

113TH CONGRESS  
1ST SESSION

# H. R. 3690

To increase the participation of women, girls, and underrepresented minorities in STEM fields, to encourage and support students from all economic backgrounds to pursue STEM career opportunities, and for other purposes.

---

## IN THE HOUSE OF REPRESENTATIVES

DECEMBER 10, 2013

Mr. KENNEDY (for himself and Mr. HONDA) introduced the following bill;  
which was referred to the Committee on Education and the Workforce

---

## A BILL

To increase the participation of women, girls, and underrepresented minorities in STEM fields, to encourage and support students from all economic backgrounds to pursue STEM career opportunities, 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 “STEM Gateways Act”.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

7 (1) According to a 2013 Census Bureau study,  
8 women’s representation in STEM occupations has

1 increased since the 1970s, but women remain sig-  
2 nificantly underrepresented in engineering and com-  
3 puting occupations that make up more than 80 per-  
4 cent of all STEM employment. Women’s representa-  
5 tion in computer occupations has declined since the  
6 1990s. In 2011, 26 percent of STEM workers were  
7 women and 74 percent were men. According to the  
8 National Action Council for Minorities in Engineer-  
9 ing, Inc. (NACME), the number of engineering de-  
10 grees awarded to African-American women has  
11 steadily declined since the late 1990s.

12 (2) According to the Brookings Institution  
13 2013 report, “The Hidden STEM Economy”, half of  
14 all STEM jobs are available to workers without a 4-  
15 year college degree, and these jobs pay \$53,000 per  
16 year on average. This sector of the STEM economy  
17 offers job opportunities for many workers with quali-  
18 fied certificates or associate’s degrees, drawing from  
19 high schools, workforce training programs, voca-  
20 tional schools, and community colleges. Despite  
21 these opportunities, only one-fifth of the \$4.3 billion  
22 spent annually by the Federal Government on  
23 STEM education and training goes towards sup-  
24 porting sub-bachelor’s level training.

1           (3) According to a 2011 report by the Depart-  
2           ment of Commerce, underrepresented minorities ac-  
3           count for only 3 out of 10 professionals in STEM  
4           fields.

5           (4) STEM workers in all demographic groups  
6           earn more than their non-STEM counterparts.

7           (5) According to the America After 3pm report,  
8           children from African-American, Hispanic, and Na-  
9           tive American populations participate in afterschool  
10          programs in greater numbers than the average. Girls  
11          also participate in equal numbers to boys in such  
12          programs. Afterschool learning thus represents an  
13          intervention point to engage with populations cur-  
14          rently underrepresented in STEM fields and careers.

15 **SEC. 3. GRANT PROGRAM AUTHORIZED.**

16          (a) PROGRAM AUTHORIZED.—From the amounts ap-  
17          propriated to carry out this section, the Secretary of Edu-  
18          cation shall award grants to eligible entities, on a competi-  
19          tive basis, to enable such eligible entities to carry out pro-  
20          grams described in subsection (d) to achieve, with respect  
21          to women and girls, underrepresented minorities, and indi-  
22          viduals from all economic backgrounds, (including eco-  
23          nomically disadvantaged individuals and individuals living  
24          in economically distressed areas), one or more of the fol-  
25          lowing goals:

1           (1) Encourage interest in the STEM fields at  
2 the elementary school or secondary school levels.

3           (2) Motivate engagement in STEM fields by  
4 providing relevant hands-on learning opportunities  
5 at the elementary school and secondary school levels.

6           (3) Support classroom success in STEM dis-  
7 ciplines at the elementary school or secondary school  
8 levels.

9           (4) Support workforce training and career prep-  
10 aration in STEM fields at the secondary school level.

11           (5) Improve access to career and continuing  
12 education opportunities in STEM fields at the sec-  
13 ondary school level.

14           (b) LIMITATION.—The Secretary may award grants  
15 under this section for not more than a 5-year period.

16           (c) APPLICATION.—

17           (1) IN GENERAL.—Each eligible entity that de-  
18 sires to receive a grant under this section shall sub-  
19 mit an application to the Secretary at such time, in  
20 such manner, and containing such information as  
21 the Secretary may reasonably require.

22           (2) CONTENTS.—An application submitted  
23 under paragraph (1) shall contain—

1 (A) in the case of an eligible entity that  
2 plans to use the grant funds at the elementary  
3 school level—

4 (i) a description of the programs the  
5 eligible entity will carry out to achieve one  
6 or more of the goals described in para-  
7 graphs (1) through (3) of subsection (a) at  
8 the elementary school level, including the  
9 content of the programs and research and  
10 models used to design the programs; and

11 (ii) a description of how the programs  
12 described in clause (i) will support the suc-  
13 cess of women and girls, underrepresented  
14 minorities, and individuals from all eco-  
15 nomic backgrounds (including economically  
16 disadvantaged individuals and individuals  
17 living in economically distressed areas) in  
18 STEM education, such as—

19 (I) recruiting such individuals to  
20 participate in the programs;

21 (II) supporting educators who  
22 will lead the programs, and partici-  
23 pants in the programs;

24 (III) encouraging partnerships  
25 between in-school and out-of-school

1 educators, such as afterschool pro-  
2 viders, science centers, and museums;

3 (IV) identifying public and pri-  
4 vate partners that are able to support  
5 the programs; and

6 (V) planning for sustaining the  
7 programs financially beyond the grant  
8 period;

9 (B) in the case of an eligible entity that  
10 plans to use the grant funds at the secondary  
11 school level—

12 (i) a description of the programs the  
13 eligible entity will carry out to achieve one  
14 or more of the goals described in para-  
15 graphs (1) through (5) of subsection (a) at  
16 the secondary school level, including the  
17 content of the programs and research and  
18 models used to design the programs;

19 (ii) a description of how the programs  
20 described in clause (i) will support the suc-  
21 cess of women and girls, underrepresented  
22 minorities, and individuals from all eco-  
23 nomic backgrounds (including economically  
24 disadvantaged individuals and individuals  
25 living in economically distressed areas) in

1           STEM education and workforce training  
2           that prepares such individuals to take ad-  
3           vantage of employment opportunities in  
4           STEM fields, such as—

5                   (I) recruiting such individuals to  
6                   participate in the programs;

7                   (II) supporting educators who  
8                   will lead such programs, and partici-  
9                   pants in the programs;

10                  (III) identifying public and pri-  
11                  vate partners that are able to support  
12                  the programs;

13                  (IV) partnering with institutions  
14                  of higher education or institutions  
15                  providing informal science education,  
16                  such as afterschool programs and  
17                  science centers and museums;

18                  (V) partnering with institutions  
19                  of higher education; and

20                  (VI) planning for sustaining the  
21                  programs financially beyond the grant  
22                  period;

23                   (iii) a review of the industry and busi-  
24                   ness workforce needs, including the de-

1 mand for workers with knowledge or train-  
2 ing in a STEM field; and

3 (iv) an analysis of job openings that  
4 require knowledge or training in a STEM  
5 field.

6 (d) USE OF FUNDS.—

7 (1) REQUIRED USE OF FUNDS.—An eligible en-  
8 tity that receives a grant under this section shall use  
9 such grant funds to carry out programs to achieve  
10 one or more of the goals described in subsection (a)  
11 at the elementary school or secondary school levels,  
12 with respect to women and girls, underrepresented  
13 minorities, and students from all economic back-  
14 grounds (including economically disadvantaged indi-  
15 viduals, and students living in economically dis-  
16 tressed areas).

17 (2) AUTHORIZED USE OF FUNDS.—The pro-  
18 grams described in paragraph (1) may include any  
19 of the following activities, with respect to the indi-  
20 viduals described in paragraph (1):

21 (A) Carrying out the activities described in  
22 subparagraph (A)(ii) or (B)(ii), as appropriate.

23 (B) Providing professional development for  
24 teachers, afterschool providers, and other school  
25 personnel in elementary schools or secondary



1 schools, including professional development to  
2 encourage, through academic instruction and  
3 support, such individuals to pursue advanced  
4 classes and careers in STEM fields.

5 (C) Providing tutoring and mentoring pro-  
6 grams in STEM fields.

7 (D) Establishing partnerships with institu-  
8 tions of higher education, potential employers,  
9 and other industry stakeholders that expose  
10 such individuals to professionals in STEM  
11 fields, or providing opportunities for postsec-  
12 ondary academic credits or credentials.

13 (E) Providing after-school activities and  
14 other informal learning opportunities designed  
15 to encourage interest and develop skills in  
16 STEM fields.

17 (F) Providing summer programs to extend  
18 learning time and to deepen the skills and in-  
19 terest in STEM fields of such individuals.

20 (G) Purchasing and utilizing—

21 (i) educational or instructional mate-  
22 rials that are designed to improve edu-  
23 cational outcomes in STEM fields, and will  
24 serve to deepen the skills and interest in  
25 STEM fields of such individuals; or

1 (ii) equipment, instrumentation, or  
2 hardware used to teach and encourage in-  
3 terest in STEM fields.

4 (H) Internships or opportunities for expe-  
5 riential learning in STEM fields.

6 (e) REPORT.—

7 (1) ELIGIBLE ENTITIES.—Each eligible entity  
8 receiving a grant under this Act shall, on an annual  
9 basis, submit a report to the Secretary on the use  
10 of funds and the number of students who partici-  
11 pated in the programs carried out with the grant  
12 funds.

13 (2) SECRETARY.—The Secretary shall, on an  
14 annual basis, and using the reports received under  
15 paragraph (1), report to Congress on the overall im-  
16 pact and effectiveness of the grant program under  
17 this Act.

18 **SEC. 4. DEFINITIONS.**

19 In this Act:

20 (1) ESEA DEFINITIONS.—The terms “edu-  
21 cational service agency”, “local educational agency”,  
22 “institution of higher education”, “Secretary”, and  
23 “State” have the meanings given the terms in sec-  
24 tion 9101 of the Elementary and Secondary Edu-  
25 cation Act of 1965 (20 U.S.C. 7801).

1           (2) COMMUNITY COLLEGE.—The term “commu-  
2           nity college” has the meaning given the term “junior  
3           or community college” in section 312 of the Higher  
4           Education Act of 1965 (20 U.S.C. 1058).

5           (3) ECONOMICALLY DISADVANTAGED INDI-  
6           VIDUAL.—The term “economically disadvantaged in-  
7           dividual” has the meaning given the term in section  
8           400.4 of title 34, Code of Federal Regulations, as  
9           such section is in effect on the date of enactment of  
10          this Act.

11          (4) ECONOMICALLY DISTRESSED AREA.—The  
12          term “economically distressed area” means a county  
13          or equivalent division of local government of a State  
14          in which, according to the most recently available  
15          data from the Bureau of the Census, 40 percent or  
16          more of the residents have an annual income that is  
17          at or below the poverty level.

18          (5) ELIGIBLE ENTITY.—The term “eligible enti-  
19          ty” means—

20                 (A) a local educational agency;

21                 (B) an educational service agency serving  
22                 more than 1 local educational agency;

23                 (C) a consortium of local educational agen-  
24                 cies;

25                 (D) nonprofit organizations that—

1 (i) work with elementary schools, sec-  
2 ondary schools, or institutions of higher  
3 education; and

4 (ii) have demonstrated a commitment  
5 to achieving the goals described in para-  
6 graphs (1) through (4) of section 3(a); or

7 (E) community colleges working in part-  
8 nership with secondary schools to create oppor-  
9 tunities for dual enrollment, credit transfer, or  
10 accelerated post-secondary credentialing.

11 (6) PARTNERS.—The term “partners” means  
12 organizations who employ workers in STEM-related  
13 careers or organizations with demonstrated expertise  
14 in identifying, scaling, and implementing successful  
15 practices in STEM education and workforce develop-  
16 ment.

17 (7) STEM.—The term “STEM” means science,  
18 technology, engineering, and mathematics.

19 (8) UNDERREPRESENTED MINORITY.—The  
20 term “underrepresented minority” has the meaning  
21 given the term “minority” in section 637.4(b) of  
22 title 34, Code of Federal Regulations, as such sec-  
23 tion is in effect on the date of enactment of this Act.

○