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H. R. 3588

IN THE SENATE OF THE UNITED STATES

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Received; read twice and referred to the Committee on Health, Education,
Labor, and Pensions

AN ACT

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,*

3 **SECTION 1. SHORT TITLE.**

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

6 **SEC. 2. MATHEMATICAL AND STATISTICAL MODELING EDU-**
7 **CATION.**

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

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

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

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

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

1 (5) The STEM workforce relies on computa-
2 tional and data-driven discovery, decision making,
3 and predictions, from models that often must quan-
4 tify uncertainty, as in weather predictions, spread of
5 disease, or financial forecasting.

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

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

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

24 (9) Mathematical modeling has been a strong
25 educational priority globally, especially in China,

1 where participation in United States mathematical
2 modeling challenges in high school and higher edu-
3 cation is orders of magnitude higher than in the
4 United States, and Chinese teams are taking a ma-
5 jority of the prizes.

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

15 (b) DEFINITIONS.—In this section:

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

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

22 (3) FOUNDATION.—The term “Foundation”
23 means the National Science Foundation.

24 (4) INSTITUTION OF HIGHER EDUCATION.—The
25 term “institution of higher education” has the

1 meaning given such term in section 101(a) of the
2 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

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

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

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

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

21 (c) PREPARING EDUCATORS TO ENGAGE STUDENTS
22 IN MATHEMATICAL AND STATISTICAL MODELING.—The
23 Director shall provide grants on a merit-reviewed, com-
24 petitive basis to institutions of higher education, and non-
25 profit organizations (or a consortium thereof) for research

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

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

14 (1) A description of the target population to be
15 served by the research activity for which such grant
16 is sought, including student subgroups described in
17 section 1111(b)(2)(B)(xi) of the Elementary and
18 Secondary Education Act of 1965 (20 U.S.C.
19 6311(b)(2)(B)(xi)), and students experiencing home-
20 lessness and children and youth in foster care.

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

1 (3) A description of how such research activity
2 may inform efforts to promote the engagement and
3 achievement of students in prekindergarten through
4 grade 12 in mathematical modeling and statistical
5 modeling using problem-based learning with contex-
6 tualized data and computational tools.

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

13 (e) PARTNERSHIPS.—In awarding grants under sub-
14 section (c), the Director shall encourage applications that
15 include—

16 (1) partnership with a nonprofit organization or
17 an institution of higher education that has extensive
18 experience and expertise in increasing the participa-
19 tion of students in prekindergarten through grade
20 12 in mathematical modeling and statistical mod-
21 eling;

22 (2) partnership with a local educational agency,
23 a consortium of local educational agencies, or Tribal
24 educational agencies;

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

4 (4) ways to address critical transitions, such as
5 middle school to high school, high school to college,
6 and school to internships and jobs;

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

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

15 (7) resources for parents, school leaders, school
16 boards, community members, and other stakeholders
17 to build skills in modeling and analytics.

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

1 (1) engaging prekindergarten through grade 12
2 educators in professional learning opportunities to
3 enhance mathematical modeling and statistical prob-
4 lem solving knowledge, and developing training and
5 best practices to provide more interdisciplinary
6 learning opportunities;

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

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

16 (A) missing or incorrect values;

17 (B) quantities of data that require choice
18 and use of appropriate technology;

19 (C) multiple data sets that require choices
20 about which data are relevant to the current
21 problem; and

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

1 (4) taking a school or district-wide approach to
2 professional development in mathematical modeling
3 and statistical modeling;

4 (5) engaging rural local agencies;

5 (6) supporting research on effective mathe-
6 matical modeling and statistical modeling teaching
7 practices, including problem- and project-based
8 learning, universal design for accessibility, and ru-
9 brics and mastery-based grading practices to assess
10 student performance;

11 (7) designing and developing pre-service and in-
12 service training resources to assist educators in
13 adopting transdisciplinary teaching practices within
14 mathematics and statistics courses;

15 (8) coordinating with local partners to adapt
16 mathematics and statistics teaching practices to le-
17 verage local natural, business, industry, and commu-
18 nity assets in order to support community-based
19 learning;

20 (9) providing hands-on training and research
21 opportunities for mathematics and statistics edu-
22 cators at Federal laboratories, institutions of higher
23 education, or in industry;

24 (10) developing mechanisms for partnerships
25 between educators and employers to help educators

1 and students make connections between their mathe-
2 matics and statistics projects and topics of relevance
3 in today's world;

4 (11) designing and implementing professional
5 development courses and experiences, including men-
6 toring for educators, that combine face-to-face and
7 online experiences;

8 (12) addressing critical transitions, such as
9 middle school to high school, high school to college,
10 and school to internships and jobs; and

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

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

19 (h) ACCOUNTABILITY AND DISSEMINATION.—

20 (1) EVALUATION REQUIRED.—The Director
21 shall evaluate the portfolio of grants awarded under
22 this section. Such evaluation shall—

23 (A) use a common set of benchmarks and
24 tools to assess the results of research conducted

1 under such grants and identify best practices;
2 and

3 (B) to the extent practicable, integrate the
4 findings of research resulting from the activities
5 funded through such grants with the findings of
6 other research on student's pursuit of degrees
7 or careers in STEM.

8 (2) REPORT ON EVALUATIONS.—Not later than
9 180 days after the completion of the evaluation
10 under paragraph (1), the Director shall submit to
11 Congress and make widely available to the public a
12 report that includes—

13 (A) the results of the evaluation; and

14 (B) any recommendations for administra-
15 tive and legislative action that could optimize
16 the effectiveness of the grants awarded under
17 this section.

18 (i) AUTHORIZATION OF APPROPRIATIONS.—For each
19 of fiscal years 2023 through 2027, there are authorized
20 to be appropriated to the National Science Foundation
21 \$10,000,000 to carry out the activities under this section.

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

4 (a) STUDY.—Not later than 60 days after the date
5 of enactment of this Act, the Director shall seek to enter
6 into an agreement with the National Academies of
7 Sciences, Engineering and Medicine (in this section re-
8 ferred to as “NASEM”) (or if NASEM declines to enter
9 into such an agreement, another appropriate entity) under
10 which NASEM, or such other appropriate entity, agrees
11 to conduct a study on the following:

12 (1) Factors that enhance or barriers to the im-
13 plementation of mathematical modeling and statis-
14 tical modeling in elementary and secondary edu-
15 cation, including opportunities for and barriers to
16 use modeling to integrate mathematical and statis-
17 tical ideas across the curriculum, including the fol-
18 lowing:

19 (A) Pathways in mathematical modeling
20 and statistical problem solving from kinder-
21 garten to the workplace so that students are
22 able to identify opportunities to use their school
23 mathematics and statistics in a variety of jobs
24 and life situations and so that employers can
25 benefit from students’ school learning of data

1 science, computational thinking, mathematics,
2 statistics, and related subjects.

3 (B) The role of community-based prob-
4 lems, service-based learning, and internships for
5 connecting students with career preparatory ex-
6 periences.

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

9 (2) Characteristics of teacher education pro-
10 grams that successfully prepare teachers to engage
11 students in mathematical modeling and statistical
12 modeling, as well as gaps and suggestions for build-
13 ing capacity in the pre-service and in-service teacher
14 workforce.

15 (3) Mechanisms for communication with stake-
16 holders, including parents, administrators, and the
17 public, to promote understanding and knowledge of
18 the value of mathematical modeling and statistical
19 modeling in education.

20 (b) PUBLIC STAKEHOLDER MEETING.—In the course
21 of completing the study described in subsection (a),
22 NASEM or such other appropriate entity shall hold not
23 less than one public meeting to obtain stakeholder input
24 on the topics of such study.

(2) recommendations to modernize the processes described in subsection (a)(1); and

(d) AUTHORIZATION OF APPROPRIATIONS.—For fiscal year 2023, there are authorized to be appropriated to the National Science Foundation \$1,000,000 to carry out the activities under this section.

Attest: CHERYL L. JOHNSON,
Clerk.