



**The College Affordability Act
2019
STEM Education Relevancy**

Author: Rachel Barrachina (rbarrachina@stemedcoalition.org)

Title I — General Provisions

N/A

Title II — Teacher Quality Enhancements

Part A — Teacher and School Leader Quality Partnership Grants

Sec. 2005 (a)(4)(C): The bill amends the accountability and evaluation provision of the Teacher Quality Partnership Grant program. The provision outlines the evaluation process of eligible partnerships under TQP, and the evaluation includes the percentage of profession-ready teachers who teach STEM subject areas.

Part B — Enhancing Teacher and School Leader Education

Sec. 2101 Subpart 2 Sec. 241 (d)(2) (A): Through competitive grants, this subpart strengthens dual certification programs for candidate teachers in special education. Grants will be awarded to eligible partnerships between high-need local educational agencies and associated certification programs in mathematics or earth and physical science.

Sec. 2101 Subpart 4 Sec. 261 (d)(2)(A): This subpart states that eligible higher education institutions will use grant funds to support graduate fellowships that prepare individuals to become STEM faculty in high-need areas (if the individual has already completed a related master's degree and is pursuing a doctoral degree in STEM or education).

Sec. 2101 Subpart 4 Sec. 261 (e)(2)(B): Need-based stipends awarded to eligible individuals in graduate fellowships will be equivalent to the level of support from the National Science Foundation graduate fellowships. An institution may adjust the stipend to not exceed the individual's demonstrated need.

Sec. 2101 Subpart 5 Sec. 281 (2)(A): Competitive priority will be given to entities that demonstrate, in a grant plan, to address the STEM teacher shortage by recruiting, enrolling, and preparing candidates through their certification process.

Title III — Institutional Aid

Part B — Strengthening Historically Black Colleges and Universities

Sec. 3002 (a)(4)(17): Allocation and allotment of funds may be used to support Black and African American undergraduate students, who are eligible for financial assistance, pursue a STEM degree. No more than 30% of a grant value may be used for this purpose.

Part C — Historically Black Colleges and University Capital Financing

Sec. 3003 (a)(1)(B): The Secretary and the designated bonding authority may enter into an insurance agreement if both concur to charge interest on loans borrowed. However, loans borrowed for STEM purposes will not exceed 1% interest rate if the provided schedule of repayments are reimbursed within a timely manner.

Part D — Strengthening Historically Black Colleges and Universities and other Minority-Serving Institutions

Sec. 3004 (2)(C)(ii): Grant allocations for any fiscal year are available to eligible HBCU's and other minority-serving institutions that prepare students for STEM careers.

Sec. 3004 (2)(D)(i): The allocation amount under this section will be available to competitive grant programs. These grant programs will award \$600,000 grants on an annual basis for STEM programs at HBCU's and other minority-serving institutions.

Title IV — Student Assistance

Part A — Grants to Students in Attendance at Institutions of Higher Education

Chapter 1— Federal Trio Programs

Sec. 4201 (5)(C)(i)(I): To qualify for the appropriate amount of funds, an authorized program under HEA Section 402B will include a student program graduate that has had at least 4 years of mathematics, 3 years of science, and two years of foreign language in secondary school.

Sec. 4201 (5)(C)(ii)(II): To qualify for the appropriate amount of funds, an authorized program under HEA Section 403C will include a student program graduate that has had at least 4 years of mathematics, 3 years of science, and two years of foreign language in secondary school.

Sec. 4203 (1)(2): The Secretary will carry out a program, Upward Bound, which will help students succeed beyond secondary school. A project that does not receive funding designated for veterans must provide instruction in Calculus and science in the core curriculum. A project specifically designed for veterans must include Pre-Calculus and science in the core curriculum.

Part A — Grants to Students in Attendance at Institutions of Higher Education

Chapter 2 — Gaining Early Awareness and Readiness for Undergraduate Programs

Subpart 7 — Teach Grants

Sec. 4083 (B)(4)(C)(4): The applicant for a Teach Grant will agree to serve as a full-time teacher in a high-need field. They will teach for at least 4 academic years within 8 years of receiving this grant. The federal government, state government, or a local education agency designates these high-need fields, which currently includes mathematics and science. If in a given year, the field is designated as high-need and is no longer designated as such the following year, the Teach Grant recipient can still fulfill the service obligation at their current school or early childhood education program.

Part I — America’s College Promise Federal-State Partnership

Sec. 4801 (2)(A)(ii): To receive a grant, a state will report that an Associate’s degree in the sciences, awarded in-state, will be fully transferrable as two years of a related Bachelor’s program at a public higher education institution. The state in question must report this to the Secretary within three years of receiving the grant.

Title V— Developing Institutions

Sec. 5002, Section 513 (2)(b)(1): Grant awards may be used to support Hispanic American students in STEM-related postbaccalaureate programs. Funding will enhance STEM research or instructional experiences through the rental, purchase, or lease of scientific laboratory equipment.

Sec. 5002, Section 513 (2)(b)(2): Grant awards may be used to support the construction and maintenance of classroom laboratories to support postbaccalaureate opportunities specifically for Hispanic Americans.

Title VI— International Education Programs

Sec. 6002, Section 613 (b)(1): The Secretary will distribute grants, or enter into contracts with, higher education institutions to pay the federal share to support programs to boost involvement in the international economy. Graduate and undergraduate programs that synthesize science, technology, engineering, and technical training programs with an interdisciplinary global focus are eligible.

Sec. 6002, Section 613 (d)(4): An entity may use grant funding to create science, technology, and engineering programs that occur during academic breaks.

Title VII — Graduate and Postsecondary Improvement Programs

Sec. 7001, Section 727 (b)(1): Grant awards may be used to support Asian American and Native American Pacific Islander students in STEM-related postbaccalaureate programs. Funding will enhance STEM research or instructional experiences through the rental, purchase, or lease of scientific laboratory equipment.

Sec. 7001, Section 727 (b)(2): Grant awards may be used to support the construction and maintenance of classroom laboratories to support postbaccalaureate opportunities specifically for Asian Americans and Native American Pacific Islanders.

Sec. 7001, Section 730 (b)(1): Grant awards may be used to support American Indian and Alaska Native students in STEM-related postbaccalaureate programs. Funding will enhance STEM research or instructional experiences through the rental, purchase, or lease of scientific laboratory equipment.

Sec. 7001, Section 730 (b)(2): Grant awards may be used to support the construction and maintenance of classroom laboratories to support postbaccalaureate opportunities specifically for American Indian and Alaska Natives.

Sec. 7003, Section 751 (3): This section creates a new program to provide targeted assistance for minority-serving institutions with STEM innovations. The program will have a focus to increase the number of economically disadvantaged student groups graduate college and pursue graduate work.

Sec. 7003, Section 755 (b)(2)(C): When awarding grants, the Secretary will give second priority to innovations that will support undergraduate and graduate STEM programs at minority-serving institutions. This is outlined as a major national need.

Sec. 7003, Section 756 (b)(6): An eligible entity will use grant funds to further develop, validate, and document innovations that will increase enrollment of underrepresented students in STEM-related studies.

Title VIII — Additional Programs

Sec. 8004: This section addresses the reauthorization of programs that support quality STEM education for American Indian, Alaska Native, and Native Hawaiian students. Terminology in the HEA is updated to include American Indians and Native American Pacific Islanders in addition to Alaska Natives and Native Hawaiians, and to coalesce Alaska Natives and Native Hawaiians as Native American Students.

Sec. 8004 (7): This section replaces the sum amount from 2009 and consecutive five years to expand or develop STEM programs in the HEA Title IV, Part J, subsection (i). The previous value is replaced with \$500,000,000.00 U.S.D. for fiscal year 2021 and 5 years thereafter.

Title IX — Directives to the Secretary of Education

N/A

Title X — Amendments to Other Laws

Part A — Education of the Deaf Act of 1986

Sec. 10002 (5)(A)(II): This amends Section 104 (b)(5) of the 1986 Education of the Deaf Act. The Laurent Clerc Deaf Education Center, operated under The Board of Trustees of Gallaudet University, will demonstrate to the Secretary that students are taking high-quality assessments in science and math that meet the requirements in section 1111(b)(2).

Part B — Tribally Controlled Colleges and Universities Assistance Act of 1978

Sec. 10101, Section (h)(4)(d)(3): The Secretary may award grants to provide new and existing Tribal College or University facilities with lab equipment and related infrastructure, such as computers and broadband access.