

117TH CONGRESS  
1ST SESSION

**S.** \_\_\_\_\_

To amend the Student Support and Academic Enrichment Grant program to promote career awareness in accounting as part of a well-rounded STEM educational experience.

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IN THE SENATE OF THE UNITED STATES

Ms. COLLINS (for herself and Ms. ROSEN) introduced the following bill; which was read twice and referred to the Committee on \_\_\_\_\_

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**A BILL**

To amend the Student Support and Academic Enrichment Grant program to promote career awareness in accounting as part of a well-rounded STEM educational experience.

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 “STEM Education in  
5       Accounting Act”.

6       **SEC. 2. FINDINGS.**

7       The Congress finds as follows:

1           (1) The accounting profession is working to en-  
2           sure that it meets the needs of the public, busi-  
3           nesses, governments, and not-for-profit organizations  
4           in a technology-driven marketplace.

5           (2) Promoting diversity, equity, and inclusion  
6           within the accounting profession fosters a field that  
7           is reflective of the local, regional, and global commu-  
8           nities it serves, and is better positioned to innovate  
9           around the complex issues facing organizations of all  
10          kinds and the evolving public interest.

11          (3) Early exposure to the accounting profession  
12          through family, friends, and other community inter-  
13          actions, or relevant elementary and secondary course  
14          offerings, increases opportunity for students to rec-  
15          ognize the limitless possibilities of a career in ac-  
16          counting, and therefore inspires that professional  
17          trajectory.

18          (4) This Act seeks to build on existing financial  
19          literacy initiatives by establishing the significance of  
20          early course offerings in accounting education as  
21          drivers for improving career opportunity and diver-  
22          sity within this STEM profession.

23          (5) There is a clear and logical integration be-  
24          tween accounting and technology: as the profession  
25          continues to advance its use of technology to serve

1 the public interest, accounting professionals, includ-  
2 ing CPAs, are technological leaders who manage and  
3 analyze big data, ensure data security, manage cy-  
4 bersecurity risk, and work alongside Information  
5 Technology professionals.

6 **SEC. 3. ACCOUNTING AS PART OF A WELL-ROUNDED EDU-**  
7 **CATIONAL EXPERIENCE.**

8 Subpart 1 of part A of title IV of the Elementary  
9 and Secondary Education Act of 1965 (20 U.S.C. 7111  
10 et seq.) is amended—

11 (1) in section 4104(b)(3)(A)(i), by—

12 (A) striking “or” at the end of subclause  
13 (VI);

14 (B) redesignating subclause (VII) as sub-  
15 clause (VIII); and

16 (C) inserting after subclause (VI) the fol-  
17 lowing new subclause:

18 “(VII) accounting education, in-  
19 cluding accounting career awareness;  
20 or”; and

21 (2) in section 4107(a)(3), by—

22 (A) striking “or” at the end of subpara-  
23 graph (I);

24 (B) redesignating subparagraph (J) as  
25 subparagraph (K); and

1           (C) inserting after subparagraph (I) the  
2 following new subparagraph:

3           “(J) activities to promote the development,  
4 implementation, and strengthening of programs  
5 to teach accounting, including increasing access  
6 to high-quality accounting courses for students  
7 through grade 12 who are members of groups  
8 underrepresented in accounting careers; or”.