



H.Con.Res. 366– Expressing the sense of Congress that increasing American capabilities in science, mathematics, and technology education should be a national priority

FLOOR SITUATION

H.Con.Res. 366 is being considered on the floor under suspension of the rules and will require a two-thirds majority vote for passage. This legislation was introduced by Representative Eddie Bernice Johnson (D-TX). The resolution was referred to the House Committee on Science and Technology.

H.Con.Res. 366 is expected to be considered on the floor of the House on June 4, 2008.

SUMMARY

H.Con.Res. 366 resolves that it is the sense of Congress that:

- This Nation should dedicate its resources to the development of a broad pool of citizens who are functionally literate in science, mathematics, and technology;
- A national science education policy in the coming decade should address the crucial need areas of –
 - Substantially increasing science scholarships and providing adequate financial resources to permit students from underrepresented populations to study science, mathematics, and technology; and
 - Actively involving National Science Foundation involvement in curriculum development with strong emphasis on reinforcing science and mathematics concepts at each grade level; and
 - This national challenge can be met through strong leadership from the White House Office of Science and Technology Policy; other Federal, State, and local governments; and with long-term commitments from the civic, business, and engineering communities.

BACKGROUND

Approximately fifty million students will be attending nearly 97,000 public elementary and secondary schools for the fall 2008 term. Before the end of this upcoming school year, an estimated \$489 billion will be spent on educating these students.

The National Assessment of Educational Progress (NAEP) is a test administered to students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12. Results from the 2007 NAEP long-term trend assessments of mathematics proficiency indicate that overall, 70 percent of these eighth-grade students performed at or above the Basic level in mathematics, and 31 percent performed at or above what is considered a proficient level.

[U.S. Department of Education – National Center for Education Statistics](#)

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