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(Original Signature of Member)

114TH CONGRESS  
1ST SESSION

**H. R.**

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.

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IN THE HOUSE OF REPRESENTATIVES

Mr. SARBANES introduced the following bill; which was referred to the Committee on \_\_\_\_\_

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**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       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.

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-  
24 tion about the coordination of environmental literacy ac-  
25 tivities between Federal agencies.