

112TH CONGRESS
1ST SESSION

H. R. 3445

To provide priority consideration to local educational agencies that establish high-quality entrepreneurship education programs for secondary schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 16, 2011

Mr. LOEBSACK introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide priority consideration to local educational agencies that establish high-quality entrepreneurship education programs for secondary schools, 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 “Learn to Earn Act
5 of 2011”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) One of America’s strengths has always been
9 that it is a great place to start and grow a business.

1 (2) According to the 2010 Small Business
2 Economy: A Report to the President, “small busi-
3 nesses—those with fewer than 500 employees—are
4 generally the creators of most net new jobs, as well
5 as the employers of about half of the nation’s private
6 sector work force, and the providers of a significant
7 share of innovations, as well as half of the nonfarm,
8 private real gross domestic product.”.

9 (3) The April 2009 World Economic Forum
10 Report entitled “Educating the Next Wave of Entre-
11 preneurs” recommends that countries transform
12 their educational systems to integrate entrepreneur-
13 ship education at all levels and across curricula in
14 recognition that “entrepreneurship education is es-
15 sential for developing the human capital necessary
16 for the society of the future.”.

17 (4) “Educating the Next Wave of Entre-
18 preneurs” argues that the skills and knowledge
19 learned through entrepreneurship education—such
20 as problem solving, economic principles, and negotia-
21 tion—are critical to success in the 21st century
22 global economy, in which competition is fierce and
23 markets and jobs evolve at a rapid pace.

24 (5) Entrepreneurship education models incor-
25 porate lessons in financial literacy, economics, and

1 other business topics such as marketing and ac-
2 counting which can lead to increased proficiency in
3 mathematics and English Language Arts.

4 (6) When young people learn to see opportunity
5 amid obstacles, to set and achieve high personal
6 goals, and to apply knowledge and skills to real-
7 world scenarios—in short, to think and act like en-
8 trepreneurs—they are armed with tools that will in-
9 crease their success in college and beyond.

10 **SEC. 3. DEFINITIONS.**

11 In this Act:

12 (a) ESEA TERMS.—The terms “local educational
13 agency”, “highly qualified”, and “secondary school” have
14 the meanings given such terms in section 9101 of the Ele-
15 mentary and Secondary Education Act of 1965 (20 U.S.C.
16 7801).

17 (b) ENTREPRENEURSHIP PARTNER ENTITY.—The
18 term “entrepreneurship partner entity” means an entity
19 such as a local business, a local community organization,
20 a local municipality, a local Small Business Administra-
21 tion office, a local Chamber of Commerce, or another
22 State, local, or tribal government entity that specializes
23 in entrepreneurship, small business development, or work-
24 force development that has entered into an agreement with
25 a local educational agency designated an entrepreneurship

1 community under section 4(a), as determined by the Sec-
2 retary of Education.

3 (c) HIGH-QUALITY ENTREPRENEURSHIP EDUCATION
4 PROGRAM.—The term “high-quality entrepreneurship
5 education program” means a program that teaches entre-
6 preneurial skills and includes the following:

7 (1) High standards in mathematics and related
8 content areas such as economics.

9 (2) Curriculum delivered by high-quality teach-
10 ers who complete entrepreneurship-specific training
11 and receive ongoing professional development among
12 a community of peers.

13 (3) Hands-on activities and project-based work,
14 such as negotiation simulations and student business
15 plans, designed to bring abstract concepts to life and
16 stimulate a wide variety of local educational agency
17 learning preferences.

18 (4) A financial literacy component to provide
19 students with the skills and knowledge needed to
20 make informed personal finance decisions.

21 (5) Interactions with entrepreneurs and small
22 business owners who inspire students and challenge
23 them to set high personal goals.

24 (6) Partnerships between educators and busi-
25 ness community members who volunteer as guest

1 speakers, guest teachers, field trip hosts, mentors,
2 business plan competition judges, or in other roles.

3 **SEC. 4. DESIGNATION OF ENTREPRENEURSHIP COMMU-**
4 **NITIES.**

5 (a) DESIGNATION.—Not later than 90 days after re-
6 ceiving an application from a local education agency, the
7 Secretary of Education shall designate such local edu-
8 cational agency as an entrepreneurship community if the
9 Secretary determines that the local educational agency
10 satisfies the requirements described in subsection (b).

11 (b) DETERMINATION.—A local educational agency
12 satisfies the requirements of this subsection if the local
13 educational agency is carrying out a high-quality entrepre-
14 neurship education program for secondary school stu-
15 dents.

16 (c) APPLICATION.—The Secretary shall establish an
17 application process for the purpose of designating local
18 educational agencies as entrepreneurship communities
19 under subsection (a). Such application shall include a de-
20 scription of the proposed high-quality entrepreneurship
21 education program and any proposed entrepreneurship
22 partner entities.

1 **SEC. 5. PREFERENCES FOR ENTREPRENEURSHIP COMMU-**
2 **NITIES.**

3 In awarding competitive grants to local educational
4 agencies under title XIV of the American Recovery and
5 Reinvestment Act of 2009 (Public Law 111–5) and the
6 Elementary and Secondary Education Act of 1965 (20
7 U.S.C. 6301 et seq.) the Secretary of Education shall, to
8 the extent practicable, give priority consideration to each
9 local educational agency that is designated an entrepre-
10 neurship community under section 4(a).

11 **SEC. 6. PREFERENCES FOR ENTREPRENEURSHIP PARTNER**
12 **ENTITIES.**

13 In making competitive grants, loans, or loan guaran-
14 tees related to small business development, workforce de-
15 velopment, community development, or economic develop-
16 ment the Administrator of the Small Business Administra-
17 tion, the Secretary of Agriculture, the Secretary of Com-
18 merce, and the Secretary of Energy shall give priority con-
19 sideration, to the extent practicable, to a entrepreneurship
20 partner entity.

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