

113TH CONGRESS
1ST SESSION

S. 1306

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

JULY 16 (legislative day, JULY 15), 2013

Mr. REED (for himself, Mr. KIRK, Mrs. MURRAY, Mr. UDALL of New Mexico, Mr. WHITEHOUSE, and Mr. DURBIN) 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 2013”.

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.

TITLE II—PROMOTING ENVIRONMENTAL LITERACY IN EDUCATION PROGRAMS

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

TITLE III—NATIONAL ACTIVITIES TO ENHANCE ENVIRONMENTAL LITERACY

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

1 **SEC. 2. FINDINGS.**

2 Congress finds that:

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 enthusiasm 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 and
8 aligns with the Next Generation Science Framework.

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

15 **SEC. 3. REFERENCES.**

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

22 **SEC. 4. AUTHORIZATION OF APPROPRIATIONS.**

23 (a) AUTHORIZATION.—There are authorized to be ap-
24 propriated to carry out subpart 22 of the Elementary and
25 Secondary Education Act of 1965, such sums as may be

1 necessary for fiscal year 2014 and each of the 4 suc-
 2 ceeding fiscal years.

3 (b) DISTRIBUTION.—With respect to any amount ap-
 4 propriated under subsection (a) for a fiscal year—

5 (1) not less than 70 percent of such amount
 6 shall be used to carry out section 5622 of the Ele-
 7 mentary and Secondary Education Act of 1965 for
 8 such fiscal year; and

9 (2) not more than 30 percent of such amount
 10 shall be used to carry out section 5623 of such Act
 11 for such fiscal year.

12 **TITLE I—ENVIRONMENTAL** 13 **LITERACY**

14 **SEC. 101. ENVIRONMENTAL LITERACY.**

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

17 **“Subpart 22—Environmental Literacy**

18 **“SEC. 5621. DEFINITIONS.**

19 “In this subpart:

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

24 “(A) A teacher preparation program at an
 25 institution of higher education.

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

3 “(C) Another local educational agency, a
4 public charter school, a public elementary
5 school or secondary school, or a consortium of
6 such schools.

7 “(D) A Federal, State, regional, or local
8 environmental or natural resource management
9 agency, or parks and recreation department,
10 that has demonstrated effectiveness, expertise,
11 and experience in the field of environmental lit-
12 eracy, including the professional development of
13 teachers.

14 “(E) A nonprofit organization that has
15 demonstrated effectiveness, expertise, and expe-
16 rience in the field of environmental literacy, in-
17 cluding the professional development of teach-
18 ers.

19 “(2) ENVIRONMENTAL LITERACY.—The term
20 ‘environmental literacy’ means a fundamental under-
21 standing of ecological principles, the systems of the
22 natural world, and the relationships and interactions
23 between natural and man-made environments.

24 “(3) ENVIRONMENTAL LITERACY PLAN.—The
25 term ‘environmental literacy plan’ means a plan de-

1 developed, approved, or sponsored by the State edu-
2 cational agency in consultation with State environ-
3 mental agencies, State environmental education as-
4 sociations, and State natural resource agencies, and
5 with input from the public, that:

6 “(A) Prepares students to understand eco-
7 logical principles, the systems of the natural
8 world, and the relationships and interactions
9 between natural and man-made environments.

10 “(B) Provides field and hands-on experi-
11 ences as part of the regular school curriculum
12 and creates programs that contribute to healthy
13 lifestyles through outdoor recreation and sound
14 nutrition.

15 “(C) Provides environmental service learn-
16 ing opportunities.

17 “(D) Provides targeted professional devel-
18 opment opportunities for teachers that improves
19 the teachers’—

20 “(i) environmental and natural re-
21 source content knowledge; and

22 “(ii) pedagogical skills in teaching
23 about the environment, including the use
24 of—

1 “(I) interdisciplinary, field-based,
2 and research-based learning; and

3 “(II) science, technology, engi-
4 neering, and mathematics content
5 knowledge and tools.

6 “(E) Describes the measures the State will
7 use to assess the environmental literacy of stu-
8 dents, including—

9 “(i) relevant State academic content
10 standards and content areas regarding en-
11 vironmental education, and courses or sub-
12 jects where environmental education in-
13 struction will be integrated throughout the
14 prekindergarten through grade 12 cur-
15 riculum; and

16 “(ii) a description of the relationship
17 of the plan to the secondary school gradua-
18 tion requirements of the State.

19 “(F) Describes how the State educational
20 agency will implement the plan, in partnership
21 with non-governmental organizations, Federal
22 agencies, State environmental agencies, State
23 environmental education associations, State
24 natural resource agencies, and local educational
25 agencies, including how the State educational

1 agency will secure funding and other necessary
2 support.

3 “(G) Is periodically updated by the State
4 educational agency not less often than every 5
5 years.

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

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

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

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

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

18 **“SEC. 5622. GRANTS FOR IMPLEMENTATION OF ENVIRON-**
19 **MENTAL LITERACY PLANS.**

20 “(a) PROGRAM AUTHORIZED.—From amounts ap-
21 propriated for this section, the Secretary shall award
22 grants to States to enable the States to award subgrants,
23 on a competitive basis, to eligible partnerships to support
24 the implementation of the State environmental literacy
25 plan.

1 “(b) APPLICATION.—

2 “(1) IN GENERAL.—A State that desires a
3 grant under this section shall submit an application
4 to the Secretary, at such time, in such manner, and
5 containing such information as the Secretary may
6 require.

7 “(2) CONTENTS.—Each application under this
8 subsection shall—

9 “(A) include the State’s environmental lit-
10 eracy plan and information on the status of im-
11 plementation of such plan;

12 “(B) describe how funds received under
13 this subsection will assist the State in fur-
14 thering the implementation of the State’s envi-
15 ronmental literacy plan;

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

18 “(D) describe the process the State will
19 use to evaluate the impact of the activities as-
20 sisted under this subpart.

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

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

24 “(2) appoint individuals to the peer review
25 process who—

1 “(A) are representative of parents, teach-
 2 ers, State educational agencies, State environ-
 3 mental agencies, State natural resource agen-
 4 cies, local educational agencies, and nongovern-
 5 mental organizations; and

6 “(B) are familiar with national environ-
 7 mental issues and the health and educational
 8 needs of students; and

9 “(3) include, in the peer review process, appro-
 10 priate representatives from the Department of Com-
 11 merce, the Department of the Interior, the Depart-
 12 ment of Energy, the Environmental Protection
 13 Agency, and other appropriate Federal agencies, to
 14 provide environmental expertise and background for
 15 evaluation of the State environmental literacy plan.

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

19 “(e) STATE EDUCATIONAL AGENCY REPORT.—

20 “(1) IN GENERAL.—Each State receiving a
 21 grant under this subpart shall prepare and submit
 22 an annual report to the Secretary containing infor-
 23 mation about—

24 “(A) the implementation of the environ-
 25 mental literacy plan; and

1 “(B) the grant activities supported under
2 this subpart.

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

5 “(A) in the form specified by the Sec-
6 retary;

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

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

10 “(f) SUBGRANTS AUTHORIZED.—

11 “(1) SUBGRANTS TO ELIGIBLE PARTNER-
12 SHIPS.—From amounts made available to a State
13 educational agency under subsection (a), the State
14 educational agency shall award subgrants, on a com-
15 petitive basis, to eligible partnerships serving the
16 State, to enable the eligible partnerships to carry out
17 the authorized activities described in subsection (h).

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

21 “(3) PRIORITY.—In making subgrants under
22 this section, a State shall give priority to eligible
23 partnerships that include a high-need local edu-
24 cational agency.

1 “(4) SUPPLEMENT, NOT SUPPLANT.—Funds
2 provided to an eligible partnership under this section
3 shall be used to supplement, and not supplant, funds
4 that would otherwise be used for activities author-
5 ized under this section.

6 “(g) APPLICATION REQUIREMENTS.—

7 “(1) IN GENERAL.—Each eligible partnership
8 desiring a subgrant under this section shall submit
9 an application to the State educational agency, at
10 such time, in such manner, and accompanied by
11 such information as the State educational agency
12 may require.

13 “(2) CONTENTS.—Each application submitted
14 under paragraph (1) shall include—

15 “(A) a description of teacher professional
16 development needs, with respect to the teaching
17 and learning of environmental content;

18 “(B) an explanation of how the activities
19 to be carried out by the eligible partnership are
20 expected to improve student academic achieve-
21 ment and strengthen the quality of environ-
22 mental instruction;

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

1 “(i) will be aligned with challenging
 2 State academic content standards and stu-
 3 dent academic achievement standards in
 4 environmental education, to the extent
 5 such standards exist, and with the State’s
 6 environmental literacy plan; and

7 “(ii) will advance the teaching of
 8 interdisciplinary courses that integrate the
 9 study of natural, social, and economic sys-
 10 tems and that include strong field compo-
 11 nents in which students have the oppor-
 12 tunity to directly experience nature
 13 through outdoor environmental learning;

14 “(D) a description of how the activities to
 15 be carried out by the eligible partnership will
 16 ensure that teachers are trained in the use of
 17 field-based or service learning to enable the
 18 teachers—

19 “(i) to use the local environment and
 20 community as a resource; and

21 “(ii) to improve student under-
 22 standing of the environment and increase
 23 academic achievement;

24 “(E) a description of—

1 “(i) how the eligible partnership will
 2 carry out the authorized activities de-
 3 scribed in subsection (h); and

4 “(ii) the eligible partnership’s evalua-
 5 tion and accountability plan described in
 6 subsection (i); and

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

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

14 “(1) Providing targeted, job-embedded profes-
 15 sional development opportunities for teachers that
 16 improve the environmental content knowledge and
 17 pedagogical skills in teaching about the environment
 18 of such teachers, including in the use of—

19 “(A) interdisciplinary, research-based, and
 20 field-based learning; and

21 “(B) technology in the classroom.

22 “(2) Establishing and operating environmental
 23 education summer workshops or institutes, including
 24 follow-up professional development, for elementary
 25 and secondary school teachers, and preschool teach-

ers, as appropriate, to improve pedagogical skills and content knowledge for the teaching of environmental education.

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

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

“(B) advance the teaching of interdisciplinary courses that integrate the study of natural, social, and economic systems and that include strong field components.

“(4) Designing programs to prepare teachers at a school to provide mentoring and professional development to other teachers at such school to improve teacher environmental education content knowledge and pedagogical skills.

“(5) Establishing and operating programs to bring teachers and students into contact with working professionals in environmental fields to deepen such teachers’ knowledge of environmental content and research practices.

1 “(6) Creating initiatives that seek to incor-
 2 porate environmental education within teacher train-
 3 ing programs or accreditation standards consistent
 4 with the State environmental literacy plan.

5 “(7) Promoting the integration of outdoor envi-
 6 ronmental education lessons into the regular school
 7 curriculum and schedule in order to further the
 8 knowledge and professional development of teachers
 9 and help students directly experience nature.

10 “(i) EVALUATION AND ACCOUNTABILITY PLAN.—

11 “(1) IN GENERAL.—Each eligible partnership
 12 receiving a subgrant under this section shall develop
 13 an evaluation and accountability plan for activities
 14 assisted under this section that includes rigorous ob-
 15 jectives that measure the impact of such activities.

16 “(2) CONTENTS.—The plan developed under
 17 paragraph (1) shall include measurable objectives to
 18 increase the number of teachers who participate in
 19 environmental education content-based professional
 20 development activities.

21 “(j) REPORT BY ELIGIBLE PARTNERSHIPS.—Each
 22 eligible partnership receiving a subgrant under this section
 23 shall report annually, for each year of the subgrant, to
 24 the State educational agency regarding the eligible part-
 25 nership’s progress in meeting the objectives described in

1 the accountability plan of the eligible partnership under
 2 subsection (i).

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

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

6 “(1) to strengthen environmental education as
 7 an integral part of the elementary school and sec-
 8 ondary school curriculum; and

9 “(2) to disseminate information about best
 10 practices and resources available to support environ-
 11 mental literacy programs.

12 “(b) GRANT PROGRAM AUTHORIZED.—

13 “(1) IN GENERAL.—The Secretary is authorized
 14 to award grants, on a competitive basis, to eligible
 15 partnerships to enable the eligible partnerships to
 16 pay the Federal share of the costs of activities under
 17 this section.

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

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

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

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

7 “(A) challenging State academic content
 8 standards and student academic achievement
 9 standards in environmental education, to the
 10 extent such standards exist; and

11 “(B) academic standards that are aligned
 12 with the State’s environmental literacy plan;
 13 and

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

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

21 “(1) Developing and implementing State cur-
 22 riculum frameworks for environmental education
 23 that meet—

24 “(A) challenging State academic content
 25 standards and student academic achievement

1 standards for environmental education, to the
2 extent such standards exist; and

3 “(B) academic standards that are aligned
4 with the State’s environmental literacy plan
5 under section 5622.

6 “(2) Replicating or disseminating information
7 about proven and tested model environmental edu-
8 cation programs that—

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

11 “(B) provide integrated, interdisciplinary
12 instruction about natural, social, and economic
13 systems along with field experience that pro-
14 vides students with opportunities to directly ex-
15 perience nature in ways designed to improve
16 students’ overall academic performance, per-
17 sonal health (including addressing child obesity
18 issues), and understanding of nature.

19 “(3) Developing and implementing new ap-
20 proaches to advancing environmental education, and
21 to advancing the adoption and use of environmental
22 education content standards, at the State and local
23 levels.

24 “(e) ELIGIBLE PARTNERSHIP REPORT.—In order to
25 continue receiving grant funds under this section after the

1 first year of a multiyear grant under this section, the eligi-
 2 ble partnership shall submit to the Secretary an annual
 3 report that—

4 “(1) describes the activities assisted under this
 5 section that were conducted during the preceding
 6 year;

7 “(2) demonstrates that progress has been made
 8 in helping schools to meet the State academic stand-
 9 ards for environmental education described in sub-
 10 section (d)(3); and

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

13 “(f) ADMINISTRATIVE PROVISIONS.—

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

16 “(A) 90 percent of the total costs of the
 17 activities assisted under the grant for the first
 18 year for which the program receives assistance
 19 under this section; and

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

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

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

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

8 **“SEC. 5624. REPORT TO CONGRESS.**

9 “Not later than 2 years after the date of enactment
10 of the No Child Left Inside Act of 2013 and every 2 years
11 thereafter, the Secretary shall submit a report to Congress
12 that—

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

15 “(2) documents the success of such programs in
16 improving national and State environmental edu-
17 cation capacity; and

18 “(3) makes such recommendations as the Sec-
19 retary determines appropriate for the continuation
20 and improvement of the programs assisted under
21 this subpart.”.

1 **TITLE II—PROMOTING ENVIRON-**
 2 **MENTAL LITERACY IN EDU-**
 3 **CATION PROGRAMS**

4 **SEC. 201. AMENDMENTS TO TITLE II, PART B.**

5 (1) Section 2201(b)(1)(B) (20 U.S.C.
 6 6661(b)(1)(B)) is amended—

7 (A) in clause (iii) by striking “or”;

8 (B) in clause (iv) by striking the period at
 9 the end and inserting “; or”; and

10 (C) by adding at the end the following:

11 “(v) a Federal, State, regional, or
 12 local science, environmental, or natural re-
 13 source management agency or a nonprofit
 14 environmental education organization that
 15 has demonstrated effectiveness in improv-
 16 ing the quality of mathematics and science
 17 instruction.”.

18 (2) Section 2202 (20 U.S.C. 6662) is amend-
 19 ed—

20 (A) in subsection (b)(2)(B), by inserting “,
 21 including any State environmental literacy plan
 22 described in section 5621,” after “reform activi-
 23 ties”; and

24 (B) in subsection (c), by adding at the end
 25 the following:

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

3 “(A) to use the local environment and
4 community as a resource; and

5 “(B) to enhance student understanding of
6 mathematics and science through environmental
7 education.”.

8 **SEC. 202. AMENDMENTS TO TITLE IV, PART B.**

9 (1) Section 4201(b)(1)(A) (20 U.S.C.
10 7171(b)(1)(A)) is amended by inserting “environ-
11 mental literacy,” after “technology”.

12 (2) Section 4205(a) (20 U.S.C. 7175(a)) is
13 amended—

14 (A) by inserting the following after para-
15 graph (3):

16 “(4) environmental literacy activities;”; and

17 (B) by redesignating paragraphs (4)
18 through (12) as paragraphs (5) through (13),
19 respectively.

20 **TITLE III—NATIONAL**
21 **ACTIVITIES**

22 **SEC. 301. AVAILABILITY OF OTHER ENVIRONMENTAL LIT-**
23 **ERACY INFORMATION.**

24 (a) NONDEPARTMENTAL ENVIRONMENTAL LITERACY
25 ASSISTANCE PROGRAMS.—The Secretary of Education

1 shall request that all Federal departments and agencies
 2 provide information on any environmental literacy assist-
 3 ance program operated, sponsored, or supported by such
 4 Federal department or agency, including information
 5 about the application procedures, financial terms and con-
 6 ditions, and other relevant information for each program,
 7 and each Federal department or agency shall promptly re-
 8 spond to surveys or other requests from the Secretary of
 9 Education for the information described in this subsection.

10 (b) PUBLIC INFORMATION.—The Secretary of Edu-
 11 cation shall ensure that not later than 90 days after the
 12 Secretary of Education receives the information required
 13 under subsection (a), the eligibility requirements, applica-
 14 tion procedures, financial terms and conditions, and other
 15 relevant information for each nondepartmental environ-
 16 mental literacy assistance program are searchable and ac-
 17 cessible through the Department of Education’s website
 18 and cross-referenced with the United States Green Ribbon
 19 School application information, in a manner that is simple
 20 and understandable for school districts and communities.

21 **SEC. 302. FEDERAL INTERAGENCY COORDINATION ON EN-**
 22 **VIRONMENTAL LITERACY.**

23 (a) IN GENERAL.—The Secretary of Education shall
 24 coordinate environmental literacy activities between the
 25 Department of Education, the Environmental Protection

1 Agency, the Department of the Interior, and the Depart-
2 ment of Commerce, including by carrying out the activities
3 described in subsection (b).

4 (b) COORDINATION ACTIVITIES.—In coordinating en-
5 vironmental literacy activities, the Secretary of Education
6 shall—

7 (1) assess current Federal environmental edu-
8 cation programs, goals, and budget items across
9 agencies;

10 (2) assess environment-based science, tech-
11 nology, engineering, and mathematics (referred to as
12 “eSTEM”) achievement to demonstrate that learn-
13 ing about and in the environment is an effective
14 strategy for increasing engagement in learning and
15 academic achievement in science, technology, engi-
16 neering, and mathematics (referred to as “STEM”)
17 subject areas; and

18 (3) produce adaptable environmental literacy
19 plan guidelines and identify coordinated resources
20 across Federal agencies that States and local edu-
21 cational agencies can follow as States and local edu-
22 cational agencies work to develop environmental lit-
23 eracy plans and programs of their own.

24 (c) ADVISORY PANEL.—The Secretary of Education
25 shall appoint an advisory panel of stakeholders, including

1 representatives from State educational agencies, local edu-
2 cational agencies, businesses, and nonprofit organizations
3 that are engaged in local environmental literacy efforts
4 representing the geographic, economic, and cultural diver-
5 sity of the country, who shall meet quarterly to advise and
6 support interagency planning and assessment regarding
7 environmental literacy activities.

8 (d) REPORT TO CONGRESS.—Not later than 1 year
9 after the date of enactment of this Act, and annually
10 thereafter, the Secretary of Education, the Administrator
11 of the Environmental Protection Agency, the Secretary of
12 the Interior, and the Secretary of Commerce shall prepare
13 and submit a joint report to Congress containing informa-
14 tion about the coordination of environmental literacy ac-
15 tivities between Federal agencies.

