Support for STEM Education in ESEA Reauthorization

October 8, 2015

The Honorable John Kline
Chairman
Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, DC 20515

The Honorable Robert C. "Bobby" Scott
Ranking Member
Committee on Education and the Workforce
2101 Rayburn House Office Building
Washington, DC 20515

The Honorable Lamar Alexander
Chairman, Committee on Health,
Education, Labor and Pensions
428 Dirksen Senate Office Building
Washington, DC 20510

The Honorable Patty Murray
Ranking Member, Committee on Health,
Education, Labor and Pensions
154 Russell Senate Office Building
Washington, DC 20510

Dear Chairman Kline, Ranking Member Scott, Chairman Alexander and Ranking Member Murray:

The 80-plus undersigned organizations appreciate your efforts to reauthorize the Elementary and Secondary Education Act (ESEA) and urge you to maintain a strong focus on science, technology, engineering, and mathematics (STEM) education, including computer science.

The Senate bill, S.1177, the Every Child Achieves Act (ECAA), represents a welcomed bipartisan effort to revise ESEA to reflect the challenges facing today's students and educators. As the Conference Committee deliberates provisions in the House and Senate bills, we urge you to retain the following Senate provision as a priority:

> Title II-E (Improving Science, Technology, Engineering, and Mathematics (STEM) Instruction and Student Achievement) will improve STEM education for all and increase access for students that are members of groups underrepresented in the STEM fields to high-quality science, technology, engineering and mathematics, and computer science experiences both inside and outside the classroom.

We also urge the conference committee to retain the following Senate provisions:

- Title I-B (Sec. 1201(2)(H)) that allows states to integrate engineering design skills and practices into their state standards and assessments for science.
- Title II-A (Sec. 2101(c)(4)(B)(xviii) and Sec. 2103(b)(4)(P)) regarding state and local use of funds to develop and provide professional development and instructional materials for STEM subjects, including computer science.
- Title IV-B (Sec. 4205(a)(13)) which authorizes programs that build skills in STEM and that foster innovation in learning by supporting nontraditional STEM education teaching methods under the 21st Century Community Learning Centers grant program.
- In addition, we also support provisions that authorize non-profits to compete for funds under the State Activities (Sec. 2101(c)(4)(A)) set-aside as well as the National Activities of Demonstrated Effectiveness (Sec. 2105(c)). However, these two streams of funds are limited in size and we believe non-profit STEM organizations should be able to compete directly for all

Title II professional development grants.

Within the House bill, H.R. 5, the Student Success Act, we urge the conference committee to retain the following House provisions:

- Title II-B (Teacher and School Leader Flexible Grant program) that authorizes non-profit STEM organizations to compete directly for funds (under Sec. 2234(1)) to support teacher professional development.
- Title III-B (Local Academic Flexible Grant) which reserves funds for awards to nongovernmental entities. The required minimum amount that must be directed at private or non-governmental organizations will be particularly helpful in our ability to carry out innovative out-of-school educational programs focused on engineering, computer science, and other STEM subjects.
- Title I-A (Sec. 1111(b)) that would maintain ESEA current law provisions related to state standards and assessments for science. We are pleased that H.R. 5 maintains current law with regard to state standards and assessments because numerous states, including Tennessee, Minnesota and Washington have embedded engineering design skills and practices into their own state science standards and assessments.

We understand there are numerous issues to be settled, but STEM education enjoys broad bipartisan support in both the House and Senate, therefore, we strongly encourage you to maintain these provisions in any final conference agreement to reauthorize ESEA.

Sincerely, (as of 10/14/2015)

Afterschool Alliance
Alliance of Crop, Soil and Environmental Science Societies
American Association of Physics Teachers
American Association of University Women (AAUW)
American Museum of Natural History
American Society for Engineering Education
American Society of Agronomy
Arizona MESA
ASME
Association for Psychological Science
Association of Science-Technology Centers
Building Engineering & Science Talent
California STEM Learning Network
Chabot Space and Science Center
Citizen Schools
Computing Research Association
Connecticut Science Center
Crop Science Society of America
EAST Initiative
Entomological Society of America
EWB-USA
Exploratorium
Girl Scouts of West Central Florida
Green Our Planet

Hofstra University Center for STEM Research
IEEE-USA
Illinois Agri Women
Illinois MESA
In Reach, Inc.
Indiana Afterschool Network
Indiana State University College of Technology
ITEEA/International Technology and Engineering Educators Association
Kentucky Science Center
Kentucky Society of Professional Engineers
Ludovici & Orange Consulting Engineers, FL
Maker Ed
Maryland Academy of Science at the Maryland Science Center
Maryland MESA, Johns Hopkins University APL
Massachusetts State Science & Engineering Fair
MESA USA
Michigan State University
Montana Girls STEM Collaborative
Museum of Science & Industry – Tampa, FL
Museum of Science and Industry, Chicago, IL
Museum of Science, Boston, MA
National Action Council for Minorities in Engineering, Inc. (NACME)
National Center for Technological Literacy
National Society of Black Engineers
National Society of Professional Engineers
Nevada Society of Professional Engineers
New Mexico MESA, Inc.
New York Hall of Science
New York State Technology and Engineering Educators' Association
New York University Polytechnic School of Engineering, Center for K12 STEM Education
NJSACC: The Statewide Network for New Jersey's Afterschool Communities
Omaha Children's Museum
Oracle
Oregon Computer Science Teachers Association
Oregon MESA, Portland State University
Pacific Science Center – Seattle, WA
Pennsylvania MESA at Temple University
Salem-Keizer Education Foundation
School of Engineering and Computing Sciences, New York Institute of Technology
Science Museum of Minnesota
Sci-Port: Louisiana's Science Center
Society of Women Engineers
Soil Science Society of America Adventure Science Center - Nashville, TN
Start Engineering
Tech Collective –Information Technology and Bioscience Industry Association, RI
Techbridge
Tennessee Scholars
The Alabama Mathematics, Science, Technology, & Engineering Coalition (AMSTEC)

The National Girls Collaborative Project
The Wild Center - Natural History Museum of the Adirondacks
Triangle Coalition for STEM Education
Tumblehome Learning, Inc.
US2020
Utah MESA
Washington MESA, University of Washington
WisdomTools
Women Working in Technology at the Center for Information and Communication Sciences, Ball State University
WSKG Public Media, NY