

112TH CONGRESS
1ST SESSION

S. 463

To amend part B of title II of the Elementary and Secondary Education Act of 1965 to promote effective STEM teaching and learning.

IN THE SENATE OF THE UNITED STATES

MARCH 2, 2011

Mr. BEGICH (for himself, Mr. CARPER, and Mr. LIEBERMAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend part B of title II of the Elementary and Secondary Education Act of 1965 to promote effective STEM teaching and learning.

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.**

4 This Act may be cited as the “Effective STEM
5 Teaching and Learning Act of 2011”.

6 **SEC. 2. EFFECTIVE STEM TEACHING AND LEARNING.**

7 (a) IN GENERAL.—Part B of title II of the Elemen-
8 tary and Secondary Education Act of 1965 (20 U.S.C.
9 6661 et seq.) is amended to read as follows:

1 **“PART B—EFFECTIVE STEM TEACHING AND**
 2 **LEARNING**

3 **“SEC. 2201. PROGRAM AUTHORIZED.**

4 “(a) PROGRAM AUTHORIZATION.—The Secretary
 5 shall use funds made available to carry out this part for
 6 a fiscal year to award grants, on a competitive basis, to
 7 State educational agencies or to State educational agen-
 8 cies in partnership with appropriate outside entities (such
 9 as nonprofit organizations and institutions of higher edu-
 10 cation) in States that have adopted and are implementing
 11 high-quality mathematics standards (and additional
 12 standards, such as science standards, at the discretion of
 13 the Secretary) that build toward college and career readi-
 14 ness, to carry out activities in order to improve the teach-
 15 ing and learning in—

16 “(1) mathematics or science, or both, in pre-
 17 school through grade 12; and

18 “(2) at the discretion of the State educational
 19 agency, technology or engineering or both in pre-
 20 school through grade 12.

21 “(b) LENGTH OF GRANTS.—

22 “(1) IN GENERAL.—Grants awarded under sub-
 23 section (a) shall be for not more than 3 years.

24 “(2) EXTENSION.—The Secretary may extend a
 25 grant awarded under subsection (a) for an additional
 26 2 years if the grantee—

1 “(A) is achieving the intended outcomes of
2 the grant; and

3 “(B) shows improvement against baseline
4 measures on performance indicators established
5 by the Secretary.

6 “(c) STATE CAPACITY-BUILDING GRANTS.—

7 “(1) IN GENERAL.—The Secretary may reserve
8 not more than 5 percent of the amount appropriated
9 to carry out this part for any fiscal year to make ca-
10 pacity-building grants, on a competitive basis, to
11 State educational agencies that do not otherwise re-
12 ceive a grant under this part.

13 “(2) ACTIVITIES.—A State educational agency
14 that receives a capacity-building grant under para-
15 graph (1) may use the grant funds to carry out 1
16 or more of the activities described in subsections (b)
17 and (c) of section 2203, which may include cooper-
18 ating with industry, museums, institutions of higher
19 education, philanthropic organizations, community-
20 based organizations, or other community partners
21 with STEM expertise, to become more competitive
22 for a grant under subsection (a) in future years.

23 “(d) DEFINITION.—In this part, the term ‘STEM’
24 means the subject or subjects in which the grantee chooses
25 to carry out activities consistent with subsection (a).

1 **“SEC. 2202. APPLICATION.**

2 “(a) IN GENERAL.—Each State educational agency
3 that desires to receive a grant under section 2201(a), shall
4 submit an application at such time, in such manner, and
5 containing such information as the Secretary may reason-
6 ably require. At a minimum, each application shall include
7 or describe—

8 “(1) for an applicant that proposes to carry out
9 mathematics activities, an assurance that the State
10 has adopted high-quality mathematics standards
11 that build toward college and career readiness, and
12 a description of the State’s plan for implementing
13 those standards;

14 “(2) for an applicant that proposes to carry out
15 science activities, an assurance that the State has
16 adopted high-quality science standards that build to-
17 ward college and career readiness, and a description
18 of the State’s plan for implementing those stand-
19 ards;

20 “(3) how the State’s plan to implement stand-
21 ards in mathematics or science, or both, will help en-
22 sure comparability of content and access to high-
23 quality instruction in the content area of those
24 standards among all local educational agencies and
25 public schools in the State, particularly in high-pov-
26 erty local educational agencies and schools;

1 “(4) the State educational agency’s goals for
2 improving student outcomes in STEM throughout
3 the State for all students, including students with
4 disabilities and English language learners, and in-
5 cluding a description of a clear and credible path
6 that the State educational agency will take to
7 achieve these goals with the support of the local edu-
8 cational agencies in the State;

9 “(5) the data that the State has considered or
10 will consider in developing or updating the com-
11 prehensive preschool through grade 12 STEM plan
12 that the State shall develop or update with the
13 State’s grant under this section, which shall include
14 data from a needs assessment that the State has
15 conducted prior to applying for funds under this
16 part and that the State uses—

17 “(A) to determine its current approach to
18 STEM instruction;

19 “(B) to support its plan, consistent with
20 section 2201(a), to carry out activities to im-
21 prove teaching and learning; and

22 “(C) to support struggling schools;

23 “(6) how the State educational agency will
24 carry out the required State-level activities described
25 in section 2203(b), which may include cooperating

1 with industry, museums, institutions of higher edu-
2 cation, philanthropic organizations, community-
3 based organizations, or other community partners
4 with STEM expertise, and how the State will align
5 those activities with the comprehensive preschool
6 through grade 12 STEM plan that the State will de-
7 velop (or update) and implement with the State’s
8 grant;

9 “(7) how the State educational agency will use
10 evidence to inform and continuously improve the de-
11 sign and implementation of its activities and why the
12 State educational agency expects those activities to
13 improve student achievement, including the achieve-
14 ment of groups of students who are low-performing
15 or underrepresented in STEM fields;

16 “(8) how the State will run a rigorous, high-
17 quality subgrant competition, including how it will—

18 “(A) review and judge—

19 “(i) the evidence supporting the cur-
20 ricula and materials that local educational
21 agencies propose to use;

22 “(ii) the record of local educational
23 agencies in implementing and improving
24 student achievement through other STEM
25 initiatives; and

1 “(iii) the local educational agencies’
2 capacity to implement successfully their
3 proposals; and

4 “(B) give priority to local educational
5 agencies whose applications are supported by
6 the strongest available evidence;

7 “(9) how the State educational agency will en-
8 sure that subgrants that it awards under this part
9 will adequately address the needs of students with
10 disabilities and English language learners;

11 “(10) how the State educational agency will use
12 the grant to leverage other Federal and State funds
13 in order to maximize the impact of the grant, and
14 how it will support local educational agencies in inte-
15 grating these funds with other Federal, State, and
16 local funds to support high-quality STEM instruc-
17 tion, including how it will implement a coherent
18 strategy to coordinate activities with rigorous and
19 challenging instruction for STEM career and tech-
20 nical education through funds the applicant receives
21 under the Carl D. Perkins Career and Technical
22 Education Act of 2006;

23 “(11) how the State educational agency will le-
24 verage the use of technology to engage students in
25 STEM, strengthen teaching and learning of STEM,

1 and improve the learning opportunities in under-
2 served areas;

3 “(12) how the State educational agency will
4 evaluate the State’s progress in improving achieve-
5 ment in the relevant STEM subject or subjects, for
6 students, schools, or local educational agencies, par-
7 ticularly those that are underperforming, such as
8 STEM-specific strategies for turning around persist-
9 ently low-performing schools;

10 “(13) how the State educational agency will dis-
11 seminate information on project outcomes in formats
12 that are easily understood by, and accessible to, the
13 public, and how the State educational agency will
14 make the information useful to parents, educators,
15 researchers, and other experts;

16 “(14) the role of any entities with which the
17 State educational agency proposes to partner in car-
18 rying out its proposed activities;

19 “(15) if the State educational agency plans to
20 make subgrants consistent with section 2203(d), the
21 rationale for doing so, including a description of—

22 “(A) how the State educational agency will
23 ensure the alignment of the activities under-
24 taken by subgrantees with State standards and,

1 as appropriate, with the components of high-
2 quality STEM instruction; and

3 “(B) the State educational agency’s plan
4 for conducting the subgrant competition, in-
5 cluding a description of how the State edu-
6 cational agency will ensure either that the ac-
7 tivities conducted by the subgrantee are evi-
8 dence-based, or that the subgrantee has a plan
9 to rigorously evaluate the effectiveness of those
10 activities; and

11 “(16) if the State has received a Race to the
12 Top grant (under the American Recovery and Rein-
13 vestment Act of 2009) and, in competing for that
14 grant, received a competitive preference priority for
15 STEM education, how the State educational agency
16 will coordinate the activities it will carry out under
17 this part with the STEM activities carried out under
18 its Race to the Top grant.

19 “(b) PRIORITIES.—

20 “(1) REQUIRED PRIORITY.—In awarding grants
21 under this section, the Secretary shall give a com-
22 petitive priority to any State educational agency that
23 demonstrates, in its application, that the State has
24 adopted and is implementing a set of high-quality
25 mathematics standards (and additional standards,

1 such as science standards, at the discretion of the
2 Secretary) for kindergarten through grade 12 that
3 build toward college and career readiness, and are
4 common to a significant number of States.

5 “(2) OPTIONAL PRIORITY.—The Secretary may
6 give a competitive priority to any State educational
7 agency that has a robust, statewide partnership or
8 network that brings together industry, museums, in-
9 stitutions of higher education, philanthropic organi-
10 zations, community-based organizations, or other
11 community partners with STEM expertise, to in-
12 crease student learning, engagement, and achieve-
13 ment in STEM.

14 “(c) SELECTION CRITERIA.—In reviewing an applica-
15 tion under this part, the Secretary shall take into consid-
16 eration—

17 “(1) the quality of the application, including the
18 State educational agency’s plan for making publicly
19 available findings, results (including interim results),
20 and outcomes of the project in a timely manner and
21 in formats that are easily understood and accessible;

22 “(2) the extent to which the State educational
23 agency has demonstrated a process for giving pri-
24 ority to applicants that have plans that are evidence-

1 based or that have a plan in place to evaluate rigor-
2 ously the effectiveness of their projects;

3 “(3) the quality of the applicant’s plan to co-
4 operate with industry experts, museums, institutions
5 of higher education, research centers, or other com-
6 munity partners with STEM expertise, in—

7 “(A) preparing and assisting teachers in
8 effectively integrating STEM content across
9 grades and disciplines;

10 “(B) providing effective and relevant in-
11 struction; and

12 “(C) offering applied learning opportuni-
13 ties for all students; and

14 “(4) the quality of the applicant’s plan for pre-
15 paring more students for advanced study and ca-
16 reers in STEM, including by addressing the needs
17 of, and barriers faced by, student groups that are
18 underrepresented in STEM, including women and
19 girls, underrepresented minorities, students with dis-
20 abilities, and English language learners.

21 **“SEC. 2203. STATE USE OF FUNDS.**

22 “(a) STATE-LEVEL ACTIVITIES.—A State edu-
23 cational agency that receives a grant under section
24 2201(a) shall reserve not more than 20 percent of the

1 funds it receives under this part for State level activities
2 as described in subsections (b) and (c).

3 “(b) REQUIRED ACTIVITIES.—A State educational
4 agency that receives a grant under section 2201(a) shall—

5 “(1) develop or update, implement, and con-
6 tinuously improve a comprehensive State STEM
7 plan (which may be a component or modification of
8 the consolidated plan submitted by the State under
9 section 9302) for preschool through grade 12 that—

10 “(A) aligns policies, resources, and prac-
11 tices;

12 “(B) contains clear instructional goals; and

13 “(C) sets high expectations for all students
14 and student subgroups;

15 “(2) align the use of Federal and State funds
16 and programs within the State educational agency
17 and in local educational agencies in the State, in-
18 cluding funds under title I, part A of title II, title
19 III, and title VII, and, as appropriate, under the In-
20 dividuals with Disabilities Education Act, the Carl
21 D. Perkins Career and Technical Education Act of
22 2006, and the McKinney-Vento Homeless Assistance
23 Act, to support a coherent approach to funding and
24 implementing high-quality STEM instruction in

1 high-need local educational agencies and high-need
2 schools;

3 “(3) develop or update a process, or use an ex-
4 isting process, to review and judge the evidence base
5 for the curricula and materials that local educational
6 agencies propose to use in implementing their sub-
7 grants and in determining whether the curricula and
8 materials are aligned with State standards, and
9 make the process and results of any such review
10 publicly available;

11 “(4) administer a rigorous competition for sub-
12 grants that is informed by the review process de-
13 scribed in paragraph (3), and using the results of
14 that process to inform the competition;

15 “(5) collect and report, in formats that are eas-
16 ily understood and accessible to the public, data on
17 the implementation and outcomes of the program,
18 including student course enrollment and student
19 achievement outcomes disaggregated in accordance
20 with section 1111(b)(2)(C)(v) for use by parents,
21 teachers, schools, local educational agencies, re-
22 searchers, and State leaders for program improve-
23 ment and to evaluate program effectiveness;

24 “(6) promote and support the implementation
25 of effective subgrant activities in local educational

1 agencies and schools that do not receive, or are not
2 served by, subgrants;

3 “(7) provide technical assistance and support,
4 such as through the development or sharing of infor-
5 mation, models, technology-based tools, or training
6 to subgrantees (and, at the State educational agen-
7 cy’s discretion, to other local educational agencies)
8 to enable the subgrantees and other agencies to im-
9 plement a high-quality STEM program, as described
10 in section 2204(e), and improve student achievement
11 in core academic subjects; and

12 “(8) coordinate, as needed, with other relevant
13 State agencies (including the State agency for higher
14 education and the State entity responsible for pro-
15 fessional standards and licensure of teachers and
16 principals) to—

17 “(A) carry out activities to improve the
18 State’s teacher licensure and certification re-
19 quirements and preservice teacher preparation,
20 by focusing on subject matter competency and
21 reducing unnecessary barriers to entering the
22 teaching profession while ensuring that teachers
23 have the knowledge and skills appropriate for
24 the grade levels the teachers teach; and

1 “(B) improve the State’s principal licen-
2 sure and certification requirements and
3 preservice principal preparation by developing
4 principals who are prepared to lead schools and
5 ensure effective instruction across subject areas
6 for a well-rounded education, including in math-
7 ematics and science.

8 “(c) AUTHORIZED ACTIVITIES.—A State educational
9 agency may, either on its own or in a consortium with
10 other State educational agencies, use any funds reserved
11 under subsection (a) but not used for activities under sub-
12 section (b), to—

13 “(1) recruit and prepare individuals with
14 STEM expertise to teach in high-need schools, in-
15 cluding through the use of—

16 “(A) alternative pathways to licensure or
17 certification programs;

18 “(B) recruiting STEM majors within an
19 institution of higher education;

20 “(C) funding undergraduate or graduate
21 STEM internships in preschool through grade
22 12 classrooms; and

23 “(D) funding online STEM courses and
24 learning opportunities that provide STEM ex-

1 pertise across multiple locations, including
2 areas of STEM teacher shortages;

3 “(2) develop instructional systems that pro-
4 vide—

5 “(A) a systematic and coherent combina-
6 tion of instructional materials;

7 “(B) embedded formative and interim as-
8 sessments;

9 “(C) professional development;

10 “(D) information on student learning; and

11 “(E) academic interventions that are based
12 on cognitive science and content area knowledge
13 and that are aligned with college- and career-
14 ready standards;

15 “(3) develop and implement innovative uses of
16 technology that show promise for improving out-
17 comes in classroom instruction, teacher and leader
18 effectiveness, and student achievement; and

19 “(4) carry out activities related to any of the
20 other subjects in section 2201(a) that the State,
21 consistent with section 2202(a)(6), is not already
22 carrying out under this section.

23 “(d) EXCEPTION.—

24 “(1) IN GENERAL.—The Secretary may permit
25 a State that receives a grant under section 2201(a),

1 at the State’s request, to use not more than 20 per-
2 cent of the grant funds amount not reserved under
3 subsection (a) to make subgrants to eligible entities
4 (as defined under section 2204(a)(2)) under this
5 subsection.

6 “(2) NOT SUBJECT TO SECTION 2204.—Sub-
7 grants awarded under this subsection shall not be
8 subject to the requirements of section 2204, with the
9 exception of the requirements of paragraphs (1) and
10 (2) of section 2204(b).

11 “(3) APPLICATION.—In order to receive a
12 subgrant under this subsection, an eligible entity
13 shall submit an application to the State educational
14 agency at such time, in such form, and including
15 such information as the State educational agency
16 may prescribe. At a minimum, the application shall
17 include—

18 “(A) a description of the applicant’s dis-
19 trict-wide plan for developing and implementing
20 a high-quality plan or strategy to improve
21 STEM education and for using subgrant funds
22 to support the implementation of that plan or
23 strategy;

24 “(B) a description of the activities the en-
25 tity proposes to carry out, including an expla-

1 nation of how those activities align with the
2 State’s STEM standards and of how they would
3 incorporate the components of high-quality
4 STEM instruction;

5 “(C) the rationale underlying the proposed
6 model practice, strategy, or program in improv-
7 ing teaching practice as well as student achieve-
8 ment, especially with high-need student popu-
9 lations, which shall include either—

10 “(i) a description of how the proposed
11 practice, strategy, or program is evidence-
12 based; or

13 “(ii) a rationale based on research
14 findings that the proposed practice, strat-
15 egy, or program will improve student
16 achievement; and

17 “(D) the plan for evaluating the impact of
18 the model practice, strategy, or program and
19 disseminating information from that evaluation.

20 “(4) ACTIVITIES.—Subgrants awarded under
21 this subsection may carry out activities that are not
22 required of the State under subsection (b), but
23 that—

24 “(A) align with the State’s STEM stand-
25 ards;

1 “(B) incorporate 1 or more of the compo-
2 nents of high-quality STEM instruction; and

3 “(C) are evidence-based or for which the
4 subgrantee has a plan in place to rigorously
5 evaluate their effectiveness.

6 **“SEC. 2204. STEM EDUCATION SUBGRANTS.**

7 “(a) SUBGRANT AUTHORIZATION.—

8 “(1) IN GENERAL.—A State educational agency
9 that receives a grant under section 2201(a) shall,
10 from funds the State receives under this part that
11 are not reserved under section 2203(a) or used pur-
12 suant to section 2203(d), make STEM education
13 subgrants, on a competitive basis, to eligible entities.

14 “(2) ELIGIBLE ENTITIES.—In this section, the
15 term ‘eligible entity’ means—

16 “(A) a high-need local educational agency;

17 “(B) a consortium of high-need local edu-
18 cational agencies;

19 “(C) a partnership of 1 or more high-need
20 local educational agencies with 1 or more insti-
21 tutions of higher education or 1 or more non-
22 profit organizations, or both; or

23 “(D) an educational service agency pro-
24 posing to serve high-need local educational
25 agencies.

1 “(b) CRITERIA.—Subgrants under this section shall
2 be—

3 “(1) used to carry out projects in high-need
4 schools;

5 “(2) of sufficient size to support projects that
6 can influence classroom instruction in a significant
7 number or percentage of classrooms in the high-need
8 schools that the subgrantee would serve; and

9 “(3) used to carry out the activities listed under
10 subsection (e), unless the Secretary has permitted
11 the State to do otherwise.

12 “(c) APPLICATION REQUIREMENTS.—In order to re-
13 ceive a subgrant under this section, an eligible entity shall
14 submit an application to the State educational agency at
15 such time, in such form, and including such information
16 as the State educational agency may prescribe. At a min-
17 imum, the application shall include—

18 “(1) a description of the applicant’s district-
19 wide plan for developing and implementing a com-
20 prehensive high-quality STEM program for all
21 schools and students in the participating local edu-
22 cational agencies and for using subgrant funds to
23 support the implementation of that plan;

24 “(2) a description of how the applicant’s dis-
25 trict-wide plan aligns with the State’s STEM plan

1 for preschool through grade 12 and the State’s goals
2 for improving student outcomes;

3 “(3) a description of the applicant’s record in
4 implementing and improving student achievement
5 for all subgroups of students served through other
6 STEM initiatives;

7 “(4) a description of how the proposed activities
8 are informed by a needs assessment described in the
9 application and designed to support effective teach-
10 ing and to improve student achievement for the low-
11 est-performing subgroups;

12 “(5) a description of the evidence base for the
13 proposed activities;

14 “(6) a description of how the activities will in-
15 clude and be accessible to all students, including stu-
16 dents with disabilities and English language learn-
17 ers; and

18 “(7) a description of how the applicant’s selec-
19 tion of schools and the grade spans it plans to serve
20 with funds under this part would support successful
21 achievement of the objectives described in the appli-
22 cation and the STEM plan required under para-
23 graph (1).

24 “(d) PRIORITIES.—In awarding subgrants under this
25 section, a State educational agency shall give priority to—

1 “(1) entities that propose a coherent strategy to
2 improve STEM instruction that aligns activities
3 under the subgrant with literacy instruction sup-
4 ported with other Federal funds under title I, part
5 A of title II, title III, and title VII, and, as appro-
6 priate, the Individuals with Disabilities Education
7 Act and the Carl D. Perkins Career and Technical
8 Education Act of 2006 and State and local funds;

9 “(2) entities that propose to develop 1 or more
10 robust partnerships with at least 1 entity, such as
11 a locally situated business, college or university, or
12 nonprofit organization, that has expertise, or a
13 workforce with knowledge, in STEM fields or in edu-
14 cation in STEM subjects;

15 “(3) entities that propose to implement activi-
16 ties in schools with the highest levels of need and ca-
17 pacity for improvement;

18 “(4) entities that have a plan for sustaining the
19 strategy described in paragraph (1) after the end of
20 the subgrant; and

21 “(5) entities whose proposals are supported by
22 the strongest available evidence.

23 “(e) LOCAL ACTIVITIES.—

24 “(1) REQUIRED ACTIVITIES.—Each recipient of
25 a subgrant under this section shall implement a

1 high-quality, evidence-based, comprehensive, and co-
2 herent STEM program that includes each of the fol-
3 lowing aligned components:

4 “(A) Effective professional development
5 (as defined in section 9101) in STEM for
6 teachers and school leaders, which may include
7 professional development focused on subject
8 matter competency and on ensuring that teach-
9 ers have the knowledge and skills appropriate
10 for the grade levels that they teach.

11 “(B) High-quality curriculum and instruc-
12 tional materials that are aligned with State
13 standards and that incorporate the components
14 of high-quality STEM instruction, and incor-
15 porate technology, as appropriate, and prin-
16 ciples of universal design for learning to sup-
17 port students with diverse learning needs, in-
18 cluding students with disabilities and English
19 language learners.

20 “(C) Coherent, high-quality assessment
21 systems that are aligned with State standards
22 and assessments and that include—

23 “(i) valid and reliable diagnostic and
24 progress-monitoring measures, to the ex-
25 tent available;

1 “(ii) the systematic use of the assess-
2 ment data to inform and modify instruc-
3 tion, interventions, and continuous pro-
4 gram improvement;

5 “(iii) appropriate accommodations
6 necessary to ensure that all students, in-
7 cluding students with disabilities and
8 English language learners, are reliably and
9 accurately assessed; and

10 “(iv) interventions to ensure that all
11 students, including both struggling stu-
12 dents and students who master the mate-
13 rial ahead of their peers, are served appro-
14 priately.

15 “(D) Monitoring of program implementa-
16 tion and outcomes, including the effectiveness
17 of professional development, and activities that
18 track implementation and outcomes at the local
19 educational agency, school, classroom, and stu-
20 dent levels, so as to inform continuous improve-
21 ment.

22 “(2) ADDITIONAL AUTHORIZED ACTIVITIES.—A
23 recipient of a subgrant under this section may carry
24 out additional activities, consistent with its plan
25 under subsection (c)(1), including—

1 “(A) providing technical assistance and
2 support to high-need schools to enable the
3 schools to implement a high-quality, comprehen-
4 sive STEM program;

5 “(B) developing partnerships with organi-
6 zations with STEM expertise to assist the local
7 educational agency in increasing student learn-
8 ing, engagement, and achievement in STEM;

9 “(C) creating mechanisms to promote the
10 adoption of effective practices and ensure that
11 those practices are sustained;

12 “(D) integrating evidence-based, effective
13 STEM programs and comprehensive STEM ini-
14 tiatives into the teaching of other core academic
15 subjects;

16 “(E) activities to support family engage-
17 ment in STEM education; and

18 “(F) developing and implementing innova-
19 tive uses of technology that show promise for
20 improving outcomes in classroom instruction,
21 teacher and leader effectiveness, and student
22 achievement.

23 “(f) LENGTH OF GRANTS.—

24 “(1) IN GENERAL.—Subgrants awarded under
25 this section shall be for not more than 3 years.

1 “(2) EXTENSION.—The State educational agen-
 2 cy may extend a subgrant under this section for an
 3 additional 2 years if the subgrantee—

4 “(A) is achieving the intended outcomes of
 5 the subgrant; and

6 “(B) shows improvement against baseline
 7 measures on performance indicators established
 8 by the Secretary.”.

9 (b) TABLE OF CONTENTS.—The table of contents in
 10 section 2 of the Elementary and Secondary Education Act
 11 of 1965 is amended by striking the items relating to part
 12 B of title II and inserting the following:

 “PART B—EFFECTIVE STEM TEACHING AND LEARNING

 “Sec. 2201. Program authorized.

 “Sec. 2202. Application.

 “Sec. 2203. State use of funds.

 “Sec. 2204. STEM education subgrants.”.

○