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(Original Signature of Member)

111TH CONGRESS
1ST SESSION

H. R. _____

To amend the Elementary and Secondary Education Act of 1965 regarding environmental education, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

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

A BILL

To amend the Elementary and Secondary Education Act of 1965 regarding environmental education, 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 2009”.

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 PLANS

Sec. 101. Development, approval, and implementation of State environmental literacy plans.

TITLE II—ESTABLISHMENT OF ENVIRONMENTAL EDUCATION PROFESSIONAL DEVELOPMENT GRANT PROGRAMS

Sec. 201. Environmental education professional development grant programs.

TITLE III—ENVIRONMENTAL EDUCATION GRANT PROGRAM TO HELP BUILD NATIONAL CAPACITY

Sec. 301. Environmental education grant program to help build national capacity.

1 **SEC. 2. FINDINGS.**

2 The Congress makes the following findings:

3 (1) Environmental education is essential for—

4 (A) enhancing student learning and prob-
5 lem solving skills, especially in science;

6 (B) creating responsible and engaged citi-
7 zens; and

8 (C) producing graduates who are prepared
9 to address the challenges, adjustments, and op-
10 portunities that will be present in the life and
11 the workforce of the 21st century due to threats
12 to human health, economical development, bio-
13 logical diversity, and national security arising
14 from environmental stresses.

15 (2) Studies documenting the increasing indica-
16 tors of nature deficit show that time spent out of the
17 classroom for learning during the school day is crit-

1 ical to the intellectual, emotional, and physical
2 health of children and that providing students with
3 quality opportunities to directly experience the nat-
4 ural world can improve students' overall readiness to
5 learn and academic performance, as well as self-es-
6 teem, personal responsibility, community involve-
7 ment, personal health (including child obesity
8 issues), and understanding of nature.

9 (3) Fewer and fewer students are becoming in-
10 volved in important environmental education
11 courses, classwork, and field investigations as an un-
12 intended consequence of the No Child Left Behind
13 Act of 2001.

14 (4) Hands-on, experience-based environmental
15 education as part of the school curriculum connects
16 children to the natural world, and research supports
17 that time spent outdoors lessens the symptoms of
18 Attention Deficit / Hyperactivity Disorder (ADHD),
19 reduces stress and aggression, helps children sleep
20 better, and improves physical health.

21 (5) Environmental education "in the field" as
22 part of the regular school curriculum gets kids out-
23 side contributing to healthy lifestyles through out-
24 door recreation, exercise, play and experience in the

1 natural world that is critical to helping prevent obe-
2 sity and address other related health problems.

3 (6) Environmental education for elementary
4 and secondary school students is critical as our Na-
5 tion transitions to a green economy where manufac-
6 turing workers, as well as architects, engineers,
7 planners, scientists, business managers, financial ex-
8 perts, lawyers, entrepreneurs, political leaders, re-
9 source managers, and others, must be environ-
10 mentally literate to succeed in a green economy.

11 (7) Environmental education provides critical
12 tools for a 21st century workforce by providing stu-
13 dents with the skills to understand complex environ-
14 mental issues so they may make informed decisions
15 in their own lives and find solutions for real world
16 challenges facing us as a nation. Business leaders
17 also increasingly believe that an environmentally lit-
18 erate workforce is critical to their long-term success.
19 Environmental education helps prepare students for
20 real world challenges.

21 **SEC. 3. REFERENCES.**

22 Except as otherwise specifically provided, whenever in
23 this Act an amendment or repeal is expressed in terms
24 of an amendment to, or a repeal of, a section or other
25 provision, the reference shall be considered to be made to

1 a section or other provision of the Elementary and Sec-
2 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

3 **SEC. 4. AUTHORIZATION OF APPROPRIATIONS.**

4 (a) AUTHORIZATION.—There is authorized to be ap-
5 propriated to carry out section 5622(g) and part E of title
6 II of the Elementary and Secondary Education Act of
7 1965, \$100,000,000 for fiscal year 2010 and each of the
8 4 succeeding fiscal years.

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

11 (1) not more than 70 percent of such amount
12 shall be used to carry out section 5622(g) of the El-
13 ementary and Secondary Education Act of 1965 for
14 such fiscal year; and

15 (2) not less than 30 percent of such amount
16 shall be used to carry out part E of title II of such
17 Act for such fiscal year.

18 **TITLE I—ENVIRONMENTAL**
19 **LITERACY PLANS**

20 **SEC. 101. DEVELOPMENT, APPROVAL, AND IMPLEMENTA-**
21 **TION OF STATE ENVIRONMENTAL LITERACY**
22 **PLANS.**

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

1 **“Subpart 22—Environmental Literacy Plans**

2 **“SEC. 5621. ENVIRONMENTAL LITERACY PLAN REQUIRE-**
3 **MENTS.**

4 “In order for any State educational agency, or a local
5 educational agency served by a State educational agency,
6 to receive grant funds, either directly or through participa-
7 tion in a partnership with a recipient of grant funds,
8 under this subpart or part E of title II, the State edu-
9 cational agency shall meet the requirements regarding an
10 environmental literacy plan under section 5622.

11 **“SEC. 5622. STATE ENVIRONMENTAL LITERACY PLANS.**

12 “(a) SUBMISSION OF PLAN.—

13 “(1) IN GENERAL.—Not later than 1 year after
14 the date of enactment of the No Child Left Inside
15 Act of 2009, a State educational agency subject to
16 the requirements of section 5621 shall, in consulta-
17 tion with State environmental agencies and State
18 natural resource agencies, and with input from the
19 public—

20 “(A) submit an environmental literacy plan
21 for prekindergarten through grade 12 to the
22 Secretary for peer review and approval that will
23 ensure that elementary and secondary school
24 students in the State are environmentally lit-
25 erate; and

1 “(B) begin the implementation of such
2 plan in the State.

3 “(2) EXISTING PLANS.—A State may satisfy
4 the requirement of paragraph (1)(A) by submitting
5 to the Secretary for peer review an existing State
6 plan that has been developed in cooperation with a
7 State environmental or natural resource manage-
8 ment agency, if such plan complies with this section.

9 “(b) PLAN OBJECTIVES.—A State environmental lit-
10 eracy plan shall meet the following objectives:

11 “(1) Prepare students to understand, analyze,
12 and address the major environmental challenges fac-
13 ing the students’ State and the United States.

14 “(2) Provide field experiences as part of the
15 regular school curriculum and create programs that
16 contribute to healthy lifestyles through outdoor
17 recreation and sound nutrition.

18 “(3) Create opportunities for enhanced and on-
19 going professional development for teachers that im-
20 proves the teachers’—

21 “(A) environmental subject matter knowl-
22 edge; and

23 “(B) pedagogical skills in teaching about
24 environmental issues, including the use of—

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

3 “(ii) innovative technology in the
4 classroom.

5 “(c) CONTENTS OF PLAN.—A State environmental
6 literacy plan shall include each of the following:

7 “(1) A description of how the State educational
8 agency will measure the environmental literacy of
9 students, including—

10 “(A) relevant State academic content
11 standards and content areas regarding environ-
12 mental education, and courses or subjects where
13 environmental education instruction will be in-
14 tegrated throughout the prekindergarten to
15 grade 12 curriculum; and

16 “(B) a description of the relationship of
17 the plan to the secondary school graduation re-
18 quirements of the State.

19 “(2) A description of programs for professional
20 development for teachers to improve the teachers’—

21 “(A) environmental subject matter knowl-
22 edge; and

23 “(B) pedagogical skills in teaching about
24 environmental issues, including the use of —

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

3 “(ii) innovative technology in the
4 classroom.

5 “(3) A description of how the State educational
6 agency will implement the plan, including securing
7 funding and other necessary support.

8 “(d) PLAN UPDATE.—The State environmental lit-
9 eracy plan shall be revised or updated by the State edu-
10 cational agency and submitted to the Secretary not less
11 often than every 5 years or as appropriate to reflect plan
12 modifications.

13 “(e) PEER REVIEW AND SECRETARIAL APPROVAL.—
14 The Secretary shall—

15 “(1) establish a peer review process to assist in
16 the review of State environmental literacy plans;

17 “(2) appoint individuals to the peer review
18 process who—

19 “(A) are representative of parents, teach-
20 ers, State educational agencies, State environ-
21 mental agencies, State natural resource agen-
22 cies, local educational agencies, and nongovern-
23 mental organizations; and

1 “(B) are familiar with national environ-
2 mental issues and the health and educational
3 needs of students;

4 “(3) include, in the peer review process, appro-
5 priate representatives from the Department of Com-
6 merce, Department of Interior, Department of En-
7 ergy, the Environmental Protection Agency, and
8 other appropriate Federal agencies, to provide envi-
9 ronmental expertise and background for evaluation
10 of the State environmental literacy plan;

11 “(4) approve a State environmental literacy
12 plan not later than 120 days after the plan’s sub-
13 mission unless the Secretary determines that the
14 State environmental literacy plan does not meet the
15 requirements of this section;

16 “(5) immediately notify the State if the Sec-
17 retary determines that the State environmental lit-
18 eracy plan does not meet the requirements of this
19 section, and state the reasons for such determina-
20 tion;

21 “(6) not decline to approve a State environ-
22 mental literacy plan before—

23 “(A) offering the State an opportunity to
24 revise the State environmental literacy plan;

1 “(B) providing technical assistance in
2 order to assist the State to meet the require-
3 ments of this section; and

4 “(C) providing notice and an opportunity
5 for a hearing; and

6 “(7) have the authority to decline to approve a
7 State environmental literacy plan for not meeting
8 the requirements of this part, but shall not have the
9 authority to require a State, as a condition of ap-
10 proval of the State environmental literacy plan, to—

11 “(A) include in, or delete from, such State
12 environmental literacy plan 1 or more specific
13 elements of the State academic content stand-
14 ards under section 1111(b)(1); or

15 “(B) use specific academic assessment in-
16 struments or items.

17 “(f) STATE REVISIONS.—The State educational
18 agency shall have the opportunity to revise a State envi-
19 ronmental literacy plan if such revision is necessary to sat-
20 isfy the requirements of this section.

21 “(g) GRANTS FOR IMPLEMENTATION.—

22 “(1) PROGRAM AUTHORIZED.—From amounts
23 appropriated for this subsection, the Secretary shall
24 award grants, through allotments in accordance with
25 the regulations described in paragraph (2), to States

1 to enable the States to award subgrants, on a com-
2 petitive basis, to local educational agencies and eligi-
3 ble partnerships (as such term is defined in section
4 2502) to support the implementation of the State
5 environmental literacy plan.

6 “(2) REGULATIONS.—The Secretary shall pro-
7 mulgate regulations implementing the grant pro-
8 gram under paragraph (1), which regulations shall
9 include the development of an allotment formula
10 that best achieves the purposes of this subpart.

11 “(3) ADMINISTRATIVE EXPENSES.—A State re-
12 ceiving a grant under this subsection may use not
13 more than 2.5 percent of the grant funds for admin-
14 istrative expenses.

15 “(h) REPORTING.—

16 “(1) IN GENERAL.—Not later than 2 years
17 after approval of a State environmental literacy
18 plan, and every 2 years thereafter, the State edu-
19 cational agency shall submit to the Secretary a re-
20 port on the implementation of the State plan.

21 “(2) REPORT REQUIREMENTS.—The report re-
22 quired by this subsection shall be—

23 “(A) in the form specified by the Sec-
24 retary;

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

3 “(C) made readily available to the public.”.

4 **TITLE II—ESTABLISHMENT OF**
5 **ENVIRONMENTAL EDU-**
6 **CATION PROFESSIONAL DE-**
7 **VELOPMENT GRANT PRO-**
8 **GRAMS**

9 **SEC. 201. ENVIRONMENTAL EDUCATION PROFESSIONAL**
10 **DEVELOPMENT GRANT PROGRAMS.**

11 Title II (20 U.S.C. 6601 et seq.) is amended by add-
12 ing at the end the following:

13 **“PART E—ENVIRONMENTAL EDUCATION PRO-**
14 **FESSIONAL DEVELOPMENT GRANT PRO-**
15 **GRAMS**

16 **“SEC. 2501. PURPOSE.**

17 “The purpose of this part is to ensure the academic
18 achievement of students in environmental literacy through
19 the professional development of teachers and educators.

20 **“SEC. 2502. GRANTS FOR ENHANCING EDUCATION**
21 **THROUGH ENVIRONMENTAL EDUCATION.**

22 “(a) DEFINITION OF ELIGIBLE PARTNERSHIP.—In
23 this section, the term ‘eligible partnership’ means a part-
24 nership that—

1 “(1) shall include a local educational agency;

2 and

3 “(2) may include—

4 “(A) the teacher training department of an
5 institution of higher education;

6 “(B) the environmental department of an
7 institution of higher education;

8 “(C) another local educational agency, a
9 public charter school, a public elementary
10 school or secondary school, or a consortium of
11 such schools;

12 “(D) a Federal, State, regional, or local
13 environmental or natural resource management
14 agency that has demonstrated effectiveness in
15 improving the quality of environmental edu-
16 cation teachers; or

17 “(E) a nonprofit organization that has
18 demonstrated effectiveness in improving the
19 quality of environmental education teachers.

20 “(b) GRANTS AUTHORIZED.—

21 “(1) PROGRAM AUTHORIZED.—From amounts
22 appropriated for this subsection, the Secretary shall
23 award grants, through allotments in accordance with
24 the regulations described in paragraph (2), to States
25 whose State environmental literacy plan has been

1 approved under section 5622, to enable the States to
2 award subgrants under subsection (c).

3 “(2) REGULATIONS.—The Secretary shall pro-
4 mulgate regulations implementing the grant pro-
5 gram under paragraph (1), which regulations shall
6 include the development of an allotment formula
7 that best achieves the purposes of this subpart.

8 “(3) ADMINISTRATIVE EXPENSES.—A State re-
9 ceiving a grant under this subsection may use not
10 more than 2.5 percent of the grant funds for admin-
11 istrative expenses.

12 “(c) SUBGRANTS AUTHORIZED.—

13 “(1) SUBGRANTS TO ELIGIBLE PARTNER-
14 SHIPS.—From amounts made available to a State
15 educational agency under subsection (b)(1), the
16 State educational agency shall award subgrants, on
17 a competitive basis, to eligible partnerships serving
18 the State, to enable the eligible partnerships to carry
19 out the authorized activities described in subsection
20 (e) consistent with the approved State environmental
21 literacy plan.

22 “(2) DURATION.—The State educational agency
23 shall award each subgrant under this part for a pe-
24 riod of not more than 3 years beginning on the date

1 of approval of the State’s environmental literacy
2 plan under section 5622.

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

8 “(d) APPLICATION REQUIREMENTS.—

9 “(1) IN GENERAL.—Each eligible partnership
10 desiring a subgrant under this part shall submit an
11 application to the State educational agency, at such
12 time, in such manner, and accompanied by such in-
13 formation as the State educational agency may re-
14 quire.

15 “(2) CONTENTS.—Each application submitted
16 under paragraph (1) shall include—

17 “(A) the results of a comprehensive assess-
18 ment of the teacher quality and professional de-
19 velopment needs, with respect to the teaching
20 and learning of environmental content;

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

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

3 “(i) will be aligned with challenging
4 State academic content standards and stu-
5 dent academic achievement standards in
6 environmental education, to the extent
7 such standards exist, and with the State’s
8 environmental literacy plan under section
9 5622; and

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

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

21 “(i) to use the local environment and
22 community as a resource; and

23 “(ii) to enhance student under-
24 standing of the environment and academic
25 achievement;

1 “(E) a description of—

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

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

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

11 “(e) AUTHORIZED ACTIVITIES.—An eligible partner-
12 ship shall use the subgrant funds provided under this part
13 for 1 or more of the following activities related to elemen-
14 tary schools or secondary schools:

15 “(1) Creating opportunities for enhanced and
16 ongoing professional development of teachers that
17 improves the environmental subject matter knowl-
18 edge of such teachers.

19 “(2) Creating opportunities for enhanced and
20 ongoing professional development of teachers that
21 improves teachers’ pedagogical skills in teaching
22 about the environment and environmental issues, in-
23 cluding in the use of—

24 “(A) interdisciplinary, research-based, and
25 field-based learning; and

1 “(B) innovative technology in the class-
2 room.

3 “(3) Establishing and operating environmental
4 education summer workshops or institutes, including
5 follow-up training, for elementary and secondary
6 school teachers to improve their pedagogical skills
7 and subject matter knowledge for the teaching of en-
8 vironmental education.

9 “(4) Developing or redesigning more rigorous
10 environmental education curricula that—

11 “(A) are aligned with challenging State
12 academic content standards in environmental
13 education, to the extent such standards exist,
14 and with the State environmental literacy plan
15 under section 5622; and

16 “(B) advance the teaching of interdiscipli-
17 nary courses that integrate the study of nat-
18 ural, social, and economic systems and that in-
19 clude strong field components.

20 “(5) Designing programs to prepare teachers at
21 a school to provide mentoring and professional devel-
22 opment to other teachers at such school to improve
23 teacher environmental education subject matter and
24 pedagogical skills;

1 “(6) Establishing and operating programs to
2 bring teachers into contact with working profes-
3 sionals in environmental fields to expand such teach-
4 ers’ subject matter knowledge of, and research in,
5 environmental issues.

6 “(7) Creating initiatives that seek to incor-
7 porate environmental education within teacher train-
8 ing programs or accreditation standards consistent
9 with the State environmental literacy plan under
10 section 5622.

11 “(8) Promoting outdoor environmental edu-
12 cation activities as part of the regular school cur-
13 riculum and schedule in order to further the knowl-
14 edge and professional development of teachers and
15 help students directly experience nature.

16 “(f) EVALUATION AND ACCOUNTABILITY PLAN.—

17 “(1) IN GENERAL.—Each eligible partnership
18 receiving a subgrant under this part shall develop an
19 evaluation and accountability plan for activities as-
20 sisted under this part that includes rigorous objec-
21 tives that measure the impact of the activities.

22 “(2) CONTENTS.—The plan developed under
23 paragraph (1) shall include measurable objectives to
24 increase the number of teachers who participate in

1 environmental education content-based professional
2 development activities.

3 “(g) REPORT.—Each eligible partnership receiving a
4 subgrant under this part shall report annually, for each
5 year of the subgrant, to the State educational agency re-
6 garding the eligible partnership’s progress in meeting the
7 objectives described in the accountability plan of the eligi-
8 ble partnership under subsection (f).”.

9 **TITLE III—ENVIRONMENTAL**
10 **EDUCATION GRANT PRO-**
11 **GRAM TO HELP BUILD NA-**
12 **TIONAL CAPACITY**

13 **SEC. 301. ENVIRONMENTAL EDUCATION GRANT PROGRAM**
14 **TO HELP BUILD NATIONAL CAPACITY.**

15 Part D of title V (20 U.S.C. 7201 et seq.) (as amend-
16 ed by section 101) is further amended by adding at the
17 end the following:

18 **“Subpart 23—Environmental Education Grant**
19 **Program**

20 **“SEC. 5631. PURPOSES.**

21 “The purposes of this subpart are—

22 “(1) to prepare children to understand and ad-
23 dress major environmental challenges facing the
24 United States; and

1 “(2) to strengthen environmental education as
2 an integral part of the elementary school and sec-
3 ondary school curriculum.

4 **“SEC. 5632. GRANT PROGRAM AUTHORIZED.**

5 “(a) DEFINITION OF ELIGIBLE PARTNERSHIP.—In
6 this section, the term ‘eligible partnership’ means a part-
7 nership that—

8 “(1) shall include a local educational agency;
9 and

10 “(2) may include—

11 “(A) the teacher training department of an
12 institution of higher education;

13 “(B) the environmental department of an
14 institution of higher education;

15 “(C) another local educational agency, a
16 public charter school, a public elementary
17 school or secondary school, or a consortium of
18 such schools;

19 “(D) a Federal, State, regional, or local
20 environmental or natural resource management
21 agency, or park and recreation department,
22 that has demonstrated effectiveness, expertise,
23 and experience in the development of the insti-
24 tutional, financial, intellectual, or policy re-
25 sources needed to help the field of environ-

1 mental education become more effective and
2 widely practiced; and

3 “(E) a nonprofit organization that has
4 demonstrated effectiveness, expertise, and expe-
5 rience in the development of the institutional,
6 financial, intellectual, or policy resources needed
7 to help the field of environmental education be-
8 come more effective and widely practiced.

9 “(b) GRANTS AUTHORIZED.—

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

15 “(2) DURATION.—Each grant under this sub-
16 part shall be for a period of not less than 1 year and
17 not more than 3 years.

18 **“SEC. 5633. APPLICATIONS.**

19 “Each eligible partnership desiring a grant under this
20 subpart shall submit to the Secretary an application that
21 contains—

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

1 “(A) challenging State academic content
2 standards and student academic achievement
3 standards in environmental education, to the
4 extent such standards exist; and

5 “(B) academic standards that are aligned
6 with the State’s environmental literacy plan
7 under section 5622; and

8 “(2) an evaluation and accountability plan for
9 activities assisted under this subpart that includes
10 rigorous objectives that measure the impact of ac-
11 tivities funded under this subpart.

12 **“SEC. 5634. USE OF FUNDS.**

13 “Grant funds made available under this subpart shall
14 be used for 1 or more of the following:

15 “(1) Developing and implementing State cur-
16 rriculum frameworks for environmental education
17 that meet—

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

22 “(B) academic standards that are aligned
23 with the State’s environmental literacy plan
24 under section 5622.

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

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

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

14 “(3) Developing and implementing new policy
15 approaches to advancing environmental education at
16 the State and national level.

17 “(4) Conducting studies of national significance
18 that—

19 “(A) provide a comprehensive, systematic,
20 and formal assessment of the state of environ-
21 mental education in the United States;

22 “(B) evaluate the effectiveness of teaching
23 environmental education as a separate subject,
24 and as an integrating concept or theme; or

1 “(C) evaluate the effectiveness of using en-
2 vironmental education-based field-based learn-
3 ing, service learning or outdoor experiential
4 learning in helping improve—

5 “(i) student academic achievement in
6 mathematics, reading or language arts,
7 science, or other core academic subjects;

8 “(ii) student behavior;

9 “(iii) student attendance; and

10 “(iv) secondary school graduation
11 rates.

12 “(5) Executing projects that advance wide-
13 spread State and local educational agency adoption
14 and use of environmental education content stand-
15 ards.

16 **“SEC. 5635. REPORTS.**

17 “(a) ELIGIBLE PARTNERSHIP REPORT.—In order to
18 continue receiving grant funds under this subpart after
19 the first year of a multiyear grant under this subpart, the
20 eligible partnership shall submit to the Secretary an an-
21 nual report that—

22 “(1) describes the activities assisted under this
23 subpart that were conducted during the preceding
24 year;

1 “(2) demonstrates that progress has been made
2 in helping schools to meet the State academic stand-
3 ards for environmental education described in sec-
4 tion 5634(1); and

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

7 “(b) REPORT TO CONGRESS.—Not later than 2 years
8 after the date of enactment of the No Child Left Inside
9 Act of 2009 and annually thereafter, the Secretary shall
10 submit a report to Congress that—

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

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

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

20 **“SEC. 5636. ADMINISTRATIVE PROVISIONS.**

21 “(a) FEDERAL SHARE.—The Federal share of a
22 grant under this subpart shall not exceed—

23 “(1) 90 percent of the total costs of the activi-
24 ties assisted under the grant for the first year for

1 which the program receives assistance under this
2 subpart; and

3 “(2) 75 percent of such costs for each of the
4 second and third years.

5 “(b) ADMINISTRATIVE EXPENSES.—Not more than
6 7.5 percent of the grant funds made available to an eligible
7 partnership under this subpart for any fiscal year may be
8 used for administrative expenses.

9 “(c) AVAILABILITY OF FUNDS.—Amounts made
10 available to the Secretary to carry out this subpart shall
11 remain available until expended.

12 **“SEC. 5637. SUPPLEMENT, NOT SUPPLANT.**

13 “Funds made available under this subpart shall be
14 used to supplement, and not supplant, any other Federal,
15 State, or local funds available for environmental education
16 activities.”.