

114TH CONGRESS  
1ST SESSION

# H. R. 2155

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

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## IN THE HOUSE OF REPRESENTATIVES

APRIL 30, 2015

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

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## 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 mathematics education programs.

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 “Community STEM  
5 Learning Act of 2015”.

6 **SEC. 2. FINDINGS AND PURPOSE.**

7 (a) FINDINGS.—The Congress finds the following:

1           (1) Employment projections forecast a 17-per-  
2 cent growth in the science, technology, engineering,  
3 and mathematics (“STEM”) fields over the next  
4 decade.

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

7           (3) While the number of degrees awarded in  
8 STEM fields has increased steadily since the 1960s,  
9 the overall share of STEM degrees awarded has ac-  
10 tually shrunk in comparison to all degrees conferred.

11           (4) Internationally, a larger proportion of all  
12 degrees awarded are in the STEM fields. While 16  
13 percent of degrees awarded in the United States are  
14 in STEM fields, nearly 50 percent of degrees award-  
15 ed in China, 38 percent in South Korea, and 28 per-  
16 cent in Germany are in STEM fields.

17           (5) Minorities are seriously underrepresented in  
18 the science and engineering workforce in the United  
19 States, with just under 6 percent of Blacks and over  
20 5 percent of Hispanics participating in the STEM  
21 workforce.

22           (6) Twenty-one percent of Black college stu-  
23 dents enter college with STEM majors, but only 16  
24 percent actually receive a bachelor’s degree in a  
25 STEM major.

1           (7) Over  $\frac{1}{2}$  of Black students that enroll in a  
2           4-year university are interested in STEM, but are  
3           not proficient in math.

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

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

14          (10) As many as 8,400,000 students are en-  
15          rolled in after school programs. Ethnic minority chil-  
16          dren are more likely than non-minority children to  
17          participate in after school programs. While 15 per-  
18          cent of all students are enrolled in after school pro-  
19          grams, 24 percent of Black students and 21 percent  
20          of Hispanic students are enrolled in such programs.

21          (b) PURPOSE.—The purpose of this Act is to prepare  
22          middle school and secondary school students to be ready  
23          for opportunities in the STEM fields in college and in ca-  
24          reers through strong after school, summer, and weekend  
25          programs that focus on STEM education.

1 **SEC. 3. AMENDMENT TO ESEA FOR STEM GRANTS.**

2 Part B of title II of the Elementary and Secondary  
3 Education Act of 1964 (20 U.S.C. 6661 et seq.) is amend-  
4 ed—

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

7 (2) by inserting after the part heading the fol-  
8 lowing:

9 **“Subpart 1—Math and Science Partnerships”;**

10 and

11 (3) by inserting after section 2203 the fol-  
12 lowing:

13 **“Subpart 2—STEM Grants**

14 **“SEC. 2211. INFORMAL STEM LEARNING PROGRAM.**

15 “(a) AUTHORIZATION.—The Secretary is authorized  
16 to award grants, to be known as ‘informal STEM learning  
17 program’ grants, to national and regional intermediaries  
18 to establish informal STEM learning in-school, after  
19 school, summer, and weekend programs that focus on  
20 science, technology, engineering, and math (referred to in  
21 this section as ‘STEM’) education.

22 “(b) APPLICATION.—A national or regional inter-  
23 mediary seeking a grant under this section shall submit  
24 an application to the Secretary at such time, in such form,  
25 and containing such information as the Secretary may rea-  
26 sonably require, including the following:

1           “(1) The amount requested and the proposed  
2 use of the funds.

3           “(2) A description of how the national or re-  
4 gional intermediary will require a community-based  
5 affiliate operating an informal STEM learning pro-  
6 gram to provide the following:

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

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

13                           “(ii) the academic instruction, re-  
14 search model, or curriculum that the pro-  
15 gram will use; and

16                           “(iii) any service-learning opportuni-  
17 ties that will be available to students.

18                   “(B) Evidence that the informal STEM  
19 learning program will primarily serve students  
20 who are traditionally underrepresented in  
21 STEM field careers.

22                   “(C) A description of the student recruit-  
23 ment plan, student retention plan, and parental  
24 engagement plan.

1           “(D) A description of the professional de-  
2           velopment and training that the community-  
3           based affiliate will provide to its informal  
4           STEM learning program staff.

5           “(E) A description of the community-based  
6           affiliate’s collaboration with an institution of  
7           higher education (as defined in section 101 of  
8           the Higher Education Act of 1965 (20 U.S.C.  
9           10001)).

10           “(F) A description of how the community-  
11           based affiliate will enable students who partici-  
12           pate in the program to achieve the goals in sub-  
13           section (c).

14           “(c) GOALS.—The goals of the Informal STEM  
15           learning program grants are the following:

16           “(1) To increase awareness of and exposure to  
17           current science content, scientific processes, and  
18           tools for students who are traditionally underrep-  
19           resented in STEM field careers.

20           “(2) To provide STEM learning that is con-  
21           nected to workforce skills that are essential in the  
22           21st century.

23           “(3) To increase on time grade promotion, the  
24           number of students who graduate high school, and

1 the number of students who pursue opportunities in  
2 STEM fields.

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

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

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

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

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

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

24 “(2) not less than 50 percent for subgrants to  
25 community-based affiliates that have demonstrated

1 effectiveness in operating STEM programs in order  
2 for such affiliates to expand such STEM programs  
3 to reach more students who are traditionally under-  
4 represented in STEM field careers; and

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

11 “(e) SUBGRANTS TO COMMUNITY-BASED AFFILI-  
12 ATES.—

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

19 “(2) USES OF FUNDS.—A community-based af-  
20 filiate that receives a subgrant under this section to  
21 operate an informal STEM learning program shall  
22 operate an in-school, after school, summer, or week-  
23 end program that focuses on STEM education and  
24 primarily serves students who are traditionally



1 underrepresented in STEM field careers. Such pro-  
2 gram shall include the following:

3 “(A) Educational services that include—

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

6 “(ii) remediation and educational en-  
7 richment services; and

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

10 “(B) Project-based learning opportunities.

11 “(C) Individualized instruction and track-  
12 ing of student progress that is aligned with in-  
13 school performance.

14 “(3) COLLABORATION.—A community-based af-  
15 filiate that receives a subgrant under this section  
16 shall collaborate with an institution of higher edu-  
17 cation to provide the services described in paragraph  
18 (2).

19 “(f) REPORTS.—

20 “(1) SECRETARY REPORT TO CONGRESS.—The  
21 Secretary shall submit a report annually to the Com-  
22 mittee on Education and the Workforce in the  
23 House of Representatives and the Committee on  
24 Health, Education, Labor, and Pensions in the Sen-  
25 ate on the progress that national and regional inter-

1 mediaries and their community-based affiliates oper-  
2 ating informal STEM learning programs have made  
3 toward achieving the goals in subsection (c).

4 “(2) NATIONAL OR REGIONAL INTERMEDIARY  
5 REPORT TO THE SECRETARY.—A national or re-  
6 gional intermediary receiving a grant under this sec-  
7 tion shall submit a report annually to the Secretary  
8 at such time, in such manner, and containing such  
9 information as the Secretary may require, including  
10 the progress that its community-based affiliates op-  
11 erating informal STEM learning programs have  
12 made toward achieving the goals in subsection (c).

13 “(3) COMMUNITY-BASED AFFILIATE REPORT TO  
14 ITS NATIONAL OR REGIONAL INTERMEDIARY.—A  
15 community-based affiliate that receives a subgrant  
16 under this section shall submit a report annually to  
17 the national or regional intermediary that awarded  
18 such subgrant at such time, in such manner, and  
19 containing such information as the intermediary may  
20 require, including the progress its informal STEM  
21 learning program has made toward achieving the  
22 goals in subsection (c).

23 “(g) DEFINITIONS.—In this section:

24 “(1) COMMUNITY-BASED AFFILIATE.—The term  
25 ‘community-based affiliate’ means a community-

1 based organization (as defined in section 9101) that  
2 is an affiliate of a national or regional intermediary.

3 “(2) INFORMAL STEM LEARNING EDUCATION.—  
4 The term ‘informal STEM learning education’ is  
5 education related to science that occurs in informal,  
6 out-of-school contexts, such as participating in struc-  
7 tured afterschool programs and visiting science cen-  
8 ters and engaging with the exhibits and programs  
9 offered at such centers.

10 “(3) NATIONAL INTERMEDIARY.—The term  
11 ‘national intermediary’ means a national private  
12 nonprofit organization that—

13 “(A) has a network comprised of commu-  
14 nity-based affiliates in not less than 50 regional  
15 communities;

16 “(B) has demonstrated expertise and effec-  
17 tiveness in overseeing programs to help middle  
18 school and secondary school students succeed,  
19 including programs to help such students be-  
20 come college-ready and career-ready; and

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

23 “(4) PROJECT-BASED LEARNING.—The term  
24 ‘project-based learning’ means learning through a  
25 broad project that includes instruction, substantive

1 content, and reflection, with the goal that students  
2 who participate in the project will achieve a concrete  
3 goal or complete a project.

4 “(5) REGIONAL INTERMEDIARY.—The term ‘re-  
5 gional intermediary’ means a private nonprofit com-  
6 munity-based organization that—

7 “(A) has a network comprised of commu-  
8 nity-based affiliates in a prescribed region; and

9 “(B) has demonstrated expertise and effec-  
10 tiveness in conducting outreach and providing  
11 education activities to middle school and sec-  
12 ondary school students.

13 “(h) AUTHORIZATION OF APPROPRIATIONS.—There  
14 is authorized to be appropriated to the Secretary to carry  
15 out this section—

16 “(1) \$20,000,000 for fiscal year 2016;

17 “(2) \$30,000,000 for fiscal year 2017;

18 “(3) \$40,000,000 for fiscal year 2018; and

19 “(4) \$50,000,000 for fiscal year 2019.”.

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