

Suspend the Rules and Pass the Bill, H.R. 3588, With an Amendment

(The amendment strikes all after the enacting clause and inserts a new text)

117TH CONGRESS
1ST SESSION

H. R. 3588

To coordinate Federal research and development efforts focused on modernizing mathematics in STEM education through mathematical and statistical modeling, including data-driven and computational thinking, problem, project, and performance-based learning and assessment, interdisciplinary exploration, and career connections, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 28, 2021

Ms. HOULAHAN (for herself and Mr. BAIRD) introduced the following bill; which was referred to the Committee on Science, Space, and Technology

A BILL

To coordinate Federal research and development efforts focused on modernizing mathematics in STEM education through mathematical and statistical modeling, including data-driven and computational thinking, problem, project, and performance-based learning and assessment, interdisciplinary exploration, and career connections, 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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Mathematical and Sta-
3 tistical Modeling Education Act”.

4 **SEC. 2. MATHEMATICAL AND STATISTICAL MODELING EDU-
5 CATION.**

6 (a) FINDINGS.—Congress finds the following:

7 (1) The mathematics taught in schools, includ-
8 ing statistical problem solving and data science, is
9 not keeping pace with the rapidly evolving needs of
10 the public and private sector, resulting in a STEM
11 skills shortage and employers needing to expend re-
12 sources to train and upskill employees.

13 (2) According to the Bureau of Labor Statis-
14 tics, the United States will need 1,000,000 addi-
15 tional STEM professionals than it is on track to
16 produce in the coming decade.

17 (3) The field of data science, which is relevant
18 in almost every workplace, relies on the ability to
19 work in teams and use computational tools to do
20 mathematical and statistical problem solving.

21 (4) Many STEM occupations offer higher
22 wages, more opportunities for advancement, and a
23 higher degree of job security than non-STEM jobs.

24 (5) The STEM workforce relies on computa-
25 tional and data-driven discovery, decision making,
26 and predictions, from models that often must quan-

1 tify uncertainty, as in weather predictions, spread of
2 disease, or financial forecasting.

3 (6) Most fields, including analytics, science, eco-
4 nomics, publishing, marketing, actuarial science, op-
5 erations research, engineering, and medicine, require
6 data savvy, including the ability to select reliable
7 sources of data, identify and remove errors in data,
8 recognize and quantify uncertainty in data, visualize
9 and analyze data, and use data to develop under-
10 standing or make predictions.

11 (7) Rapidly emerging fields, such as artificial
12 intelligence, machine learning, quantum computing
13 and quantum information, all rely on mathematical
14 and statistical concepts, which are critical to prove
15 under what circumstances an algorithm or experi-
16 ment will work and when it will fail.

17 (8) Military academies have a long tradition in
18 teaching mathematical modeling and would benefit
19 from the ability to recruit students with this exper-
20 tise from their other school experiences.

21 (9) Mathematical modeling has been a strong
22 educational priority globally, especially in China,
23 where participation in United States mathematical
24 modeling challenges in high school and higher edu-
25 cation is orders of magnitude higher than in the

1 United States, and Chinese teams are taking a ma-
2 jority of the prizes.

3 (10) Girls participate in mathematical modeling
4 challenges at all levels at similar levels as boys, while
5 in traditional mathematical competitions girls par-
6 ticipate less and drop out at every stage. Students
7 cite opportunity for teamwork, using mathematics
8 and statistics in meaningful contexts, ability to use
9 computation, and emphasis on communication as
10 reasons for continued participation in modeling chal-
11 lenges.

12 (b) DEFINITIONS.—In this section:

13 (1) DIRECTOR.—The term “Director” means
14 the Director of the National Science Foundation.

15 (2) FEDERAL LABORATORY.—The term “Fed-
16 eral laboratory” has the meaning given such term in
17 section 4 of the Stevenson-Wydler Technology Inno-
18 vation Act of 1980 (15 U.S.C. 3703).

19 (3) FOUNDATION.—The term “Foundation”
20 means the National Science Foundation.

21 (4) INSTITUTION OF HIGHER EDUCATION.—The
22 term “institution of higher education” has the
23 meaning given such term in section 101(a) of the
24 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

1 (5) MATHEMATICAL MODELING.—The term
2 “mathematical modeling” has the meaning given the
3 term in the 2019 Guidelines to Assessment and In-
4 struction in Mathematical Modeling Education
5 (GAIMME) report, 2nd edition.

6 (6) OPERATIONS RESEARCH.—The term “oper-
7 ations research” means the application of scientific
8 methods to the management and administration of
9 organized military, governmental, commercial, and
10 industrial processes to maximize operational effi-
11 ciency.

12 (7) STATISTICAL MODELING.—The term “sta-
13 tistical modeling” has the meaning given the term in
14 the 2021 Guidelines to Assessment and Instruction
15 in Statistical Education (GAISE II) report.

16 (8) STEM.—The term “STEM” means the aca-
17 demic and professional disciplines of science, tech-
18 nology, engineering, and mathematics.

19 (c) PREPARING EDUCATORS TO ENGAGE STUDENTS
20 IN MATHEMATICAL AND STATISTICAL MODELING.—The
21 Director shall provide grants on a merit-reviewed, com-
22 petitive basis to institutions of higher education, and non-
23 profit organizations (or a consortium thereof) for research
24 and development to advance innovative approaches to sup-
25 port and sustain high-quality mathematical modeling edu-

1 cation in schools operated by local education agencies, in-
2 cluding statistical modeling, data science, operations re-
3 search, and computational thinking. The Director shall en-
4 courage applicants to form partnerships to address critical
5 transitions, such as middle school to high school, high
6 school to college, and school to internships and jobs.

7 (d) APPLICATION.—An entity seeking a grant under
8 subsection (c) shall submit an application at such time,
9 in such manner, and containing such information as the
10 Director may require. The application shall include the fol-
11 lowing:

12 (1) A description of the target population to be
13 served by the research activity for which such grant
14 is sought, including student subgroups described in
15 section 1111(b)(2)(B)(xi) of the Elementary and
16 Secondary Education Act of 1965 (20 U.S.C.
17 6311(b)(2)(B)(xi)), and students experiencing home-
18 lessness and children and youth in foster care.

19 (2) A description of the process for recruitment
20 and selection of students, educators, or local edu-
21 cational agencies to participate in such research ac-
22 tivity.

23 (3) A description of how such research activity
24 may inform efforts to promote the engagement and
25 achievement of students in prekindergarten through

1 grade 12 in mathematical modeling and statistical
2 modeling using problem-based learning with contex-
3 tualized data and computational tools.

4 (4) In the case of a proposal consisting of a
5 partnership or partnerships with 1 or more local
6 educational agencies and 1 or more researchers, a
7 plan for establishing a sustained partnership that is
8 jointly developed and managed, draws from the ca-
9 pacities of each partner, and is mutually beneficial.

10 (e) PARTNERSHIPS.—In awarding grants under sub-
11 section (c), the Director shall encourage applications that
12 include—

13 (1) partnership with a nonprofit organization or
14 an institution of higher education that has extensive
15 experience and expertise in increasing the participa-
16 tion of students in prekindergarten through grade
17 12 in mathematical modeling and statistical mod-
18 eling;

19 (2) partnership with a local educational agency,
20 a consortium of local educational agencies, or Tribal
21 educational agencies;

22 (3) an assurance from school leaders to making
23 reforms and activities proposed by the applicant a
24 priority;

1 (4) ways to address critical transitions, such as
2 middle school to high school, high school to college,
3 and school to internships and jobs;

4 (5) input from education researchers and cog-
5 nitive scientists, as well as practitioners in research
6 and industry, so that what is being taught is up-to-
7 date in terms of content and pedagogy;

8 (6) a communications strategy for early con-
9 versations with parents, school leaders, school
10 boards, community members, employers, and other
11 stakeholders; and

12 (7) resources for parents, school leaders, school
13 boards, community members, and other stakeholders
14 to build skills in modeling and analytics.

15 (f) USE OF FUNDS.—An entity that receives a grant
16 under this section shall use the grant funds for research
17 and development activities to advance innovative ap-
18 proaches to support and sustain high-quality mathe-
19 matical modeling education in public schools, including
20 statistical modeling, data science, operations research, and
21 computational thinking, which may include—

22 (1) engaging prekindergarten through grade 12
23 educators in professional learning opportunities to
24 enhance mathematical modeling and statistical prob-
25 lem solving knowledge, and developing training and

1 best practices to provide more interdisciplinary
2 learning opportunities;

3 (2) conducting research on curricula and teach-
4 ing practices that empower students to choose the
5 mathematical, statistical, computational, and techno-
6 logical tools that they will apply to a problem, as is
7 required in life and the workplace, rather than pre-
8 scribing a particular approach or method;

9 (3) providing students with opportunities to ex-
10 plore and analyze real data sets from contexts that
11 are meaningful to the students, which may include—

12 (A) missing or incorrect values;

13 (B) quantities of data that require choice
14 and use of appropriate technology;

15 (C) multiple data sets that require choices
16 about which data are relevant to the current
17 problem; and

18 (D) data of various types including quan-
19 tities, words, and images;

20 (4) taking a school or district-wide approach to
21 professional development in mathematical modeling
22 and statistical modeling;

23 (5) engaging rural local agencies;

24 (6) supporting research on effective mathe-
25 matical modeling and statistical modeling teaching

1 practices, including problem- and project-based
2 learning, universal design for accessibility, and ru-
3 brics and mastery-based grading practices to assess
4 student performance;

5 (7) designing and developing pre-service and in-
6 service training resources to assist educators in
7 adopting transdisciplinary teaching practices within
8 mathematics and statistics courses;

9 (8) coordinating with local partners to adapt
10 mathematics and statistics teaching practices to le-
11 verage local natural, business, industry, and commu-
12 nity assets in order to support community-based
13 learning;

14 (9) providing hands-on training and research
15 opportunities for mathematics and statistics edu-
16 cators at Federal laboratories, institutions of higher
17 education, or in industry;

18 (10) developing mechanisms for partnerships
19 between educators and employers to help educators
20 and students make connections between their mathe-
21 matics and statistics projects and topics of relevance
22 in today's world;

23 (11) designing and implementing professional
24 development courses and experiences, including men-

1 toring for educators, that combine face-to-face and
2 online experiences;

3 (12) addressing critical transitions, such as
4 middle school to high school, high school to college,
5 and school to internships and jobs; and

6 (13) any other activity the Director determines
7 will accomplish the goals of this section.

8 (g) EVALUATIONS.—All proposals for grants under
9 this section shall include an evaluation plan that includes
10 the use of outcome oriented measures to assess the impact
11 and efficacy of the grant. Each recipient of a grant under
12 this section shall include results from these evaluative ac-
13 tivities in annual and final projects.

14 (h) ACCOUNTABILITY AND DISSEMINATION.—

15 (1) EVALUATION REQUIRED.—The Director
16 shall evaluate the portfolio of grants awarded under
17 this section. Such evaluation shall—

18 (A) use a common set of benchmarks and
19 tools to assess the results of research conducted
20 under such grants and identify best practices;
21 and

22 (B) to the extent practicable, integrate the
23 findings of research resulting from the activities
24 funded through such grants with the findings of

1 other research on student’s pursuit of degrees
2 or careers in STEM.

3 (2) REPORT ON EVALUATIONS.—Not later than
4 180 days after the completion of the evaluation
5 under paragraph (1), the Director shall submit to
6 Congress and make widely available to the public a
7 report that includes—

8 (A) the results of the evaluation; and

9 (B) any recommendations for administra-
10 tive and legislative action that could optimize
11 the effectiveness of the grants awarded under
12 this section.

13 (i) AUTHORIZATION OF APPROPRIATIONS.—For each
14 of fiscal years 2022 through 2026, there are authorized
15 to be appropriated to the National Science Foundation
16 \$10,000,000 to carry out the activities under this section.

17 **SEC. 3. NASEM REPORT ON MATHEMATICAL AND STATIS-**
18 **TICAL MODELING EDUCATION IN PRE-**
19 **KINDERGARTEN THROUGH 12TH GRADE.**

20 (a) STUDY.—Not later than 60 days after the date
21 of enactment of this Act, the Director shall seek to enter
22 into an agreement with the National Academies of
23 Sciences, Engineering and Medicine (in this section re-
24 ferred to as “NASEM”) (or if NASEM declines to enter
25 into such an agreement, another appropriate entity) under

1 which NASEM, or such other appropriate entity, agrees
2 to conduct a study on the following:

3 (1) Factors that enhance or barriers to the im-
4 plementation of mathematical modeling and statis-
5 tical modeling in elementary and secondary edu-
6 cation, including opportunities for and barriers to
7 use modeling to integrate mathematical and statis-
8 tical ideas across the curriculum, including the fol-
9 lowing:

10 (A) Pathways in mathematical modeling
11 and statistical problem solving from kinder-
12 garten to the workplace so that students are
13 able to identify opportunities to use their school
14 mathematics and statistics in a variety of jobs
15 and life situations and so that employers can
16 benefit from students' school learning of data
17 science, computational thinking, mathematics,
18 statistics, and related subjects.

19 (B) The role of community-based prob-
20 lems, service-based learning, and internships for
21 connecting students with career preparatory ex-
22 periences.

23 (C) Best practices in problem-, project-,
24 performance-based learning and assessment.

1 (2) Characteristics of teacher education pro-
2 grams that successfully prepare teachers to engage
3 students in mathematical modeling and statistical
4 modeling, as well as gaps and suggestions for build-
5 ing capacity in the pre-service and in-service teacher
6 workforce.

7 (3) Mechanisms for communication with stake-
8 holders, including parents, administrators, and the
9 public, to promote understanding and knowledge of
10 the value of mathematical modeling and statistical
11 modeling in education.

12 (b) PUBLIC STAKEHOLDER MEETING.—In the course
13 of completing the study described in subsection (a),
14 NASEM or such other appropriate entity shall hold not
15 less than one public meeting to obtain stakeholder input
16 on the topics of such study.

17 (c) REPORT.—The agreement under subsection (a)
18 shall require NASEM, or such other appropriate entity,
19 not later than 24 months after the effective date of such
20 agreement, to submit to the Secretary of Education and
21 the appropriate committees of jurisdiction of Congress a
22 report containing—

23 (1) the results of the study conducted under
24 subsection (a);

1 (2) recommendations to modernize the proc-
2 esses described in subsection (a)(1); and

3 (3) recommendations for such legislative and
4 administrative action as NASEM, or such other ap-
5 propriate entity, determines appropriate.

6 (d) AUTHORIZATION OF APPROPRIATIONS.—For the
7 fiscal year 2022, there are authorized to be appropriated
8 to the National Science Foundation \$1,000,000 to carry
9 out the activities under this section.