:
(1) Employment projections forecast a 17 percent growth in the STEM fields over the next decade.

(2) Ninety-two percent of STEM occupations will require at least some post-secondary education.

(3) While the number of degrees awarded in STEM fields has increased steadily since the 1960s, the overall share of STEM degrees awarded has actually shrunk in comparison to all degrees conferred.

(4) Internationally, a larger proportion of all degrees awarded are in the STEM fields. While 16 percent of degrees awarded in the United States are in STEM fields, nearly 50 percent of degrees awarded in China, 38 percent in South Korea, and 28 percent in Germany are in STEM fields.

(5) Minorities are seriously underrepresented in the science and engineering workforce in the United States, with just under 6 percent of Blacks and over 5 percent of Hispanics participating in the STEM workforce.

(6) Twenty-one percent of Black college students enter college with STEM majors, but only 16 percent actually receive a bachelor’s degree in a STEM major.
(7) Over ½ of Black students that enroll in a 4-year university are interested in STEM, but are not proficient in math.

(8) Since 1990, mathematic scores on the assessments conducted by the National Assessment of Education Progress have increased for all students, but White students have average scores 27 points higher than Black and Hispanic students.

(9) After school programs play an important role in addressing the achievement gap in under-served communities. Studies demonstrate that STEM learning during the school day is necessary but not sufficient for life-long STEM literacy.

(10) As many as 8,400,000 students are enrolled in after school programs. Ethnic minority children are more likely than non-minority children to participate in after school programs. While 15 percent of all students are enrolled in after school programs, 24 percent of Black students and 21 percent of Hispanic students are enrolled in such programs.

(b) PURPOSE.—The purpose of this Act is to prepare middle school and secondary school students to be ready for opportunities in the STEM fields in college and in careers through strong after school, summer, and weekend programs that focus on STEM education.
SEC. 3. AMENDMENT TO ESEA FOR STEM GRANTS.

Title II of the Elementary and Secondary Education Act of 1964 (20 U.S.C. 6601 et seq.) is amended—

(1) in the heading, by inserting “AND STEM GRANTS” after “PARTNERSHIPS”;

(2) by inserting after the heading of part B the following:

“Subpart 1—Math and Science Partnerships”;

and

(3) by inserting after section 2203 the following new subpart:

“Subpart 2—STEM Grants

SEC. 2211. PROJECT READY STEM GRANT PROGRAM.

“(a) AUTHORIZATION.—The Secretary is authorized to award grants, to be known as ‘Project Ready STEM Program’ grants, to national and regional intermediaries to establish in-school, after school, summer, and weekend programs that focus on science, technology, engineering, and math (referred to in this section as ‘STEM’) education.

“(b) APPLICATION.—A national or regional intermediary seeking a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may reasonably require, including the following:
“(1) The amount requested and the proposed use of the funds.

“(2) A description of how the national or regional intermediary will require a community-based affiliate operating a Project Ready STEM Program to provide the following:

“(A) A program description, including a description of—

“(i) the project-based learning that the program will use and the applicability of such projects to students’ lives after graduation from secondary school;

“(ii) the academic instruction, research model, or curriculum that the program will use; and

“(iii) any service-learning opportunities that will be available to students.

“(B) Evidence that the Project Ready STEM Program will primarily serve students who are traditionally underrepresented in STEM field careers.

“(C) A description of the student recruitment plan, student retention plan, and parental engagement plan.
“(D) A description of the professional development and training that the community-based affiliate will provide to its Project Ready STEM Program staff.

“(E) A description of the community-based affiliate’s collaboration with an institution of higher education (as defined in section 101 of the Higher Education Act of 1965 (20 U.S.C. 10001)).

“(F) A description of how the community-based affiliate will enable students who participate in the program to achieve the goals in subsection (e).

“(c) GOALS.—The goals of the Project Ready STEM Programs are the following:

“(1) To increase awareness of and exposure to current science content, scientific processes, and tools for students who are traditionally underrepresented in STEM field careers.

“(2) To provide STEM learning that is connected to workforce skills that are essential in the 21st century.

“(3) To increase on time grade promotion, the number of students who graduate high school, and
the number of students who pursue opportunities in
STEM fields.

“(4) To increase enrollment in and completion
of more STEM related coursework in school for stu-
dents who are traditionally underrepresented in
STEM field careers.

“(5) To increase awareness of students who are
traditionally underrepresented in STEM field ca-
reers of the opportunities after graduation from sec-
secondary school in STEM fields, including college ma-
jors in STEM and careers in STEM.

“(6) For students to have the experience of
interacting with staff who demonstrate a positive at-
titude toward STEM fields.

“(7) To facilitate project-based learning and
service-learning.

“(d) ALLOCATION.—A national or regional inter-
mediary that receives a grant under this section shall re-
serve—

“(1) not more than 25 percent to provide tech-
ical and administrative assistance to and collect
data from its community-based affiliates to which it
makes subgrants;

“(2) not less than 50 percent for subgrants to
community-based affiliates that have demonstrated
effectiveness in operating STEM programs in order for such affiliates to expand such STEM programs to reach more students who are traditionally underrepresented in STEM field careers; and

“(3) not less than 25 percent for subgrants to community-based affiliates that do not operate STEM programs in order for such affiliates that seek to develop new STEM programs that are consistent with the goals of this section to develop and establish such new STEM programs.

“(e) SUBGRANTS TO COMMUNITY-BASED AFFILIATES.—

“(1) APPLICATION.—A community-based affiliate seeking a subgrant shall submit an application to its national or regional intermediary at such time, in such form, and containing such information as the national or regional intermediary may reasonably require.

“(2) USES OF FUNDS.—A community-based affiliate that receives a subgrant under this section to operate a Project Ready STEM Program shall operate an in-school, after school, summer, or weekend program that focuses on STEM education and primarily serves students who are traditionally under-
represented in STEM field careers. Such program shall include the following:

“(A) Educational services that include—

“(i) an initial assessment of students’ progress in math, science, and reading;

“(ii) remediation and educational enrichment services; and

“(iii) helping students to improve their study skills.

“(B) Project-based learning opportunities.

“(C) Individualized instruction and tracking of student progress that is aligned with in-school performance.

“(3) COLLABORATION.—A community-based affiliate that receives a subgrant under this section shall collaborate with an institution of higher education to provide the services described in paragraph (2).

“(f) REPORTS.—

“(1) SECRETARY REPORT TO CONGRESS.—The Secretary shall submit a report annually to the Committee on Education and the Workforce in the House of Representatives and the Committee on Health, Education, Labor, and Pensions in the Senate on the progress that national and regional inter-
mediaries and their community-based affiliates operating Project Ready STEM Programs have made toward achieving the goals in subsection (c).

“(2) NATIONAL OR REGIONAL INTERMEDIARY REPORT TO THE SECRETARY.—A national or regional intermediary receiving a grant under this section shall submit a report annually to the Secretary at such time, in such manner, and containing such information as the Secretary may require, including the progress that its community-based affiliates operating Project Ready STEM Programs have made toward achieving the goals in subsection (c).

“(3) COMMUNITY-BASED AFFILIATE REPORT TO ITS NATIONAL OR REGIONAL INTERMEDIARY.—A community-based affiliate that receives a subgrant under this section shall submit a report annually to the national or regional intermediary that awarded such subgrant at such time, in such manner, and containing such information as the intermediary may require, including the progress its Project Ready STEM Program has made toward achieving the goals in subsection (c).

“(g) DEFINITIONS.—In this section:

“(1) COMMUNITY-BASED AFFILIATE.—The term ‘community-based affiliate’ means a community-
based organization (as defined in section 9101) that is an affiliate of a national or regional intermediary.

“(2) NATIONAL INTERMEDIARY.—The term ‘national intermediary’ means a national private nonprofit organization that—

“(A) has a network comprised of community-based affiliates in not less than 50 urban communities;

“(B) has demonstrated expertise and effectiveness in overseeing programs to help middle school and secondary school students succeed, including programs to help such students become college-ready and career-ready; and

“(C) has operated in not less than 25 States continuously for not less than 20 years.

“(3) PROJECT-BASED LEARNING.—The term ‘project-based learning’ means learning through a broad project that includes instruction, substantive content, and reflection, with the goal that students who participate in the project will achieve a concrete goal or complete a project.

“(4) REGIONAL INTERMEDIARY.—The term ‘regional intermediary’ means a private nonprofit community-based organization that—
“(A) has a network comprised of community-based affiliates in a prescribed region; and

“(B) has demonstrated expertise and effectiveness in conducting outreach and providing education activities to middle school and secondary school students.

“(h) Authorization of Appropriations.—There is authorized to be appropriated to the Secretary to carry out this section—

“(1) $20,000,000 for fiscal year 2014;

“(2) $30,000,000 for fiscal year 2015;

“(3) $40,000,000 for fiscal year 2016; and

“(4) $50,000,000 for fiscal year 2017.”.