



February 11, 2021

Bryan Kelley and Claus von Zastrow
bkelley@ecs.org; cvonzastrow@ecs.org

Your Question:

You asked for information on the amount of funding states provide for STEM education. You wanted to know how other states' funding ecosystems work.

Our Response:

We have not conducted a 50-State Comparison on state government STEM funding levels, but we can offer examples of major state-funded STEM initiatives. In addition, we provide a couple of examples of state STEM activities funded through such mechanisms as tax credits and lottery funds. We do not have access to information on overall state funding levels for STEM, but we hope the examples below illustrate different funding approaches and levels.

Examples of State STEM Funding

The **Idaho** legislature [created](#) the STEM [Action Center](#) and a STEM Action Center advisory board within the office of the governor. This center is directed to, among other things, “engage private entities to provide additional funding and/or in-kind employee time for STEM activities in schools supporting industry career readiness in addition to what is currently provided by private entities.” More information on the Action Center’s Public Private-Partnerships can be found [here](#). The FY2020 appropriation for the STEM Action Center was roughly [\\$4.7 million](#). The governor recommended a 31% increase for 2021.

The **Iowa Governor's STEM Advisory Council** aims to “increase interest and achievement in STEM (science, technology, engineering and mathematics) studies and careers through partnerships engaging preK-12 students, parents, educators, employers, non-profits, policy leaders and others.” The council is “made up of leaders in higher education, business, pre-K through 12 educators, as well as state and local government officials,” and it awards grants to support STEM education programs across the state. The council’s funding comes from state appropriations, but it uses these funds to unlock some matching funds from private sources. In FY2021, the total state appropriation for the STEM Advisory Council is [\\$6,354,836](#).

Like many states, **Massachusetts** has several different funding streams for STEM. State [statute](#) establishes a Massachusetts Science, Technology, Engineering, and Mathematics Grant Fund, also known as the [STEM Pipeline Fund](#). The purpose of this fund is to “increase the number of students who participate in programs that support careers related to science, technology, engineering and mathematics.” Three distinct goals were developed for this purpose: an increase in the number of students who prepare for and enter STEM careers, an increase in the number of qualified STEM teachers and an improvement in STEM educational offerings. In FY2020, the state appropriation for the fund was [\\$1.5 million](#). Statute explicitly authorizes bond proceeds to be credited to the STEM Pipeline Fund, along with funds from other sources.

Massachusetts also funds the [STEM Starter Academy](#), which aims to “recruit, ready, retain and graduate a diverse body of community college students earning STEM certificates and degrees and transferring to 4-year STEM programs or entering the workforce.” Estimated FY2020 expenditures of state funds were roughly [\\$4.75 million](#). In addition, the [Massachusetts Life Sciences Center](#), which received most of its funding through state appropriations,

offered middle and high schools in the state roughly [\\$1.17 million](#) in STEM equipment and supplies grants in fiscal years 2019 and 2020.

The [MiSTEM Network](#) in **Michigan** aims to be “the catalyst for equitable access and engagement in authentic STEM experiences in every community in Michigan” by supporting STEM education programming in communities across the state. The network is overseen by the [MiSTEM Advisory Council](#), which makes annual recommendations for improving STEM education in the state. In 2020-21, the state [allocated](#) “an amount not to exceed \$7,634,300 from the school aid fund appropriation” to support MiSTEM programs.

In 2015, the **Ohio** legislature created the [STEM Public-Private Partnership](#) Pilot Program which, according to the [Ohio Department of Higher Education](#), is used to “encourage public-private partnerships between high schools, colleges, and the business community to provide high school students the opportunity to receive education and training in a targeted industry...while simultaneously earning high school and college credit for the course(s)”. In 2017, Ohio provided a \$750,000 appropriation for grants to this program. The measure required the chancellor of higher education to administer the program and select five partnerships, one from each quadrant of the state and one from the central part of the state, each to receive a grant of \$150,000.

Pennsylvania is devoting \$70 million over two years to [PAsmart](#): “\$40 million for science and technology education and \$30 million for apprenticeships and job training programs.” The education funds [focus on](#) improving access to science, technology, engineering, and math education for all through better classroom instruction and training and better access to computer science education. PAsmart funding has also included substantial grants to expand and strengthen STEM ecosystems in the state.

The **Utah** legislature established the [STEM Action Center](#) and the [STEM Action Center Foundation Fund](#). Among many other responsibilities, the STEM Action Center Board is directed to coordinate STEM activities in the state among various stakeholders, align public education STEM activities with higher education STEM activities, and create and coordinate best practices among public education and higher education. The board also strategically engages industry and business entities to cooperate with its efforts to support high quality professional development and provide other assistance for educators and students. More information can be found at the STEM Action Center website [here](#) and on its grants page [here](#). In FY2021, the STEM Action Center was supported by [more than \\$12 million](#) in state appropriations.

States that Support STEM Education Through Tax Credits and Lottery Funds

In 2014, the **Alabama** legislature created a [state income tax credit](#), equal to 50% of contributions, to individuals and businesses making donations to the Career-Technical Dual Enrollment Program. The Business Education Alliance has an FAQ and additional information on this program available [here](#), and states that such donations “will provide eligible high school students an opportunity to enroll in college-level career and technical education courses...donors can direct up to 80% of contributions to a specific career technical program at a particular institution,” indicating an option for donors to specifically steer funds toward STEM programs while receiving tax benefits.

Lottery Funds

The **Montana** legislature [created](#) a STEM scholarship program that is funded in part by the Montana state lottery. According to [statute](#), the first \$500,000 of state lottery net revenue in FY2020 must be transferred to the STEM

scholarship program special revenue account, increasing annually until reaching \$2.25 million in FY2024 and subsequent fiscal years. More information can be found on the program's website [here](#).

Additional ECS Resources

- [**Key Issues: Funding**](#)
 - This key issues page houses many resources on education funding that you may find useful, including 50-State Comparisons on [K-12 Funding](#) and [Postsecondary Education Funding](#); as well as several policy reports, related blog posts and previous state information request responses.
- [**ECS STEM Resources**](#)
 - Among our many resources on STEM education, you may be particularly interested in the [Enhancing STEM in P-3 Education](#) Policy Guide, [A State Policymaker's STEM Playbook](#) and the wealth of STEM information available on the [Vital Signs website](#).