AMENDMENT TO THE RULES COMMITTEE PRINT
FOR H.R. 5
OFFERED BY MR. KENNEDY OF MASSACHUSETTS

Page 11, after line 2, insert the following new subparagraph:

“(F) Section 152 of the Student Success Act.”.

Page 225, after line 17, insert the following new section:

SEC. 152. STEM GATEWAY GRANT PROGRAM.

(a) PROGRAM AUTHORIZED.—A State educational agency shall award grants to eligible entities, on a competitive basis, to enable such eligible entities to carry out programs described in subsection (d) to achieve, with respect to women and girls, underrepresented minorities, and individuals from all economic backgrounds (including economically disadvantaged individuals and individuals living in economically distressed areas), 1 or more of the following goals:

(1) Encourage interest in the STEM fields at the elementary school or secondary school levels.
(2) Motivate engagement in STEM fields by providing relevant hands-on learning opportunities at the elementary school and secondary school levels.

(3) Support classroom success in STEM disciplines at the elementary school or secondary school levels.

(4) Support workforce training and career preparation in STEM fields at the secondary school level.

(5) Improve access to career and continuing education opportunities in STEM fields at the secondary school level.

(b) LIMITATION.—A State educational agency may award grants under this section for not longer than a 5-year period.

(c) APPLICATION.—

(1) IN GENERAL.—Each eligible entity that desires to receive a grant under this section shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

(2) CONTENTS.—An application submitted under paragraph (1) shall contain—
(A) in the case of an eligible entity that plans to use the grant funds at the elementary school level—

(i) a description of the programs the eligible entity will carry out to achieve 1 or more of the goals described in paragraphs (1) through (3) of subsection (a) at the elementary school level, including the content of the programs and research and models used to design the programs; and

(ii) a description of how the programs described in clause (i) will support the success of women and girls, underrepresented minorities, and individuals from all economic backgrounds (including economically disadvantaged individuals and individuals living in economically distressed areas) in STEM education, such as—

(I) recruiting women and girls, underrepresented minorities, and individuals from all economic backgrounds (including economically disadvantaged individuals and individuals living in economically distressed areas) to participate in the programs;
(II) supporting educators who will lead the programs, and participants in the programs;

(III) encouraging partnerships between in-school and out-of-school educators, such as afterschool providers, science centers, and museums;

(IV) identifying public and private partners that are able to support the programs; and

(V) planning for sustaining the programs financially beyond the grant period; and

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

(i) a description of the programs the eligible entity will carry out to achieve 1 or more of the goals described in paragraphs (1) through (5) of subsection (a) at the secondary school level, including the content of the programs and research and models used to design the programs;

(ii) a description of how the programs described in clause (i) will support the suc-
cess of women and girls, underrepresented minorities, and individuals from all economic backgrounds (including economically disadvantaged individuals and individuals living in economically distressed areas) in STEM education and workforce training that prepares such individuals to take advantage of employment opportunities in STEM fields, such as—

(I) recruiting women and girls, underrepresented minorities, and individuals from all economic backgrounds (including economically disadvantaged individuals and individuals living in economically distressed areas) to participate in the programs;

(II) supporting educators who will lead such programs, and participants in the programs;

(III) identifying public and private partners that are able to support the programs;

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

(V) partnering with institutions of higher education; and

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

(iii) a review of the industry and business workforce needs, including the demand for workers with knowledge or training in a STEM field; and

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

(d) FUNDS.—

(1) REQUIRED USE OF FUNDS.—An eligible entity that receives a grant under this section shall use such grant funds to carry out programs to achieve 1 or more of the goals described in subsection (a) at the elementary school or secondary school levels, with respect to women and girls, underrepresented minorities, and students from all economic backgrounds (including economically disadvantaged individuals and students living in economically distressed areas).
(2) AUTHORIZED USE OF FUNDS.—The programs described in paragraph (1) may include any of the following activities, with respect to the individuals described in paragraph (1):

(A) Carrying out the activities described in subparagraph (A)(ii) or B)(ii) of subsection (c)(2), as appropriate.

(B) Providing professional development for teachers, afterschool providers, and other school personnel in elementary schools or secondary schools, including professional development to encourage, through academic instruction and support, such individuals to pursue advanced classes and careers in STEM fields.

(C) Providing tutoring and mentoring programs in STEM fields.

(D) Establishing partnerships with institutions of higher education, potential employers, and other industry stakeholders that expose such individuals to professionals in STEM fields, or providing opportunities for postsecondary academic credits or credentials.

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

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

(G) Purchasing and utilizing—

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

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

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

(c) REPORT.—

(1) ELIGIBLE ENTITIES.—Each eligible entity
receiving a grant under this section shall, on an an-
nual basis, submit a report to the State educational
agency on the use of funds and the number of stu-
dents who participated in the programs carried out
with the grant funds.

(2) STATE EDUCATIONAL AGENCY.—Each State
educational agency shall, on an annual basis, submit
to the Secretary a report on the use of funds and
the number of students who participated in the pro-
grams carried out in the State with the grant funds.

(3) SECRETARY.—The Secretary shall, on an
annual basis, and using the reports received under
paragraph (2), report to Congress on the overall im-
pact and effectiveness of the grant program under
this section.

(f) DEFINITIONS.—In this section:

(1) ESEA DEFINITIONS.—The terms “edu-
cational service agency”, “elementary school”, “local
educational agency”, “institution of higher edu-
cation”, “secondary school”, “Secretary”, and
“State” have the meanings given the terms in sec-
tion 6101 of the Elementary and Secondary Edu-

(2) COMMUNITY COLLEGE.—The term “commu-
nity college” has the meaning given the term “junior
or community college” in section 312 of the Higher

(3) ECONOMICALLY DISADVANTAGED INDIVIDUAL.—The term “economically disadvantaged indi-
vidual” has the meaning given the term in section
400.4 of title 34, Code of Federal Regulations, as
such section is in effect on the date of enactment of this Act.

(4) **Economically Distressed Area.**—The term “economically distressed area” means a county or equivalent division of local government of a State in which, according to the most recently available data from the Bureau of the Census, 40 percent or more of the residents have an annual income that is at or below the poverty level.

(5) **Eligible Entity.**—The term “eligible entity” means—

(A) a local educational agency;

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

(C) a consortium of local educational agencies;

(D) a nonprofit organization that—

(i) works with elementary schools, secondary schools, or institutions of higher education; and

(ii) has demonstrated a commitment to achieving the goals described in paragraphs (1) through (4) of subsection (a); or
(E) a community college working in partnership with secondary schools to create opportunities for dual enrollment, credit transfer, or accelerated postsecondary credentialing.

(6) PARTNERS.—The term “partners” means organizations that employ workers in STEM-related careers or organizations with demonstrated expertise in identifying, scaling, and implementing successful practices in STEM education and workforce development.

(7) STEM.—The term “STEM” means—

(A) science, technology, engineering, and mathematics; and

(B) other academic subjects that build on the subjects described in subparagraph (A), such as computer science.

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