

119TH CONGRESS
1ST SESSION

H. RES. 867

Acknowledging November 8, 2025, as “National Science, Technology,
Engineering, and Mathematics (STEM) Day”.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 7, 2025

Ms. RIVAS (for herself and Mr. DUNN of Florida) submitted the following
resolution; which was referred to the Committee on Education and Workforce

RESOLUTION

Acknowledging November 8, 2025, as “National Science,
Technology, Engineering, and Mathematics (STEM) Day”.

Whereas the Bureau of Labor Statistics shows that there are
currently over 10,000,000 Americans employed in
science, technology, engineering, or mathematics (STEM)
occupations in the United States;

Whereas STEM occupations are projected to grow more than
10 percent by 2032, and 20 percent of all occupations re-
quire a high level of knowledge in any one STEM field;

Whereas, in 2023, only 15 percent of students met the ACT
STEM College Readiness Benchmark, indicating a 20-
percent decrease since 2019;

Whereas diverse lived experiences in any field incorporate different perspectives and ideas that can lead to more creative, innovative, and pioneering solutions;

Whereas the National Center for Science and Engineering Statistics shows that, in 2021, Hispanic workers represented only 15 percent of the STEM workforce, Black workers represented only 10 percent of the STEM workforce, and American Indians and Alaska Natives together made up less than 1 percent of the STEM workforce;

Whereas there are multiple STEM educational and STEM career attainment pathways, such as through preapprenticeship and apprenticeship programs, in addition to a 4-year degree from an institution of higher education;

Whereas STEM education and STEM literacy are necessary for well-functioning communities and society at large, beyond national workforce priorities, and the security of the United States in the 21st Century global economy largely depends on developing STEM-literate citizens and a national collection of communities that see STEM as a means to solving community problems;

Whereas science, technology, and engineering are not consistently prioritized in school day budgets, and thus minimal school-day curriculum is dedicated to science, technology, and engineering learning;

Whereas afterschool, summer, and other out-of-school time STEM programs are essential complements to the school day, providing youth-led, hands-on, experiential, project-based learning opportunities that bridge the gap between classroom lessons and real-world STEM applications;

Whereas a healthy STEM ecosystem is comprised of community-based organizations, industry and private businesses, public entities, institutions of higher education, elementary and secondary schools, nonprofit organizations, and STEM professionals, both active and retired, working together as essential equity stakeholders;

Whereas, through collaborative work, a thriving STEM ecosystem delivers vital STEM learning and engagement for youth of all ages and communities, with a particular focus on fostering intergenerational and peer-to-peer mentorship and supportive learning communities;

Whereas STEM education is recognized as a lifelong learning journey, not restricted to the elementary and secondary school years;

Whereas strengthening recruitment and retention across the STEM sectors, including improving recruitment and retention of women, helps build a workforce that better reflects society and provides a wider range of role models to inspire students and young professionals from all backgrounds to pursue careers in STEM;

Whereas there is a need to acknowledge the need to build bridges across technical sectors and understand different ways of knowing across communities;

Whereas there is a need to acknowledge the need to work together across education sectors and build STEM education-wide integration; and

Whereas it is essential to acknowledge that learning doesn't happen in isolation, and a STEM-literate citizenry is only as effective as its ability to communicate, collaborate, and coordinate across different sectors and with people unlike themselves: Now, therefore, be it

1 *Resolved*, That the House of Representatives—

2 (1) acknowledges “National Science, Tech-
3 nology, Engineering, and Mathematics (STEM)
4 Day”;

5 (2) recognizes the science, technology, engineer-
6 ing, and mathematics (STEM) education ecosystem
7 (of people, entities, and technical areas) as an edu-
8 cation continuum and celebrates the importance of
9 science, technology, engineering, and mathematics
10 education in developing the workforce of the United
11 States, nurturing a STEM-literate society, and uti-
12 lizing STEM to improve people’s lives;

13 (3) reaffirms the United States responsibility to
14 ensure that all students have access to STEM edu-
15 cation, including technological literacy, digital ac-
16 cess, and opportunities to experience computer
17 science and artificial intelligence;

18 (4) encourages STEM businesses and entities
19 to engage meaningfully and responsibly with their
20 local elementary and secondary schools, afterschool
21 programs, and other STEM-learning spaces;

22 (5) urges transdisciplinary collaboration across
23 Federal agencies in supporting the entire STEM
24 education ecosystem, such as by ensuring elementary
25 and secondary STEM education (schools, commu-

1 nity-based organizations, nonprofit organizations,
2 and any entity serving students in the out-of-school
3 time space) is supported financially, as well as via
4 social and human capital, through any Federal con-
5 tract; and

6 (6) urges the people of the United States to ob-
7 serve National Science, Technology, Engineering,
8 and Mathematics (STEM) Day with appropriate
9 programs and activities.

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