

113TH CONGRESS
1ST SESSION

H. R. 1090

To establish an Elementary Educator Science, Technology, Engineering, and
Mathematics (STEM) Content Coach program.

IN THE HOUSE OF REPRESENTATIVES

MARCH 12, 2013

Mr. HONDA (for himself, Ms. BORDALLO, Mr. CICILLINE, Mr. CONYERS, Mr.
ELLISON, Mrs. NAPOLITANO, Mr. PAYNE, Mr. RANGEL, and Mr.
TAKANO) introduced the following bill; which was referred to the Com-
mittee on Education and the Workforce

A BILL

To establish an Elementary Educator Science, Technology,
Engineering, and Mathematics (STEM) Content Coach
program.

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 “Elementary Educator
5 STEM Content Coach Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Numerous recent reports by national advi-
9 sory groups, including the President’s Council of Ad-

visors on Science and Technology (PCAST) and committees of the National Academies, have highlighted the need to raise student achievement in science, technology, engineering, and mathematics (STEM) fields to enable the United States to maintain its competitive edge in the global economy.

(2) The PCAST report entitled “Prepare and Inspire: K–12 Education in Science, Technology, Engineering, and Math (STEM) for America’s Future” states, “The most important factor in ensuring excellence is great STEM teachers, with both deep content knowledge in STEM subjects and mastery of the pedagogical skills required to teach these subjects well.”.

(3) The PCAST report also recommends that the Federal Government should support the professional development of all teachers to help them achieve deep STEM content knowledge and mastery of STEM pedagogy.

(4) The National Academy of Sciences finds that school districts need to enhance the capacity of kindergarten through grade 12 teachers with content knowledge and expertise in teaching in order to successfully promote effective STEM education in those grades.

1 (5) The Center for American Progress finds
2 that improving the elementary school teacher's
3 knowledge of STEM-related facts, concepts, and pro-
4 cedures is vital to our Nation's global competitive-
5 ness in the 21st century.

6 **SEC. 3. PURPOSE.**

7 The purpose of this Act is to create a cohort of ele-
8 mentary educators with a deep content knowledge in
9 STEM disciplines by providing professional development
10 to elementary educators.

11 **SEC. 4. ELEMENTARY EDUCATOR STEM CONTENT COACH**
12 **GRANT PROGRAM.**

13 From amounts appropriated under section 9, the Sec-
14 retary of Education shall award grants to State edu-
15 cational agencies to award subgrants to eligible entities
16 to carry out professional development training programs
17 for STEM Coaches.

18 **SEC. 5. GRANTS TO STATE EDUCATIONAL AGENCIES.**

19 To be eligible to receive a grant under this Act, a
20 State educational agency shall submit an application to
21 the Secretary at such time, in such manner, and con-
22 taining such information as the Secretary may require,
23 which shall include—

1 (1) a list of the eligible entities the State edu-
2 cational agency has selected to receive a subgrant
3 under this program; and

4 (2) assurances that the State educational agen-
5 cy has adopted college- and career-ready standards
6 in STEM disciplines.

7 **SEC. 6. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.**

8 (a) **ELIGIBILITY.**—To be eligible to receive a
9 subgrant under this Act, an eligible entity shall submit
10 an application to the State educational agency at such
11 time, in such manner, and containing such information as
12 the State educational agency may require, which shall in-
13 clude—

14 (1) an identification of the number of STEM
15 Coaches and the schools at which the STEM Coach-
16 es teach;

17 (2) a description of the qualifications of the
18 STEM Coaches;

19 (3) assurances that the eligible entity will make
20 reasonable efforts to place STEM Coaches that com-
21 plete the professional development training program
22 described in this section in positions at a school
23 served by the local educational agency that receives
24 the subgrant; and

1 (4) a description of the plan for offering a re-
2 search-based professional development training pro-
3 gram to STEM Coaches, which may include—

4 (A) training in STEM disciplines which
5 may include science, technology, computer
6 science, engineering design, mathematics, and
7 computational thinking;

8 (B) methods to integrate such disciplines
9 into the curriculum;

10 (C) methods to increase skills and knowl-
11 edge of pedagogy for effective STEM teaching;

12 (D) techniques for engaging historically
13 underachieving or underrepresented groups in
14 STEM fields, such as girls, minorities, low-in-
15 come students, English language learners, and
16 students with disabilities;

17 (E) educational and instructional leader-
18 ship training; and

19 (F) opportunities for teacher mentoring
20 and collaboration.

21 (b) BENEFITS OF PROFESSIONAL DEVELOPMENT.—

22 The professional development training program described
23 in subsection (a)(4) shall be designed to—

24 (1) give STEM Coaches a deep understanding
25 of the principles and concepts of STEM disciplines;

1 (2) create enthusiasm for the teaching and
2 learning of STEM disciplines;

3 (3) provide opportunities for collaboration and
4 teacher mentoring among STEM Coaches and be-
5 tween STEM Coaches and other teachers; and

6 (4) allow STEM Coaches to connect student
7 learning in STEM disciplines—

8 (A) to real-life applications;

9 (B) to out of school programs; and

10 (C) across the curriculum.

11 (c) SUBGRANT PERIOD.—An eligible entity awarded
12 a subgrant under this Act shall conduct the professional
13 development training program described in this section for
14 a period of not less than 3 successive school years.

15 (d) REQUIREMENTS FOR ADDITIONAL FUNDING.—

16 An eligible entity awarded a subgrant under this Act shall
17 receive funds for the second half of the subgrant period
18 described in subsection (c) upon demonstration to the Sec-
19 retary that the eligible entity is making progress in imple-
20 menting the professional development training program
21 described in this section at a rate that the Secretary deter-
22 mines will result in full implementation of such program.

1 **SEC. 7. EVALUATION AND REPORT.**

2 (a) IN GENERAL.—The Secretary shall develop a plan
3 for a national evaluation of the Elementary Educator
4 STEM Content Coach program that evaluates—

5 (1) the implementation of the program; and

6 (2) the results achieved by eligible entities at
7 the end of the 3-year subgrant period.

8 (b) REPORTS TO CONGRESS.—Not later than Sep-
9 tember 1 of the first year beginning after the end of the
10 subgrant periods, the Secretary shall submit a report de-
11 scribing the results of the evaluation under subsection (a)
12 to the Committee on Education and the Workforce and
13 the Committee on Appropriations of the House of Rep-
14 resentatives, and to the Committee on Health, Education,
15 Labor, and Pensions and the Committee on Appropria-
16 tions of the Senate.

17 **SEC. 8. DEFINITIONS.**

18 In this Act:

19 (1) ESEA DEFINITIONS.—The terms “commu-
20 nity-based organization” “elementary school”, “in-
21 stitution of higher education” “local educational
22 agency”, “professional development”, “Secretary”,
23 “State educational agency”, and “teacher men-
24 toring” have the meanings given those terms in sec-
25 tion 9101 of the Elementary and Secondary Edu-
26 cation Act of 1965 (20 U.S.C. 7801).

1 (2) COLLEGE- AND CAREER-READY STAND-
2 ARDS.—The term “college- and career-ready stand-
3 ards” has the meaning given the term in the notice
4 entitled “Application for New Awards; Race to the
5 Top-District” published by the Department of Edu-
6 cation on August 16, 2012 (77 Fed. Reg. 49654).

7 (3) ELEMENTARY EDUCATOR.—The term “ele-
8 mentary educator” means a teacher who—

9 (A) teaches in a public elementary school
10 in a State;

11 (B) has at least 3 years of classroom
12 teaching experience;

13 (C) has obtained full certification as a
14 teacher in such State, or holds a license to
15 teach in such State, in 1 or more grades from
16 prekindergarten through grade 6; and

17 (D) exhibits content knowledge in STEM
18 fields.

19 (4) ELIGIBLE ENTITY.—The term “eligible enti-
20 ty” means a partnership of—

21 (A) 1 or more local educational agencies;
22 and

23 (B) 1 or more public or nonprofit organi-
24 zations, which may include institutions of high-
25 er education and community-based organiza-

1 tions, with a demonstrated record of success in
2 designing and implementing before school, after
3 school, summer learning, or expanded learning
4 time activities for students.

5 (5) STATE.—The term “State” means each of
6 the several States of the United States, the District
7 of Columbia, the Commonwealth of Puerto Rico,
8 Guam, the Commonwealth of Northern Mariana Is-
9 lands, American Samoa, and the United States Vir-
10 gin Islands.

11 (6) STEM.—The term “STEM” means science,
12 technology, engineering, and mathematics.

13 (7) STEM COACH.—The term “STEM Coach”
14 means an elementary educator who participates in or
15 has participated in the Elementary Educator STEM
16 Content Coach program under this Act.

17 **SEC. 9. AUTHORIZATION OF APPROPRIATIONS.**

18 There are authorized to be appropriated to the Sec-
19 retary of Education such sums as are necessary for fiscal
20 years 2014 through 2018 to carry out this Act.

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