

119TH CONGRESS
2D SESSION

S. 4030

To provide out-of-school time educators with professional development in STEM subjects, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MARCH 9, 2026

Mrs. SHAHEEN introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide out-of-school time educators with professional development in STEM subjects, and for other purposes.

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 “Supporting After-
5 School STEM Educators Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) There is growing recognition, as evidenced
9 through program provider surveys conducted by the
10 Afterschool Alliance, that the workforce for after-

1 school, summer, and other out-of-school time pro-
2 grams is facing staffing crises, which are even more
3 apparent for science, technology, engineering, and
4 mathematics educators in that workforce.

5 (2) STEM proficiency will have a major impact
6 on the Nation's future economic competitiveness and
7 on the preeminence of the United States in scientific
8 inquiry, technological innovation, and maintaining a
9 scientifically literate public.

10 (3) Results from the National Assessment of
11 Educational Progress, the Trends in International
12 Mathematics and Science Study, the Programme for
13 International Student Assessment, and other sources
14 show that students in the United States are not
15 demonstrating sufficient achievement in the STEM
16 subjects, particularly in the years following the
17 COVID-19 pandemic.

18 (4) Research demonstrates the importance of
19 after-school, summer, and other out-of-school time
20 programs in engaging students in STEM fields and
21 building STEM-relevant skills and proficiencies, es-
22 pecially for girls, students from populations tradi-
23 tionally underrepresented in STEM fields, and stu-
24 dents from low socioeconomic circumstances.

1 (5) Research also demonstrates the importance
2 of having high-quality, well-prepared educators to
3 support those programs, helping to inspire and moti-
4 vate students to be interested in STEM.

5 (6) The investments by the Federal Govern-
6 ment in STEM education require a capable and sup-
7 ported educator workforce in order for educators to
8 provide quality opportunities for students to be en-
9 gaged in STEM subjects outside of the school day
10 and to build a balanced pre-kindergarten through
11 12th grade STEM education portfolio that fosters
12 learning in school as well as in out-of-school time
13 programs.

14 (7) In order to sufficiently build up the Na-
15 tion's future STEM workforce, the Federal Govern-
16 ment needs to bolster and enhance structural sup-
17 port for today's STEM educators and ensure a ro-
18 bust network of future STEM educators. Developing
19 the systems of support to help program providers ac-
20 cess high-quality STEM curricula, resources, peer
21 support, and professional development, is warranted.

22 **SEC. 3. PURPOSES.**

23 The purposes of this Act are—

24 (1) to recognize the important role that after-
25 school, summer, and other out-of-school time edu-

1 cators, in STEM subjects, play in facilitating STEM
2 education and development of the STEM workforce;
3 and

4 (2) to support STEM educators in after-school,
5 summer, and other out-of-school time programs, in-
6 cluding supporting their professional development
7 and well-being through Federal funding.

8 **SEC. 4. DEFINITIONS.**

9 In this Act:

10 (1) INTERMEDIARY.—The term “intermediary”
11 means an entity, public or private, that works to
12 support quality after-school, summer, and other out-
13 of-school time programs for student development
14 through—

15 (A) technical assistance and professional
16 development for program educators;

17 (B) program quality improvement initia-
18 tives, including assessment, evaluation, data
19 analysis, and data dashboards;

20 (C) resource development and coordination,
21 including development and coordination through
22 fundraising, grant writing, partnership building,
23 and support with braiding funding and pass-
24 through funding;

1 (D) public awareness efforts to promote
2 the importance of out-of-school time programs
3 and build partnerships to help programs secure
4 funding and support; and

5 (E) quick and fluid action to be able to re-
6 spond to needs and opportunities, partnering
7 with State and local government agencies.

8 (2) OUT-OF-SCHOOL TIME.—The term “out-of-
9 school time”—

10 (A) used with respect to a program, means
11 any organized educational, enrichment, or child
12 care program (including a service) that is—

13 (i) designed to engage pre-kinder-
14 garten through 12th grade students during
15 a time when the students are not partici-
16 pating in a formal school program; and

17 (ii) offered during after-school, sum-
18 mer, or another out-of-school time by an
19 entity such as a community-based organi-
20 zation, educational institution, school sys-
21 tem, museum, library, student organiza-
22 tion, community center organization, park
23 organization, religious institution, or other
24 nonprofit or commercial organization; and

1 (B) used with respect to an educator,
 2 means an educator in a program described in
 3 subparagraph (A).

4 (3) PROGRAM PROVIDER.—The term “program
 5 provider” means a nonprofit provider of an out-of-
 6 school time program.

7 (4) SECRETARY.—The term “Secretary” means
 8 the Secretary of Labor.

9 (5) STEM.—The term “STEM” means science,
 10 technology, engineering, and mathematics.

11 **SEC. 5. OUT-OF-SCHOOL TIME STEM EDUCATOR PROFES-**
 12 **SIONAL DEVELOPMENT SCHOLARSHIP PRO-**
 13 **GRAM.**

14 (a) IN GENERAL.—

15 (1) GRANTS.—The Secretary shall establish a
 16 program through which the Secretary shall award
 17 grants to intermediaries (including consortia of
 18 intermediaries) to—

19 (A) support program providers of after-
 20 school, summer, and other out-of-school time
 21 programs by assisting the program providers to
 22 allocate professional development scholarship
 23 funds to educators, and otherwise to enable the
 24 educators to participate in the professional de-
 25 velopment;

1 (B) provide support for the programs
2 through centralized databases and peer net-
3 works (which may be used by the program pro-
4 viders funded under this section and other pro-
5 gram providers); and

6 (C) streamline accountability for the pro-
7 grams funded under this section.

8 (2) PERIODS.—The Secretary shall award the
9 grants for periods of 5 years.

10 (3) NUMBER OF GRANTS.—The Secretary shall
11 award not more than 1 grant per State, unless suffi-
12 cient funds are made available for this section to en-
13 able the Secretary to award an additional grant for
14 a State.

15 (b) APPLICATIONS.—To be eligible to receive a grant
16 under this section, an intermediary shall submit an appli-
17 cation to the Secretary, at such time, in such manner, and
18 containing such information as the Secretary may require.

19 (c) PREFERENCE.—In awarding the grants, the Sec-
20 retary may give preference to intermediaries that identify
21 a partner (including a consortium of such partners), such
22 as a private or for-profit company, foundation, institution
23 of higher education (as defined in section 102 of the High-
24 er Education Act of 1965 (20 U.S.C. 1002)), local work-
25 force development board, local government agency, or an-

1 other local industry partner, or a State educational agency
 2 (as defined in section 8101 of the Elementary and Sec-
 3 ondary Education Act of 1965 (20 U.S.C. 7801)) or State
 4 workforce development board, that has committed to pro-
 5 viding, each year, non-Federal matching funds equal to
 6 not less than 25 percent of the amount of the grant pay-
 7 ment for that year.

8 (d) USE OF GRANT FUNDS.—An intermediary that
 9 receives a grant under this section shall use the grant
 10 funds—

11 (1) to make subgrants under subsection (e), on
 12 a competitive basis, to program providers—

13 (A) to enable STEM educators to partici-
 14 pate in professional development (including
 15 coaching); and

16 (B) to meet program provider reporting re-
 17 quirements established under this section;

18 (2) to develop a statewide peer support struc-
 19 ture by establishing a centralized database and fa-
 20 cilitating peer networks under subsection (f) for out-
 21 of-school time educators; and

22 (3) to meet intermediary reporting require-
 23 ments established under this section.

24 (e) SUBGRANTS TO PROGRAM PROVIDERS.—

25 (1) IN GENERAL.—

1 (A) PERIODS.—An intermediary shall
2 make a subgrant under this subsection for a pe-
3 riod of not more than 5 years, and make pay-
4 ments under such subgrant annually.

5 (B) AMOUNTS.—The intermediary shall
6 make such a subgrant in an amount determined
7 on the basis of the need of the program pro-
8 vider applying, taking into account both the
9 professional development needs of the provider’s
10 educators and the needs of the community
11 served by the program provider.

12 (C) NUMBER OF SUBGRANTS.—An inter-
13 mediary that receives a grant under this section
14 may use the grant funds to make subgrants to
15 not more than 25 program providers to fund
16 professional development (including coaching)
17 in STEM subjects, and carry out other activi-
18 ties described in subsection (d)(1).

19 (2) SOLICITATIONS.—When soliciting applica-
20 tions for subgrants under this subsection, each inter-
21 mediary shall intentionally publicize the subgrant
22 opportunity to all program providers of out-of-school
23 time programs in the State, especially smaller orga-
24 nizations that may take more effort to reach.

1 (3) APPLICATIONS.—To be eligible to receive a
 2 subgrant under this subsection, a program provider
 3 shall submit an application to an intermediary at
 4 such time, in such manner, and containing such in-
 5 formation as the intermediary may require, including
 6 a program proposal for activities to be carried out
 7 under the subgrant.

8 (4) EVALUATION OF APPLICATIONS.—In deter-
 9 mining which program providers will receive sub-
 10 grants under this subsection, an intermediary shall
 11 evaluate the program proposal in the application on
 12 the degree to which such a proposal—

13 (A) ensures educators are able to imple-
 14 ment what the educators learn from profes-
 15 sional development opportunities, using meth-
 16 ods that resonate with their student popu-
 17 lations;

18 (B) ensures educators are supported in—

19 (i) obtaining professional development
 20 (including training) opportunities that lead
 21 to STEM credentials or certifications that
 22 hold local or national labor market value
 23 (according to the National AfterSchool As-
 24 sociation (referred to in this subsection as
 25 the “NAA”)) under the thriving workforce

1 recommendations (defined, for purposes of
2 this Act, as the Out-of-School Time Job
3 Quality Standards issued by the NAA on
4 June 27, 2024), such as acquiring the
5 NAA Professional Credentialing System’s
6 STEM microcredentials; and

7 (ii) using the professional development
8 to increase their wages and follow path-
9 ways for professional growth; and

10 (C) provides that the program provider
11 will—

12 (i) not less often than annually, evalu-
13 ate and appropriately reward the educators
14 receiving the professional development for
15 their professional growth; and

16 (ii) increase recognition titles for edu-
17 cators who acquire new skills, experience,
18 and responsibilities in alignment with the
19 NAA thriving workforce recommendations.

20 (5) PRIORITY.—In determining which program
21 providers will receive subgrants under this sub-
22 section, an intermediary shall give priority to—

23 (A) a program provider with a selection of
24 professional development opportunities that en-
25 courage peer-to-peer networking and support

during and after the training portion of the professional development takes place;

(B) a program provider with a program—

(i) in a community with historical underinvestment in access to STEM learning opportunities for students both in and out of school;

(ii) with a high percentage of students who are underrepresented in STEM fields; or

(iii) in a rural area where learning programs for students are more remote from typical professional learning and industry hubs; and

(C) a program provider that seeks—

(i) to support educators, including seasonal educators; and

(ii) to provide train-the-trainer and coach development trainings for more long-term educators.

(6) USE OF FUNDS.—

(A) PROFESSIONAL DEVELOPMENT.—A program provider that receives a subgrant under this subsection may use the subgrant funds (by providing scholarship funds or

1 through other means) to pay for the profes-
2 sional development (on-site or off-site) for edu-
3 cators who are or seek to become STEM edu-
4 cators, and otherwise to enable the educators to
5 participate in the professional development by
6 paying for the staff time of educators to partici-
7 pate in the professional development, paying to
8 hire substitute staffers for the time the edu-
9 cators are at the professional development, pay-
10 ing for the time and resources needed for the
11 educators to share and implement the profes-
12 sional development (in appropriate cases) with
13 program colleagues, and paying for any travel
14 costs associated with the professional develop-
15 ment.

16 (B) PROFESSIONAL DEVELOPMENT CON-
17 TENT.—The content for the professional devel-
18 opment for out-of-school time educators who
19 are or seek to become STEM educators may in-
20 clude any professional development tailored to
21 the out-of-school time educator and STEM fa-
22 cilitation that the program and educator iden-
23 tify as necessary and relevant to the educator’s
24 professional growth.

1 (7) ADMINISTRATIVE COSTS.—A recipient of a
2 grant or subgrant under this section may use not
3 more than 15 percent of the grant funds or subgrant
4 funds, respectively, for administrative costs.

5 (8) REPORTING.—

6 (A) ANNUAL REPORTS.—

7 (i) PROGRAM PROVIDERS.—At the end
8 of each year throughout the period of the
9 grant, each program provider that receives
10 a subgrant under this Act—

11 (I) shall evaluate the professional
12 development activities carried out
13 through the subgrant on—

14 (aa) the degree of change in
15 educator confidence in imple-
16 menting or facilitating the imple-
17 mentation of STEM programs;

18 (bb) the degree of integra-
19 tion of the knowledge received by
20 the educators through those ac-
21 tivities into their out-of-school
22 time programs; and

23 (cc) student and parent sat-
24 isfaction with the STEM compo-
25 nent of the resulting programs;

1 (II) may evaluate the profes-
2 sional development activities on addi-
3 tional indicators to measure the effec-
4 tiveness of the professional develop-
5 ment in the context of the provider's
6 out-of-school time program, such as
7 indicators relating to—

8 (aa) the relevancy of that
9 STEM component to skills that
10 prepare students for the work-
11 force and improve their everyday
12 life;

13 (bb) the degree of integra-
14 tion of the STEM knowledge re-
15 ceived by students with content
16 knowledge received by students
17 during the school day; and

18 (cc) the degree to which the
19 knowledge is enabling students to
20 become aware of STEM occupa-
21 tions and the relevance of STEM
22 content in nontraditional STEM
23 occupations; and

24 (III) shall prepare a report con-
25 taining the results of the evaluation

1 under this clause, and submit the re-
 2 port to the intermediary that made
 3 the subgrant.

4 (ii) INTERMEDIARIES.—The inter-
 5 mediary shall prepare and submit to the
 6 Secretary a report summarizing the pro-
 7 gram provider reports received under
 8 clause (i).

9 (B) FINAL REPORTS.—

10 (i) PROGRAM PROVIDERS.—

11 (I) INDICATORS.—At the end of
 12 the 5-year grant period, each program
 13 provider that receives a subgrant
 14 under this Act shall evaluate the pro-
 15 fessional development activities car-
 16 ried out through the subgrant on—

17 (aa) the percentage change
 18 in the number of students
 19 (disaggregated by age level) at-
 20 tending the provider's program;

21 (bb) the percentage, of the
 22 educators who were beneficiaries
 23 of funds for professional develop-
 24 ment under this subsection, who
 25 were retained by the provider;

1 (cc) the percentage, of all
2 educators, who were retained by
3 the provider;

4 (dd) the percentage, of the
5 educators who were beneficiaries
6 of funds for professional develop-
7 ment under this subsection, who
8 obtained additional STEM cre-
9 dentials or certifications de-
10 scribed in paragraph (4)(B); and

11 (ee) the percentage of stu-
12 dents of such educators who
13 leave the provider's out-of-school
14 time program with an increased
15 engagement in a STEM subject
16 or desire to pursue a career in a
17 STEM subject.

18 (II) MEASUREMENT.—In meas-
19 uring the indicators described in sub-
20 clause (I), the program provider shall
21 use methods that may include stu-
22 dent, parent, and educator surveys,
23 Youth Program Quality Assessments,
24 and longitudinal tracking.

1 (III) REPORT.—The program
 2 provider shall prepare a report con-
 3 taining the results of the evaluation
 4 under this clause and submit the re-
 5 port to the intermediary that made
 6 the subgrant.

7 (ii) INTERMEDIARIES.—The inter-
 8 mediary shall prepare and submit to the
 9 Secretary a report summarizing the pro-
 10 gram provider reports received under
 11 clause (i).

12 (f) CENTRALIZED STATEWIDE SUPPORT STRUC-
 13 TURES.—Each intermediary that receives a grant under
 14 this Act shall use the grant funds to—

15 (1) establish a centralized database of profes-
 16 sional development opportunities for out-of-school
 17 time educators (including virtual opportunities, op-
 18 portunities to bring professional development onsite,
 19 and national opportunities, as appropriate); and

20 (2) facilitate peer-to-peer networks between out-
 21 of-school time educators who are or seek to become
 22 STEM educators, and STEM education experts
 23 through the establishment of an electronic portal,
 24 community events, and other means.

25 (g) REPORTING.—

1 (1) ANNUAL REPORTS.—At the end of each
2 year throughout the period of the 5-year grant, each
3 intermediary that receives a grant under this section
4 shall submit a report to the Secretary regarding the
5 progress achieved through the activities carried out
6 under the grant.

7 (2) FINAL REPORTS.—

8 (A) PREPARATION.—At the end of the 5-
9 year grant period, each intermediary that re-
10 ceives a grant under this Act shall prepare a re-
11 port that—

12 (i) summarizes the evaluations sub-
13 mitted to the intermediary under sub-
14 section (e)(8);

15 (ii) describes best practices for access-
16 ing professional development in STEM
17 education for program provider educators;

18 (iii) describes the use of funds under
19 the grant; and

20 (iv) describes the short-term and long-
21 term impact, of providing professional de-
22 velopment opportunities, on the program
23 provider educators that received the profes-
24 sional development, on the students in the

1 programs of the program providers, and on
2 the programs.

3 (B) SUBMISSION.—The intermediary shall
4 submit the report to the Secretary, who shall
5 make the report publicly available.

6 **SEC. 6. AUTHORIZATION OF APPROPRIATIONS.**

7 There are authorized to be appropriated to the Sec-
8 retary such sums as may be necessary to carry out this
9 Act.

○