110TH CONGRESS
2D SESSION

S. 3047

To provide for the coordination of the Nation's science, technology, engineering, and mathematics education initiatives.

IN THE SENATE OF THE UNITED STATES

MAY 21, 2008

Mr. REID (for Mr. OBAMA (for himself, Mr. LUGAR, Mr. SANDERS, and Mr. BROWN)) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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A BILL

To provide for the coordination of the Nation's science, technology, engineering, and mathematics education initiatives.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the ''Enhancing Science, Technology, Engineering, and Mathematics Education Act of 2008''.

SEC. 2. PURPOSE.

The purpose of this Act is to coordinate Federal science, technology, engineering, and mathematics edu-

cation efforts and foster cooperation between the States and Federal Government by—

(1) improving coherence of Federal STEM education programs through the President's Office of Science and Technology Policy;

(2) coordinating STEM education initiatives at the Department of Education;

(3) providing an incentive to States to align STEM education; and

(4) improving the dissemination of STEM education research, promising practices, and exemplary programs through the National STEM Education Research Repository.

SEC. 3. FINDINGS.

Congress finds the following:

(1) To preserve the competitiveness of the United States in the global economy our Nation must continue to combine innovation with technological advances and scientific discovery.

(2) In 2006, the Committee on Science, Engineering, and Public Policy of the National Academies published ''Rising Above the Gathering Storm'' estimating that in the United States innovations generated by STEM fields account for more

than half of the growth in gross domestic product (GDP).

(3) According to the analysis conducted by the Association of American Universities in 2006, only 15 percent of college graduates receive a diploma in engineering or the natural sciences in the United States as compared with 38 percent in South Korea, 47 percent in France, and 67 percent in Singapore.

(4) Every student deserves the opportunity to contribute to the long-term prosperity of the United States by acquiring skills that foster critical thinking, inventiveness, and innovation.

(5) Highly qualified teachers are crucial to instilling students with the values and skills necessary to preserve and improve innovation in the United States and maintain our Nation's leadership in the global knowledge economy.

(6) Teacher preparation programs at institutions of higher education will enhance the preparation they provide by incorporating promising practices and exemplary programs that foster student learning, problem solving skills, and inventiveness and by aligning STEM education preservice and in-service training among States.

(7) Women and minorities in the United States are not employed in STEM occupations in proportion to their numbers in the population or their enrollment in higher education; efforts must be made to increase diversity in the STEM workforce to improve the range of viewpoints and solutions available to address challenges presented by a diverse and global marketplace.

(8) Many of the Federal agencies have well established programs designed to support and improve STEM education including the Environmental Protection Agency, Department of Agriculture, Department of Commerce, Department of Defense, Department of Education, Department of Energy, Department of Health and Human Services, Department of the Interior, National Aeronautics and Space Administration, National Oceanic and Atmospheric Administration, National Science Foundation, the National Institutes of Health, and the National Institute of Standards and Technology.

(9) According to the Academic Competitiveness Council's (ACC) recent report, in 2006 the United States sponsored 105 STEM education programs at a dozen different Federal agencies. These programs devoted approximately $3,120,000,000 to STEM

education activities spanning kindergarten through postgraduate education and outreach. It was shown that many of these Federal agencies do not share information or work collaboratively on similar programs. The ACC found that ''coordination among agencies could be improved to avoid, for example, grants to numerous projects that support the same sorts of interventions . . . there appears to be a lack of communication among the agencies about the work they are funding and the results that are being generated . . . agencies are often uninformed by the results of earlier projects.''.

(10) Strengthening partnerships between the Federal and State governments, the private sector, nonprofit organizations, and the education community will improve STEM education in our Nation's schools.

SEC. 4. DEFINITIONS.

In this Act:

(1) FEDERAL AGENCIES.—The term ''Federal agencies'' means—

(A) the Environmental Protection Agency;

(B) the Department of Agriculture;

(C) the Department of Commerce;

(D) the Department of Defense;

(E) the Department of Education;

(F) the Department of Energy;

(G) the Department of Health and Human Services;

(H) the Department of Labor;

(I) the Department of the Interior;

(J) the National Aeronautics and Space Administration;

(K) the National Oceanic and Atmospheric Administration;

(L) the National Science Foundation;

(M) the National Institutes of Health;

(N) the National Institute of Standards and Technology; and

(O) other agencies of the Federal Government that administer or provide funding for STEM education programs.

(2) NSERR.—The term ''NSERR'' means the National STEM Education Research Repository established under section 8.

(3) STEM.—The term ''STEM'' means science, technology, engineering, and mathematics.

SEC. 5. ESTABLISHMENT OF THE COMMITTEE ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION.

(a) ESTABLISHMENT OF COMMITTEE.—The President shall establish a Committee on Science, Technology, Engineering, and Mathematics Education within the National Science and Technology Council, which may be referred to as the ''Committee on STEM Education''.

(b) FUNCTION.—

(1) IN GENERAL.—The function of the Committee on STEM Education shall be to coordinate the efforts of the Federal agencies that relate to STEM education from the prekindergarten level through the graduate level to avoid unnecessary duplication and ensure coherence among Federal STEM education programs.

(2) INCREASING PARTICIPATION OF MINORITIES, PERSONS WITH DISABILITIES, AND WOMEN.—The Committee on STEM Education shall seek to improve the quality and quantity of the STEM workforce with consideration of increasing participation of individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b).

(3) COORDINATION.—The President shall ensure that all efforts to coordinate the efforts of the

Federal agencies that relate to STEM education are coordinated through the Committee on STEM Education.

(c) STRUCTURE AND OPERATION.—

(1) MEMBERSHIP.—The membership of the Committee on STEM Education—

(A) shall include not less than 1 representative from each of the Federal agencies; and

(B) may include outside experts.

(2) MEETINGS.—The Committee on STEM Education shall convene not less often than quarterly.

(3) STAFF.—The Committee on STEM Education shall be served by—

(A) an Assistant Director selected by the members of the Committee with the approval of the Director of the Office of Science and Technology Policy; and

(B) a professional staff of not less than 2 individuals.

(d) RESPONSIBILITIES.—The Committee on STEM Education shall have the following responsibilities:

(1) Conducting an ongoing inventory and assessment of the effectiveness and coherence of ef-

forts within Federal agencies that relate to STEM education.

(2) Coordinating and facilitating the communication and cooperation among all Federal agencies engaged in efforts that relate to STEM education.

(3) Developing annual goals and objectives for improving STEM education throughout the Nation in collaboration with relevant organizations.

(4) Not later than 30 days after developing the goals and objectives under paragraph (3)—

(A) disseminating the goals and objectives to each Federal agency engaged in efforts that relate to STEM education;

(B) communicating the goals and objectives to the Committee on Health, Education, Labor, and Pensions of the Senate, the Committee on Commerce, Science, and Transportation of the Senate, the Committee on Education and Labor of the House of Representatives, and the Committee on Science and Technology of the House of Representatives, and relevant STEM education organizations; and

(C) making the goals and objectives widely available to the public, particularly to stakeholders that represent individuals identified in

section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b).

(5) Annually evaluating the progress and success of each Federal agency at achieving the goals and objectives under paragraph (3).

(6) Consulting with the State Consortium on STEM Education when developing Federal STEM education policy and budgets.

(7) Proposing a coordinated interagency budget for STEM Education to the Office of Management and Budget aligned with the goals developed under paragraph (3).

(8) Strengthening partnerships between the STEM education community, Federal, State, and local governments, and other countries.

(9) Implementing the program for Semiannual Science, Technology, Engineering, and Mathematics Days as set forth in section 1004 of the America COMPETES Act (Public Law 110–69).

(10) Hosting an annual meeting on the status of STEM education, including the role of education in meeting the recommendations of the report submitted by the National Science and Technology Summit in section 1001 of the America COM-

PETES Act (Public Law 110–69) in conjunction with—

(A) the State Consortium on STEM Education;

(B) the Federal agencies;

(C) States, including the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the United States Virgin Islands, and any other territory or possession of the United States;

(D) businesses and industries;

(E) institutions of higher education;

(F) STEM education professions and teachers from prekindergarten through postbaccalaureate study; and

(G) other relevant stakeholders in STEM education, including stakeholders that represent individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b).

(11) Issuing a biennial report to the Nation on the status of STEM education that—

(A) specifies the efforts and outcomes of each Federal agency in improving STEM education; and

(B) contains an analysis of the quality, scale, and effectiveness of the efforts of the Federal Government relating to improving STEM education and increasing participation of individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b).

(12) Developing, in consultation with the Secretary of Labor, business and industry partners and other appropriate entities, a 5-year projection of the STEM workforce, including a demographic breakdown of individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b).

(e) REQUIREMENTS.—

(1) IN GENERAL.—Subject to paragraph (2), but notwithstanding any other provision of law, a person shall not be eligible to receive a grant from any Federal agency for a project that relates to STEM education research unless the person demonstrates that all reports, proceedings, data sets, online modules, and other products of the project will

be submitted by their authors for consideration to be included in the NSERR.

(2) COPYRIGHT.—The Committee on STEM Education and the NSERR shall implement the public access policy under paragraph (1) in a manner consistent with copyright law.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $650,000 for fiscal year 2009 and each of the succeeding fiscal years.

SEC. 6. OFFICE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION WITHIN THE DEPARTMENT OF EDUCATION.

(a) ASSISTANT SECRETARY.—Section 202(b)(1) of the Department of Education Organization Act (20 U.S.C. 3412(b)(1)) is amended—

(1) in subparagraph (E) by striking ''and'' at the end;

(2) by redesignating subparagraph (F) as subparagraph (G); and

(3) by inserting after subparagraph (E) the following:

''(F) an Assistant Secretary for Science, Technology, Engineering, and Mathematics

Education (who may be referred to as the Assistant Secretary for STEM Education); and''.

(b) OFFICE.—Title II of the Department of Education Organization Act (20 U.S.C. 3411 et seq.) is amended by adding at the end the following:

''SEC. 221. OFFICE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION.

''(a) IN GENERAL.—There shall be in the Department an Office of Science, Technology, Engineering, and Mathematics Education (which may be referred to as the 'Office of STEM Education'), to be administered by the Assistant Secretary for STEM Education appointed under section 202(b).

''(b) RESPONSIBILITIES.—The Assistant Secretary for STEM Education, acting through the Office of STEM Education, shall have the following responsibilities:

''(1) Coordinating and overseeing all science, technology, engineering, and mathematics (referred to in this section as 'STEM') education efforts within the Department.

''(2) Preparing the annual budget for all STEM education programs within the Department.

''(3) Managing the following programs: Math and Science Partnerships, Math Now, Math Skills for Secondary Students, Minority Science and Engi-

neering Improvement, Teachers for a Competitive Tomorrow, and all other programs of the Department with a focus on STEM education, including, where appropriate, the National Science and Mathematics Access Retain Talent (SMART grants) program, the Teacher Education Assistance for College and Higher Education (TEACH grants) program, and the Academic Competitiveness grants program.

''(4) Consulting with other offices within the Department that have a STEM education focus, including those managing the Carl D. Perkins Career and Technical Education grants.

''(5) Representing the Department as the principal interagency liaison on the Committee on STEM Education within the Office of Science and Technology Policy, established under section 5 of the Enhancing Science, Technology, Engineering, and Mathematics Education Act of 2008, unless otherwise designated by the Assistant Secretary for STEM Education.

''(6) Ensuring access to equal educational opportunity for every individual so as to increase, to the maximum extent possible, the participation and advancement of individuals identified in section 33 or 34 of the Science and Engineering Equal Oppor-

tunities Act (42 U.S.C. 1885a or 1885b) in the STEM disciplines.

''(7) Promoting the development and implementation of quality, scientifically-valid STEM teacher preparation and teacher professional development, and to provide technical assistance to support STEM learning.

''(8) Providing support to institutions of higher education and other institutions and organizations with effective informal STEM education programs to improve teacher preparation and teacher professional development by ensuring emphasis on promising practices and exemplary programs in STEM education.

''(9) Providing support to local educational agencies or to mathematics and science partnerships involving local educational agencies, to implement effective STEM education instruction and exemplary programs that employ promising practices.

''(10) Consulting regularly with the State Consortium on STEM Education with regard to developing STEM education policy and providing technical support.

''(11) Conducting a biennial symposium with invited stakeholders emphasizing engaging students

that are identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b) in STEM disciplines, including—

''(A) expert STEM teachers;

''(B) the State Consortium on STEM Education and additional States;

''(C) business and industry partners;

''(D) institutions of higher education;

''(E) institutions and organizations with an informal STEM education focus; and

''(F) Federal agencies with STEM education programs.

''(12) Providing periodic public statements on the status of STEM education in the Nation.

''(13) Informing the Secretary, policymakers, the professional societies of STEM teaching professionals, and STEM practitioners about the effectiveness of STEM-related education research and programs operated within the Department.

''(14) Sharing scientifically-valid education research and promising practices and exemplary programs with the National STEM Education Research Repository.''.

(c) EVALUATION AND REPORT.—The Assistant Secretary for STEM Education shall conduct an annual independent evaluation, through grant or by contract, of the STEM education programs administered by the Department of Education, which shall include—

(1) conducting an assessment of STEM education activities within the Department of Education by using the annual evaluations and reports of the programs to determine the programs' impact on—

(A) the quantity of students seeking STEM degrees, disaggregated by subject area and individuals identified under section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b);

(B) student academic achievement with consideration of problem-solving, critical thinking, collaboration, and other higher order thinking skills;

(C) improving STEM teacher quality, quantity, and retention; and

(D) improving promising teaching practices that show evidence of fostering student innovation; and

(2) the preparation and submission of an annual report on the results of the assessment de-

scribed in paragraph (1) to the Committee on Health, Education, Labor, and Pensions of the Senate, the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Education and Labor of the House of Representatives, and the Committee on Science and Technology of the House of Representatives.

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $1,500,000 for fiscal year 2009 and such sums as may be necessary for each succeeding fiscal year.

SEC. 7. STATE CONSORTIUM ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS EDUCATION.

(a) IN GENERAL.—From amounts made available to carry out this section, the Secretary of Education, acting through the Office of STEM Education, shall award a grant to establish 1 voluntary State Consortium on Science, Technology, Engineering, and Mathematics Education, which may be referred to as the ''State Consortium on STEM Education''.

(b) ELIGIBILITY REQUIREMENT.—To be eligible to receive a grant under this section, the consortium shall include not less than 5 States representing not less than 5 of the 9 regional divisions of the United States, accord-

ing to the regional divisions used by the Bureau of the Census.

(c) PEER REVIEW AND SELECTION OF GRANT RECIPIENT.—The Secretary of Education shall—

(1) establish a peer-review process to assist in the review and approval of a grant proposal submitted under this section;

(2) appoint individuals to participate in the peer-review process who are educators and experts in identifying, evaluating, and implementing effective STEM education programs and practices, including areas of teaching and learning, educational standards and assessments, professional development, curriculum, and increasing the participation of individuals identified under section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b), English language learners, and students with disabilities, including recognized exemplary teachers and school administrators who have been recognized at the national or State level for exemplary work or contributions to the STEM education field;

(3) approve 1 grant from the proposals submitted under this section not later than 120 days after the deadline for submission and acceptance of

the proposals, as determined by the Secretary, unless the Secretary determines that none of the grant proposals submitted meet the requirements of this section;

(4) if only 1 grant proposal is submitted pursuant to this section, not decline to approve the grant proposal before—

(A) offering the applicant an opportunity to revise the proposal of the applicant if the proposal does not meet the requirements of this section; and

(B) providing the applicant with technical assistance in order to submit a successful proposal; and

(5) direct the Inspector General of the Department of Education to—

(A) review—

(i) the process used for screening the individuals appointed to the peer-review process under this section to avoid both financial conflicts of interest and non-financial interests that would impair objectivity in peer review; and

(ii) the objectivity of the process used in reviewing and awarding the grant under this section; and

(B) report the findings of the review under subparagraph (A) to Congress.

(d) AMOUNT OF GRANT.—

(1) IN GENERAL.—Except as provided under paragraph (2), the grant awarded to the consortium under this section shall be not more than $20,000,000.

(2) ADDITIONAL FUNDS.—For each fiscal year of the grant period, the Secretary of Education shall award to the consortium awarded a grant under this section $2,000,000 for each additional State that is a member of the consortium beyond the minimum 5 States required under subsection (b).

(e) USE OF GRANT FUNDS.—The consortium shall use the grant funds awarded under this section for the following purposes:

(1) To establish the State Consortium on STEM Education.

(2) To convene an Interstate Council on Science, Technology, Engineering, and Mathematics Education, which may be referred to as the ''Interstate Council on STEM Education'', that includes a

diverse group of individuals representing a variety of perspectives on STEM education, the STEM disciplines, business, curriculum, assessments, English language learners, and special education, including the following:

(A) Representatives from States that shall include not less 1 State Governor, 1 Chief State School Officer, and 1 representative of a State educational agency or such agency's designee.

(B) Representatives from local educational agencies that shall include not less than 1 current school administrator, and 3 expert STEM educators that represent early childhood, elementary, middle, and secondary school perspectives.

(C) Not less than 4 representatives from STEM education and the STEM fields at institutions of higher education that include community colleges, and public and private 4-year institutions of higher education.

(D) Not less than 1 representative from a STEM education professional organization, such as the National Science Teachers Association, the National Council for Teachers of Mathematics, or those representing career and

technical education organizations that represent underrepresented communities in STEM.

(E) Not less than 1 representative from each of the following categories of relevant STEM related organizations:

(i) Informal STEM education.

(ii) Business and industry.

(iii) A STEM disciplinary or professional society.

(iv) A private or corporate foundation.

(v) Other relevant organizations.

(3) To support not less than 1 full-time staff member for each State.

(4) To share STEM education research, promising practices and exemplary programs, and programs through the NSERR.

(f) FUNCTIONS.—The State Consortium on STEM Education—

(1) shall—

(A) establish small working groups comprised of members of the State Council on STEM Education and outside experts in appropriate fields consulting widely to address the functions outlined in this subsection;

(B) identify points of weakness and strength in the STEM education efforts, prioritize strategies for addressing problem areas, and communicate State needs to the Committee on STEM Education and the Assistant Secretary for STEM Education;

(C) develop rigorous common content standards in STEM education for prekindergarten through grade 12 reflecting common elements between disciplines with consideration of—

(i) established international standards and 21st century skills; and

(ii) the needs of English language learners and special education students;

(D) develop and implement strategies to integrate STEM education into other subject areas, such as language arts, social studies, physical and health education, music and other performing arts, and environmental education;

(E) develop innovative STEM assessment practices that include a substantial proportion of extended constructed response items, such as performance-based measures, that measure higher order thinking skills and understanding,

application and transferability knowledge, problemsolving, analysis, and synthesis, and include administration through a variety of modalities, such as audio-visual and interactive technology;

(F) develop strategies to increase the participation and success of individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b) in STEM fields with consideration of first generation students;

(G) identify and utilize, to the maximum extent possible, the expertise and resources of educators, institutions of higher education, business and industry, and Federal agencies in the development and implementation of functions outlined in this subsection;

(H) issue periodic reports on the status of STEM education in the States; and

(I) make STEM education research, promising practices and exemplary programs, and effective STEM programs widely available through the NSERR; and

(2) may—

(A) establish and strengthen partnerships between 2-year institutions of higher education

and minority serving institutions and research institutions to provide STEM students at 2-year institutions of higher education and minority serving institutions expanded degree possibilities and opportunities to access research facilities and mentors, including—

(i) conducting a needs assessment of how to enhance the flow of STEM students from 2-year institutions of higher education and minority serving institutions to research institutions; and

(ii) establishing articulation agreements that shall address pathways and credit transfers between the institutions;

(B) improve and align STEM preservice teacher training among the member States, including developing common—

(i) STEM preservice teacher training degree programs;

(ii) STEM teacher credentials; and

(iii) alternative pathways to STEM teacher certification;

(C) promote and develop curriculum tools and professional development for in-service

teachers that foster innovation and inventiveness;

(D) evaluate the impact that STEM education professional development organizations have on classroom instruction and student learning in member States;

(E) provide technical support to States that are members of the Consortium to establish or strengthen existing P–16 or P–20 Councils and to align secondary school graduation requirements with the demands of 21st century postsecondary education endeavors and support P–16 education data systems established by States under section 6401 of the America COMPETES Act (20 U.S.C. 9871);

(F) develop STEM Career Awareness Programs in collaboration with school guidance counselors that reflect the projected STEM workforce needs of the 21st century that may include mentoring programs and STEM professional outreach; and

(G) develop STEM-related workforce education and training programs to enhance the skills of workers to meet the needs of business and industry.

(g) OUTSIDE FUNDS.—The State Consortium on STEM Education shall be permitted to accept and solicit outside funds.

(h) EVALUATION AND REPORT.—The State Consortium on STEM Education shall conduct an annual independent evaluation, by grant or by contract, of the State Consortium on STEM Education's effectiveness at accomplishing the functions outlined in subsection (f), which shall include—

(1) an assessment of the impact of such activities on STEM teaching and learning; and

(2) the preparation and submission of an annual report on the results of the assessment described in paragraph (1) to the Assistant Secretary for STEM Education.

(i) PROHIBITIONS.—

(1) IN GENERAL.—In implementing this section, the Secretary may not—

(A) endorse, approve, or sanction any STEM curriculum designed for use in any school; or

(B) engage in oversight, technical assistance, or activities that will require the adoption of a specific STEM program or instructional

materials by a State, local educational agency, or school.

SEC. 8. NATIONAL STEM EDUCATION RESEARCH REPOSITORY.

(a) IN GENERAL.—From amounts made available to carry out this section, the Secretary of Education, acting through the Office of STEM Education, shall make a grant to the National Science Digital Library for use by the Library to establish a National STEM Education Research Repository, which may be referred to as the ''NSERR'', to coordinate and organize scientifically-valid STEM education research, and STEM education programs that demonstrate promising practices and exemplary programs, among governmental and nongovernmental agencies.

(b) USE OF GRANT AMOUNTS.—The recipient of the grant under subsection (a) shall use the grant to provide basic operational support to the NSERR, including content development and maintenance, office space, equipment, personnel, and other operational costs.

(c) RESPONSIBILITIES.—The NSERR shall have the following responsibilities:

(1) Integrating existing STEM education collections, teacher professional development opportunities, and student programs available through the

Federal agencies, including the Science Education Resource Center, Research from Institutions of Higher Education, Regional Education Centers (labs, comprehensive centers, and technical assistance centers), Applied Math and Science Repository, Education Resources Information Center (ERIC), State initiatives, national experts, and others.

(2) Developing criteria for STEM education research and promising practices and exemplary programs, in collaboration with relevant STEM education experts, for inclusion in the NSERR.

(3) Publishing, not later than 180 days after the date of enactment of this Act, the criteria developed under paragraph (2).

(4) Ensuring that STEM education research, promising practices, and exemplary programs have been evaluated by experts, and that those meeting the established minimum criteria in paragraph (2) are made widely available.

(5) Providing summaries of STEM education research and promising practices and exemplary programs that were submitted and evaluated under paragraph (4), including providing contact information, examples of successful implementation, and

other information that may be beneficial to educators.

(d) OUTSIDE FUNDS.—The NSERR shall be permitted to accept and solicit outside funds.

(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $1,500,000 for fiscal year 2009 and such sums as may be necessary for each succeeding fiscal year.

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