

114TH CONGRESS
1ST SESSION

S. 492

To amend the Elementary and Secondary Education Act of 1965 in order to improve environmental literacy to better prepare students for postsecondary education and careers, and for other purposes.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 12, 2015

Mr. REED (for himself, Mr. KIRK, Mr. DURBIN, Mr. WHITEHOUSE, Mr. HEINRICH, and Mr. BENNET) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 in order to improve environmental literacy to better prepare students for postsecondary education and careers, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “No Child Left Inside Act of 2015”.

6 (b) TABLE OF CONTENTS.—The table of contents for
7 this Act is as follows:

- Sec. 1. Short title; table of contents.
 Sec. 2. Findings.
 Sec. 3. References.
 Sec. 4. Authorization of appropriations.

TITLE I—ENVIRONMENTAL LITERACY

- Sec. 101. Environmental literacy.
 Sec. 102. Conforming amendments.

TITLE II—PROMOTING ENVIRONMENTAL LITERACY IN
 EDUCATION PROGRAMS

- Sec. 201. Amendments to part B of title II.
 Sec. 202. Amendments to part B of title IV.

TITLE III—NATIONAL ACTIVITIES

- Sec. 301. Availability of other environmental literacy information.
 Sec. 302. Federal interagency coordination on environmental literacy.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Children and young adults are increasingly
 4 disconnected from the natural world around them,
 5 spending less time outside playing, exploring, and
 6 learning.

7 (2) Play and learning in nature is important to
 8 the intellectual, social, and physical development of
 9 youth.

10 (3) Environmental education, as part of the for-
 11 mal prekindergarten through grade 12 school cur-
 12 riculum, provides opportunities for youth to get out-
 13 side and learn about the natural world, has positive
 14 impacts on student achievement in all subjects and
 15 especially in science, reading, mathematics, and so-
 16 cial studies, and improves critical thinking skills, en-

1 thusiasm for learning, stewardship, and healthy life-
2 styles.

3 (4) By many indicators, the United States is
4 falling behind other nations in preparing students
5 with the educational tools necessary to compete for
6 the growing opportunities in the sciences, including
7 environmental, natural resource, and energy related
8 careers.

9 (5) Reports by boards of the National Science
10 Foundation, the National Environmental Education
11 Advisory Council, and the National Council for
12 Science and the Environment, among others, have
13 called for a systemic approach to environmental edu-
14 cation in the formal education system to improve the
15 environmental literacy of youth and better prepare
16 students for college and the 21st century workforce.

17 (6) Forty-eight States have developed, or are in
18 the process of developing, environmental literacy
19 plans to effectively integrate environmental edu-
20 cation into the prekindergarten through grade 12
21 curriculum and ensure that students graduate from
22 high school environmentally literate. At the same
23 time, most States are aligning curricula with the
24 Common Core State Standards.

1 (7) Support from the Department of Education
 2 is needed to help State and local educational agen-
 3 cies, and the partners of such agencies, implement
 4 environmental literacy plans and advance State cur-
 5 riculum frameworks for environmental and natural
 6 resource education that meets new State academic
 7 content and student achievement standards.

8 (8) Federal science and natural resource agen-
 9 cies have important resources, including Federal
 10 lands and laboratories, content experts, data, and
 11 programs, that can inform and support State and
 12 local environmental literacy policies and program-
 13 ming.

14 **SEC. 3. REFERENCES.**

15 Except as otherwise specifically provided, whenever in
 16 this Act an amendment or repeal is expressed in terms
 17 of an amendment to, or a repeal of, a section or other
 18 provision, the reference shall be considered to be made to
 19 a section or other provision of the Elementary and Sec-
 20 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

21 **TITLE I—ENVIRONMENTAL**
 22 **LITERACY**

23 **SEC. 101. ENVIRONMENTAL LITERACY.**

24 Part D of title V (20 U.S.C. 7201 et seq.) is amended
 25 by adding at the end the following:

1 **“Subpart 22—Environmental Literacy**

2 **“SEC. 5621. DEFINITIONS.**

3 “In this subpart:

4 “(1) ELIGIBLE PARTNERSHIP.—The term ‘eligi-
5 ble partnership’ means a partnership that includes a
6 local educational agency and not less than 1 of the
7 following partners:

8 “(A) A teacher preparation program at an
9 institution of higher education.

10 “(B) The environmental or life sciences de-
11 partment of an institution of higher education.

12 “(C) Another local educational agency, a
13 public charter school, a public elementary
14 school or secondary school, or a consortium of
15 such schools.

16 “(D) A Federal, State, regional, or local
17 environmental or natural resource management
18 agency, or parks and recreation department,
19 that has demonstrated effectiveness, expertise,
20 and experience in the field of environmental lit-
21 eracy, including the professional development of
22 teachers.

23 “(E) A nonprofit organization that has
24 demonstrated effectiveness, expertise, and expe-
25 rience in the field of environmental literacy, in-

1 including the professional development of teach-
2 ers.

3 “(2) ENVIRONMENTAL LITERACY.—The term
4 ‘environmental literacy’ means a fundamental under-
5 standing of ecological principles, the systems of the
6 natural world, and the relationships and interactions
7 between natural and man-made environments.

8 “(3) ENVIRONMENTAL LITERACY PLAN.—The
9 term ‘environmental literacy plan’ means a plan de-
10 veloped, approved, or sponsored by the State edu-
11 cational agency in consultation with State environ-
12 mental agencies, State environmental education as-
13 sociations, and State natural resource agencies, and
14 with input from the public, that—

15 “(A) prepares students to understand eco-
16 logical principles, the systems of the natural
17 world, and the relationships and interactions
18 between natural and man-made environments;

19 “(B) provides field and hands-on experi-
20 ences as part of the regular school curriculum
21 and creates programs that contribute to healthy
22 lifestyles through outdoor recreation and sound
23 nutrition;

24 “(C) provides environmental service learn-
25 ing opportunities;

1 “(D) provides targeted professional devel-
2 opment opportunities for teachers that improves
3 the teachers’—

4 “(i) environmental and natural re-
5 source content knowledge; and

6 “(ii) pedagogical skills in teaching
7 about the environment, including the use
8 of—

9 “(I) interdisciplinary, field-based,
10 and research-based learning; and

11 “(II) science, technology, engi-
12 neering, and mathematics content
13 knowledge and tools;

14 “(E) describes the measures the State will
15 use to assess the environmental literacy of stu-
16 dents, including—

17 “(i) relevant State academic content
18 standards and content areas regarding en-
19 vironmental education, and courses or sub-
20 jects where environmental education in-
21 struction will be integrated throughout the
22 prekindergarten through grade 12 cur-
23 riculum; and

1 “(ii) a description of the relationship
2 of the plan to the secondary school gradua-
3 tion requirements of the State;

4 “(F) describes how the State educational
5 agency will implement the plan, in partnership
6 with non-governmental organizations, Federal
7 agencies, State environmental agencies, State
8 environmental education associations, State
9 natural resource agencies, and local educational
10 agencies, including how the State educational
11 agency will secure funding and other necessary
12 support; and

13 “(G) is periodically updated by the State
14 educational agency not less often than every 5
15 years.

16 “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-
17 CY.—The term ‘high-need local educational agency’
18 means a local educational agency—

19 “(A) for which not less than 20 percent of
20 the children served by the agency are children
21 from low-income families;

22 “(B) that serves not fewer than 10,000
23 children from low-income families;

24 “(C) that meets the eligibility requirements
25 for funding under section 6211(b); or

1 “(D) that meets the eligibility require-
2 ments for funding under section 6221(b).

3 **“SEC. 5622. GRANTS FOR IMPLEMENTATION OF ENVIRON-
4 MENTAL LITERACY PLANS.**

5 “(a) PROGRAM AUTHORIZED.—From amounts ap-
6 propriated for this section, the Secretary shall award
7 grants to States to enable the States to award subgrants,
8 on a competitive basis, to eligible partnerships to support
9 the implementation of the State environmental literacy
10 plan.

11 “(b) APPLICATION.—

12 “(1) IN GENERAL.—A State that desires a
13 grant under this section shall submit an application
14 to the Secretary, at such time, in such manner, and
15 containing such information as the Secretary may
16 require.

17 “(2) CONTENTS.—Each application under this
18 subsection shall—

19 “(A) include the State’s environmental lit-
20 eracy plan and information on the status of im-
21 plementation of such plan;

22 “(B) describe how funds received under
23 this subsection will assist the State in fur-
24 thering the implementation of the State’s envi-
25 ronmental literacy plan;

1 “(C) describe the process the State will use
2 to make subgrants to eligible partnerships; and

3 “(D) describe the process the State will
4 use to evaluate the impact of the activities as-
5 sisted under this subpart.

6 “(c) PEER REVIEW.—The Secretary shall—

7 “(1) establish a peer review process to assist in
8 the review of grant applications under this section;

9 “(2) appoint individuals to the peer review
10 process who—

11 “(A) are representative of parents, teach-
12 ers, State educational agencies, State environ-
13 mental agencies, State natural resource agen-
14 cies, local educational agencies, and nongovern-
15 mental organizations; and

16 “(B) are familiar with national environ-
17 mental issues and the health and educational
18 needs of students; and

19 “(3) include, in the peer review process, appro-
20 priate representatives from the Department of Com-
21 merce, the Department of the Interior, the Depart-
22 ment of Energy, the Environmental Protection
23 Agency, and other appropriate Federal agencies, to
24 provide environmental expertise and background for
25 evaluation of the State environmental literacy plan.

1 “(d) ADMINISTRATIVE EXPENSES.—A State receiv-
2 ing a grant under this section may use not more than 2.5
3 percent of the grant funds for administrative expenses.

4 “(e) STATE EDUCATIONAL AGENCY REPORT.—

5 “(1) IN GENERAL.—Each State receiving a
6 grant under this subpart shall prepare and submit
7 an annual report to the Secretary containing infor-
8 mation about—

9 “(A) the implementation of the environ-
10 mental literacy plan; and

11 “(B) the grant activities supported under
12 this subpart.

13 “(2) REPORT REQUIREMENTS.—The report re-
14 quired by this section shall be—

15 “(A) in the form specified by the Sec-
16 retary;

17 “(B) based on the State’s ongoing evalua-
18 tion activities; and

19 “(C) made readily available to the public.

20 “(f) SUBGRANTS AUTHORIZED.—

21 “(1) SUBGRANTS TO ELIGIBLE PARTNER-
22 SHIPS.—From amounts made available to a State
23 educational agency under subsection (a), the State
24 educational agency shall award subgrants, on a com-
25 petitive basis, to eligible partnerships serving the

1 State, to enable the eligible partnerships to carry out
2 the authorized activities described in subsection (h).

3 “(2) DURATION.—The State educational agency
4 shall award each subgrant under this section for a
5 period of not more than 3 years.

6 “(3) PRIORITY.—In making subgrants under
7 this section, a State shall give priority to eligible
8 partnerships that include a high-need local edu-
9 cational agency.

10 “(4) SUPPLEMENT, NOT SUPPLANT.—Funds
11 provided to an eligible partnership under this section
12 shall be used to supplement, and not supplant, funds
13 that would otherwise be used for activities author-
14 ized under this section.

15 “(g) APPLICATION REQUIREMENTS.—

16 “(1) IN GENERAL.—Each eligible partnership
17 desiring a subgrant under this section shall submit
18 an application to the State educational agency, at
19 such time, in such manner, and accompanied by
20 such information as the State educational agency
21 may require.

22 “(2) CONTENTS.—Each application submitted
23 under paragraph (1) shall include—

1 “(A) a description of teacher professional
2 development needs, with respect to the teaching
3 and learning of environmental content;

4 “(B) an explanation of how the activities
5 to be carried out by the eligible partnership are
6 expected to improve student academic achieve-
7 ment and strengthen the quality of environ-
8 mental instruction;

9 “(C) a description of how the activities to
10 be carried out by the eligible partnership—

11 “(i) will be aligned with challenging
12 State academic content standards and stu-
13 dent academic achievement standards
14 under section 1111(b)(1) in environmental
15 education, to the extent such standards
16 exist, and with the State’s environmental
17 literacy plan; and

18 “(ii) will advance the teaching of
19 interdisciplinary courses that integrate the
20 study of natural, social, and economic sys-
21 tems and that include strong field compo-
22 nents in which students have the oppor-
23 tunity to directly experience nature
24 through outdoor environmental learning;

1 “(D) a description of how the activities to
2 be carried out by the eligible partnership will
3 ensure that teachers are trained in the use of
4 field-based or service learning to enable the
5 teachers—

6 “(i) to use the local environment and
7 community as a resource; and

8 “(ii) to improve student under-
9 standing of the environment and increase
10 academic achievement;

11 “(E) a description of—

12 “(i) how the eligible partnership will
13 carry out the authorized activities de-
14 scribed in subsection (h); and

15 “(ii) the eligible partnership’s evalua-
16 tion and accountability plan described in
17 subsection (i); and

18 “(F) a description of how the eligible part-
19 nership will continue the activities funded under
20 this section after the grant period has expired.

21 “(h) AUTHORIZED ACTIVITIES.—An eligible partner-
22 ship shall use the subgrant funds provided under this sec-
23 tion for 1 or more of the following activities related to
24 elementary schools or secondary schools:

1 “(1) Providing targeted, job-embedded profes-
2 sional development opportunities for teachers that
3 improve the teachers’ environmental content knowl-
4 edge and pedagogical skills in teaching about the en-
5 vironment, including in the use of—

6 “(A) interdisciplinary, research-based, and
7 field-based learning; and

8 “(B) technology in the classroom.

9 “(2) Establishing and operating environmental
10 education summer workshops or institutes, including
11 follow-up professional development, for elementary
12 and secondary school teachers, and preschool teach-
13 ers, as appropriate, to improve pedagogical skills
14 and content knowledge for the teaching of environ-
15 mental education.

16 “(3) Developing or redesigning more rigorous
17 environmental education curricula that—

18 “(A) are aligned with challenging State
19 academic content standards in environmental
20 education, to the extent such standards exist,
21 and with the State environmental literacy plan;
22 and

23 “(B) advance the teaching of interdiscipli-
24 nary courses that integrate the study of nat-

1 ural, social, and economic systems and that in-
2 clude strong field components.

3 “(4) Designing programs to prepare teachers at
4 a school to provide mentoring and professional devel-
5 opment to other teachers at such school to improve
6 teacher environmental education content knowledge
7 and pedagogical skills.

8 “(5) Establishing and operating programs to
9 bring teachers and students into contact with work-
10 ing professionals in environmental fields to deepen
11 such teachers’ knowledge of environmental content
12 and research practices.

13 “(6) Creating initiatives that seek to incor-
14 porate environmental education within teacher train-
15 ing programs or accreditation standards consistent
16 with the State environmental literacy plan.

17 “(7) Promoting the integration of outdoor envi-
18 ronmental education lessons into the regular school
19 curriculum and schedule in order to further the
20 knowledge and professional development of teachers
21 and help students directly experience nature.

22 “(i) EVALUATION AND ACCOUNTABILITY PLAN.—

23 “(1) IN GENERAL.—Each eligible partnership
24 receiving a subgrant under this section shall develop
25 an evaluation and accountability plan for activities

1 assisted under this section that includes rigorous ob-
2 jectives that measure the impact of such activities.

3 “(2) CONTENTS.—The plan developed under
4 paragraph (1) shall include measurable objectives to
5 increase the number of teachers who participate in
6 environmental education content-based professional
7 development activities.

8 “(j) REPORT BY ELIGIBLE PARTNERSHIPS.—Each
9 eligible partnership receiving a subgrant under this section
10 shall report annually, for each year of the subgrant, to
11 the State educational agency regarding the eligible part-
12 nership’s progress in meeting the objectives described in
13 the accountability plan of the eligible partnership under
14 subsection (i).

15 **“SEC. 5623. ENVIRONMENTAL EDUCATION GRANT PRO-**
16 **GRAM TO HELP BUILD NATIONAL CAPACITY.**

17 “(a) PURPOSES.—The purposes of this section are—

18 “(1) to strengthen environmental education as
19 an integral part of the elementary school and sec-
20 ondary school curriculum; and

21 “(2) to disseminate information about best
22 practices and resources available to support environ-
23 mental literacy programs.

24 “(b) GRANT PROGRAM AUTHORIZED.—

1 “(1) IN GENERAL.—The Secretary is authorized
2 to award grants, on a competitive basis, to eligible
3 partnerships to enable the eligible partnerships to
4 pay the Federal share of the costs of activities under
5 this section.

6 “(2) DURATION.—Each grant under this sec-
7 tion shall be for a period of not less than 1 year and
8 not more than 3 years.

9 “(3) PRIORITY.—In making grants under this
10 section, the Secretary shall give priority to eligible
11 partnerships that include a high-need local edu-
12 cational agency.

13 “(c) APPLICATIONS.—Each eligible partnership desir-
14 ing a grant under this section shall submit to the Sec-
15 retary an application that contains—

16 “(1) a plan to initiate, expand, or improve envi-
17 ronmental education programs in order to make
18 progress toward meeting—

19 “(A) challenging State academic content
20 standards and student academic achievement
21 standards in environmental education, to the
22 extent such standards exist; and

23 “(B) academic standards that are aligned
24 with the State’s environmental literacy plan;
25 and

1 “(2) an evaluation and accountability plan for
2 activities assisted under this section that includes
3 rigorous objectives that measure the impact of ac-
4 tivities funded under this section.

5 “(d) USE OF FUNDS.—Grant funds made available
6 under this section shall be used for 1 or more of the fol-
7 lowing:

8 “(1) Developing and implementing State cur-
9 riculum frameworks for environmental education
10 that meet—

11 “(A) challenging State academic content
12 standards and student academic achievement
13 standards for environmental education, to the
14 extent such standards exist; and

15 “(B) academic standards that are aligned
16 with the State’s environmental literacy plan
17 under section 5622.

18 “(2) Replicating or disseminating information
19 about proven and tested model environmental edu-
20 cation programs that—

21 “(A) use the environment as an integrating
22 theme or content throughout the curriculum; or

23 “(B) provide integrated, interdisciplinary
24 instruction about natural, social, and economic
25 systems along with field experience that pro-

1 vides students with opportunities to directly ex-
2 perience nature in ways designed to improve
3 students’ overall academic performance, per-
4 sonal health (including addressing child obesity
5 issues), and understanding of nature.

6 “(3) Developing and implementing new ap-
7 proaches to advancing environmental education, and
8 to advancing the adoption and use of environmental
9 education content standards, at the State and local
10 levels.

11 “(e) ELIGIBLE PARTNERSHIP REPORT.—In order to
12 continue receiving grant funds under this section after the
13 first year of a multiyear grant under this section, the eligi-
14 ble partnership shall submit to the Secretary an annual
15 report that—

16 “(1) describes the activities assisted under this
17 section that were conducted during the preceding
18 year;

19 “(2) demonstrates that progress has been made
20 in helping schools to meet the State academic stand-
21 ards for environmental education described in sub-
22 section (d)(3); and

23 “(3) describes the results of the eligible part-
24 nership’s evaluation and accountability plan.

25 “(f) ADMINISTRATIVE PROVISIONS.—

1 “(1) FEDERAL SHARE.—The Federal share of a
2 grant under this section shall not exceed—

3 “(A) 90 percent of the total costs of the
4 activities assisted under the grant for the first
5 year for which the program receives assistance
6 under this section; and

7 “(B) 75 percent of such costs for each of
8 the second and third years.

9 “(2) ADMINISTRATIVE EXPENSES.—Not more
10 than 7.5 percent of the grant funds made available
11 to an eligible partnership under this section for any
12 fiscal year may be used for administrative expenses.

13 “(3) AVAILABILITY OF FUNDS.—Amounts made
14 available to the Secretary to carry out this section
15 shall remain available until expended.

16 “(g) SUPPLEMENT, NOT SUPPLANT.—Funds made
17 available under this section shall be used to supplement,
18 and not supplant, any other Federal, State, or local funds
19 available for environmental education activities.

20 **“SEC. 5624. REPORT TO CONGRESS.**

21 “Not later than 2 years after the date of enactment
22 of the No Child Left Inside Act of 2015 and every 2 years
23 thereafter, the Secretary shall submit a report to Congress
24 that—

1 “(1) describes the programs assisted under this
2 subpart;

3 “(2) documents the success of such programs in
4 improving national and State environmental edu-
5 cation capacity; and

6 “(3) makes such recommendations as the Sec-
7 retary determines appropriate for the continuation
8 and improvement of the programs assisted under
9 this subpart.

10 **“SEC. 5625. AUTHORIZATION OF APPROPRIATIONS.**

11 “(a) AUTHORIZATION.—There are authorized to be
12 appropriated to carry out this subpart such sums as may
13 be necessary for fiscal year 2016 and each of the 4 suc-
14 ceeding fiscal years.

15 “(b) DISTRIBUTION.—With respect to any amount
16 appropriated under subsection (a) for a fiscal year, the
17 Secretary shall use—

18 “(1) not less than 70 percent of such amount
19 to carry out section 5622; and

20 “(2) not more than 30 percent of such amount
21 to carry out section 5623 for such fiscal year.”.

22 **SEC. 102. CONFORMING AMENDMENTS.**

23 (a) AUTHORIZATION OF APPROPRIATIONS.—Section
24 5401 (20 U.S.C. 7241) is amended, in the matter pre-

1 ceding paragraph (1), by inserting “(except for subpart
2 22)” after “this part”.

3 (b) TABLE OF CONTENTS.—The table of contents in
4 section 2 is amended by inserting after the item relating
5 to section 5618 the following:

“SUBPART 22—ENVIRONMENTAL LITERACY

“Sec. 5621. Definitions.

“Sec. 5622. Grants for implementation of environmental literacy plans.

“Sec. 5623. Environmental education grant program to help build national ca-
pacity.

“Sec. 5624. Report to Congress.

“Sec. 5625. Authorization of appropriations.”.

6 **TITLE II—PROMOTING ENVIRON-**
7 **MENTAL LITERACY IN EDU-**
8 **CATION PROGRAMS**

9 **SEC. 201. AMENDMENTS TO PART B OF TITLE II.**

10 (a) DEFINITIONS.—Section 2201(b)(1)(B) (20
11 U.S.C. 6661(b)(1)(B)) is amended—

12 (1) in clause (iii), by striking “or”;

13 (2) in clause (iv), by striking the period at the
14 end and inserting “; or”; and

15 (3) by adding at the end the following:

16 “(v) a Federal, State, regional, or
17 local science, environmental, or natural re-
18 source management agency or a nonprofit
19 environmental education organization that
20 has demonstrated effectiveness in improv-
21 ing the quality of mathematics and science
22 instruction.”.

1 (b) GRANTS.—Section 2202 (20 U.S.C. 6662) is
2 amended—

3 (1) in subsection (b)(2)(B), by inserting “, in-
4 cluding any State environmental literacy plan de-
5 scribed in section 5621,” after “reform activities”;
6 and

7 (2) in subsection (c), by adding at the end the
8 following:

9 “(11) Professional development in the use of
10 field-based or service learning to enable teachers—

11 “(A) to use the local environment and
12 community as a resource; and

13 “(B) to enhance student understanding of
14 mathematics and science through environmental
15 education.”.

16 **SEC. 202. AMENDMENTS TO PART B OF TITLE IV.**

17 (a) DEFINITIONS.—Section 4201(b)(1)(A) (20
18 U.S.C. 7171(b)(1)(A)) is amended by inserting “environ-
19 mental literacy,” after “technology,”.

20 (b) LOCAL ACTIVITIES.—Section 4205(a) (20 U.S.C.
21 7175(a)) is amended—

22 (1) by redesignating paragraphs (4) through
23 (12) as paragraphs (5) through (13), respectively;
24 and

1 (2) by inserting after paragraph (3) the fol-
2 lowing:

3 “(4) environmental literacy activities;”.

4 **TITLE III—NATIONAL**
5 **ACTIVITIES**

6 **SEC. 301. AVAILABILITY OF OTHER ENVIRONMENTAL LIT-**
7 **ERACY INFORMATION.**

8 (a) OTHER FEDERAL AGENCY ENVIRONMENTAL LIT-
9 ERACY ASSISTANCE PROGRAMS.—The Secretary of Edu-
10 cation shall request that all Federal agencies provide in-
11 formation on any environmental literacy assistance pro-
12 gram operated, sponsored, or supported by such Federal
13 agency, including information about the application proce-
14 dures, financial terms and conditions, and other relevant
15 information for each program, and each Federal agency
16 shall promptly respond to surveys or other requests from
17 the Secretary of Education for the information described
18 in this subsection.

19 (b) PUBLIC INFORMATION.—The Secretary of Edu-
20 cation shall ensure that not later than 90 days after the
21 Secretary of Education receives the information required
22 under subsection (a), the eligibility requirements, applica-
23 tion procedures, financial terms and conditions, and other
24 relevant information for each environmental literacy as-
25 sistance program offered by another Federal agency are

1 searchable and accessible through the Department of Edu-
2 cation's website and cross-referenced with the United
3 States Green Ribbon School application information, in a
4 manner that is simple and understandable for local edu-
5 cational agencies and communities.

6 **SEC. 302. FEDERAL INTERAGENCY COORDINATION ON EN-**
7 **VIRONMENTAL LITERACY.**

8 (a) IN GENERAL.—The Secretary of Education shall
9 coordinate environmental literacy activities between the
10 Department of Education, the Environmental Protection
11 Agency, the Department of the Interior, and the Depart-
12 ment of Commerce, including by carrying out the activities
13 described in subsection (b).

14 (b) COORDINATION ACTIVITIES.—In coordinating en-
15 vironmental literacy activities, the Secretary of Education
16 shall—

17 (1) assess current Federal environmental edu-
18 cation programs, goals, and budget items across
19 agencies;

20 (2) assess environment-based science, tech-
21 nology, engineering, and mathematics achievement
22 to demonstrate that learning about and in the envi-
23 ronment is an effective strategy for increasing en-
24 gagement in learning and academic achievement in

1 science, technology, engineering, and mathematics
2 subject areas; and

3 (3) produce adaptable environmental literacy
4 plan guidelines and identify coordinated resources
5 across Federal agencies that States and local edu-
6 cational agencies can follow as States and local edu-
7 cational agencies work to develop environmental lit-
8 eracy plans and programs of their own.

9 (c) ADVISORY PANEL.—The Secretary of Education
10 shall appoint an advisory panel of stakeholders, including
11 representatives from State educational agencies, local edu-
12 cational agencies, businesses, and nonprofit organizations
13 that are engaged in local environmental literacy efforts
14 representing the geographic, economic, and cultural diver-
15 sity of the United States, who shall meet quarterly to ad-
16 vise and support interagency planning and assessment re-
17 garding environmental literacy activities.

18 (d) REPORT TO CONGRESS.—Not later than 1 year
19 after the date of enactment of this Act, and annually
20 thereafter, the Secretary of Education, the Administrator
21 of the Environmental Protection Agency, the Secretary of
22 the Interior, and the Secretary of Commerce shall prepare
23 and submit a joint report to Congress containing informa-

1 tion about the coordination of environmental literacy ac-
2 tivities between Federal agencies.

