

112TH CONGRESS  
1ST SESSION

# S. 758

To establish a Science, Technology, Engineering, and Math (STEM) Master Teacher Corps program.

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## IN THE SENATE OF THE UNITED STATES

APRIL 7 (legislative day, APRIL 5), 2011

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

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## A BILL

To establish a Science, Technology, Engineering, and Math (STEM) Master Teacher Corps program.

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 “STEM Master Teacher  
5 Corps Act of 2011”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Numerous recent reports by national advi-  
9 sory groups, including the President’s Council of Ad-  
10 visors on Science and Technology and National

1 Academies' committees, have highlighted the need to  
2 raise student achievement in STEM fields to enable  
3 the United States to maintain its competitive edge  
4 in the global economy.

5 (2) Nearly all of the top 30 fastest growing oc-  
6 cupations require science, technology, engineering, or  
7 mathematics skills, according to the Bureau of  
8 Labor Statistics.

9 (3) Recent standardized tests show United  
10 States students' mathematics and science perform-  
11 ance is only average or below average compared with  
12 their international peers. American students placed  
13 25th in mathematics and 17th in science out of 34  
14 Organisation for Economic Co-operation and Devel-  
15 opment countries in the 2009 Program for Inter-  
16 national Student Assessment.

17 (4) Too few American students graduate from  
18 high school with the interest and the preparation to  
19 successfully pursue STEM degrees in college. Well  
20 over half of college students in China and Japan  
21 major in STEM fields, compared with only a third  
22 of U.S. students.

23 (5) Several researchers, including at Stanford  
24 University, have found that the effects of well-pre-  
25 pared teachers on student achievement can be

1 stronger than the influences of student background  
2 factors, such as poverty, language background, and  
3 minority status.

4 (6) The Harvard Graduate School of Education  
5 report “Who Stays in Teaching and Why” cites re-  
6 search that shows more young people would consider  
7 teaching if it offered more opportunities for advance-  
8 ment, and that if schools fail to offer teachers these  
9 opportunities throughout their teaching careers, they  
10 may risk losing them permanently. It also reports  
11 that well implemented mentoring and induction pro-  
12 grams provide the support novices need to feel satis-  
13 fied and remain in their schools.

14 (7) Researchers at the University of Pennsyl-  
15 vania have found that STEM teachers migrate with-  
16 in the teaching profession to better paying jobs at  
17 better-funded schools, resulting in local imbalances  
18 and leaving schools in high-poverty communities  
19 struggling to find knowledgeable teachers.

20 (8) Individuals with strong STEM skills have  
21 opportunities for more lucrative careers outside of  
22 teaching. According to the Organisation for Eco-  
23 nomic Co-operation and Development (OECD), the  
24 United States ranks in the bottom third of OECD  
25 countries in terms of teacher salary relative to per

1       capita GDP. Furthermore, data from the National  
 2       Association of Colleges and Employers show the me-  
 3       dian salary offered to recent college graduates in  
 4       certain STEM-related fields, including physics, com-  
 5       puter science, accounting, and engineering, is  
 6       \$24,000 higher than that offered to new secondary  
 7       school teachers and \$30,000 higher than that of-  
 8       fered to new elementary school teachers.

9       **SEC. 3. STEM MASTER TEACHER CORPS.**

10       Subpart 5 of part A of title II of the Elementary and  
 11       Secondary Education Act of 1965 (20 U.S.C. 6651 et  
 12       seq.) is amended—

13               (1) by inserting before section 2151 the fol-  
 14       lowing:

15       **“CHAPTER A—NATIONAL ACTIVITIES OF**  
 16       **DEMONSTRATED EFFECTIVENESS”;**

17       and

18               (2) by adding at the end the following:

19       **“CHAPTER B—STEM MASTER TEACHER**  
 20       **CORPS**

21       **“SEC. 2155. PURPOSE.**

22       “‘The purpose of this chapter is to establish a STEM  
 23       Master Teacher Corps program that—

1           “(1) elevates the status of the STEM teaching  
2 profession by recognizing and rewarding outstanding  
3 STEM teachers;

4           “(2) attracts and retains effective STEM teach-  
5 ers, particularly in high-need schools, by offering  
6 them additional compensation, instructional re-  
7 sources, and instructional leadership roles; and

8           “(3) creates a network of outstanding STEM  
9 teacher-leaders who will—

10                   “(A) share best practices and resources;

11                   “(B) take on leadership responsibilities in  
12 their schools, districts, States (if part of the  
13 participating area), or consortia with the au-  
14 thority to provide professional support to their  
15 STEM colleagues not participating in the  
16 STEM Master Teacher Corps;

17                   “(C) aid in the development and retention  
18 of beginning teachers by serving as their role  
19 models and providing them with instructional  
20 support; and

21                   “(D) inform the development of STEM  
22 education policy.

23 **“SEC. 2156. DEFINITIONS.**

24           “‘In this chapter:

1           “(1) ELIGIBLE ENTITY.—The term ‘eligible en-  
 2           tity’ means a consortium of local educational agen-  
 3           cies or 1 or more State educational agencies, acting  
 4           in partnership with 1 or more—

5                   “(A) institutions of higher education; or

6                   “(B) nonprofit organizations with a dem-  
 7           onstrated record of success in preparing or im-  
 8           proving the effectiveness of STEM teachers.

9           “(2) HIGH-NEED SCHOOL.—The term ‘high-  
 10          need school’ means a public school, which may be a  
 11          public charter school, that meets 1 or more of the  
 12          following criteria:

13                   “(A) Not less than 40 percent of the stu-  
 14          dents enrolled at the school—

15                   “(i) receive or are eligible to receive a  
 16          free or reduced price lunch under the Rich-  
 17          ard B. Russell National School Lunch Act  
 18          (42 U.S.C. 1751 et seq.); or

19                   “(ii) are from low-income families, as  
 20          determined using 1 of the measures of pov-  
 21          erty specified under section 1113(a)(5).

22                   “(B) The school is among the lowest per-  
 23          forming 10 percent of schools in the State in  
 24          which it is located.

1           “(C) In the case of a public high school,  
2           the school has a graduation rate of 65 percent  
3           or less.

4           “(D) In the case of a public school con-  
5           taining middle grades, the school feeds into a  
6           public high school that has a graduation rate of  
7           65 percent or less.

8           “(3) PARTICIPATING AREA.—The term ‘partici-  
9           pating area’ means—

10           “(A) in the case of an eligible entity that  
11           includes a State educational agency or consor-  
12           tium of State educational agencies, the State or  
13           States; or

14           “(B) in the case of an eligible entity that  
15           includes a consortium of local educational agen-  
16           cies, the area served by such agencies.

17           “(4) RURAL SCHOOL.—The term ‘rural school’  
18           means a public school—

19           “(A) designated with a school locale code  
20           of Distant Town, Remote Town, Fringe Rural,  
21           Distant Rural, or Remote Rural; and

22           “(B) served by a local educational agency  
23           in which not less than two-thirds of the stu-  
24           dents served by the agency attend a school des-

1           ignated with 1 of the school locale codes listed  
2           in subparagraph (A).

3           “(5) STEM.—The term ‘STEM’ means science,  
4           technology, engineering, and mathematics.

5   **“SEC. 2157. STEM MASTER TEACHER CORPS PROGRAM.**

6           “(a) IN GENERAL.—

7           “(1) GRANTS AUTHORIZED.—The Secretary, in  
8           consultation with the Director of the National  
9           Science Foundation and the heads of other appro-  
10          priate Federal agencies, as determined by the Sec-  
11          retary, shall establish a STEM Master Teacher  
12          Corps program by awarding, on a competitive basis,  
13          1 or more grants of not less than \$15,000,000 each  
14          to eligible entities to enable the eligible entities to  
15          establish the program, in accordance with section  
16          2159.

17          “(2) PLANNING GRANTS.—The Secretary may  
18          award planning grants to eligible entities to enable  
19          the entities to make plans to establish the program,  
20          in accordance with section 2159.

21          “(b) DURATION OF GRANT.—

22          “(1) IN GENERAL.—A grant awarded under  
23          this chapter shall be for a period of not more than  
24          5 years.

25          “(2) REVIEW.—The Secretary shall—



1           “(A) review, 3 years after an eligible entity  
2           is awarded a grant under this chapter, the per-  
3           formance of the entity during the 3-year period;  
4           and

5           “(B) fund the remaining grant period for  
6           such entity if the Secretary determines, based  
7           on such review, that the entity is achieving sat-  
8           isfactory results.

9           “(c) MATCHING REQUIREMENT.—

10           “(1) IN GENERAL.—Except as provided in para-  
11           graph (2), an eligible entity that receives a grant  
12           under this chapter shall provide, from non-Federal  
13           sources, an amount equal to not less than 50 per-  
14           cent of the amount of the grant, which may be pro-  
15           vided in cash or in-kind, to carry out the activities  
16           supported by the grant.

17           “(2) EXCEPTION.—

18           “(A) IN GENERAL.—The Secretary may  
19           waive the 50 percent matching requirement  
20           under paragraph (1) for an eligible entity that  
21           the Secretary determines is unable to meet such  
22           requirement. The Secretary shall set a match-  
23           ing requirement for such eligible entities ac-  
24           cording to the sliding scale described in sub-  
25           paragraph (B).

1           “(B) SLIDING SCALE.—The amount of a  
2           match under subparagraph (A) shall be estab-  
3           lished based on a sliding fee scale that takes  
4           into account—

5                   “(i) the relative poverty of the popu-  
6                   lation to be targeted by the eligible entity;  
7                   and

8                   “(ii) the ability of the eligible entity to  
9                   obtain such matching funds.

10           “(3) CONSIDERATION.—The Secretary shall not  
11           consider an eligible entity’s ability to match funds  
12           when determining which eligible entities will receive  
13           grant awards under this chapter.

14   **“SEC. 2158. APPLICATION.**

15           “(a) IN GENERAL.—An eligible entity desiring a  
16           grant under this chapter shall submit an application to  
17           the Secretary at such time, in such manner, and con-  
18           taining such information as the Secretary may require.

19           “(b) CONTENTS.—An application submitted under  
20           this section shall include—

21                   “(1) a description of the STEM Master Teach-  
22                   er Corps program that the eligible entity intends to  
23                   carry out, including the number of Corps members  
24                   the entity intends to select, the intended distribution  
25                   of subjects and grade levels taught, the geographic

1 and economic characteristics of the local educational  
2 agencies that are part of the participating area, such  
3 as the rural-urban continuum codes and proportion  
4 of high-need schools served, and the type of activi-  
5 ties proposed for recruitment of Corps members;

6 “(2) a description of the roles and responsibil-  
7 ities that each participating local educational agency,  
8 State, institution of higher education, or nonprofit  
9 organization, as applicable, will have;

10 “(3) a demonstration that the entity has suffi-  
11 cient capacity to carry out the activities described in  
12 section 2159;

13 “(4) a description of the member selection proc-  
14 ess and criteria that the applicant will use to select  
15 members of the STEM Master Teacher Corps, in ac-  
16 cordance with section 2159(b);

17 “(5) a description of how the eligible entity in-  
18 tends to facilitate networking and sharing of best  
19 practices and educational resources relating to  
20 STEM education among Corps members, particu-  
21 larly at rural schools, if applicable, and make a se-  
22 lection of these best practices and resources more  
23 widely available to other teachers and the STEM  
24 educational community, including through electronic  
25 means;

1           “(6) a demonstration that the entity has a clear  
2 plan for—

3           “(A) offering research-based professional  
4 development to Corps members, including train-  
5 ing on instructional leadership, mentoring, en-  
6 gaging and effectively teaching historically  
7 underachieving or underrepresented groups in  
8 STEM fields, such as girls, minorities, low-in-  
9 come students, English language learners, and  
10 students with disabilities, and effective STEM  
11 teaching methods, such as incorporating hands-  
12 on STEM projects into their lesson plans; and

13           “(B) tracking the effectiveness of such  
14 professional development;

15           “(7) a demonstration that the entity has a clear  
16 plan for evaluating the impact of the professional  
17 support provided by STEM Master Teacher Corps  
18 members to other teachers in their school, district,  
19 State (if part of the participating area), or consor-  
20 tium;

21           “(8) a description of how the local educational  
22 agencies and schools served by the eligible entity in-  
23 tend to align STEM Master Teacher Corps mem-  
24 bers’ duties with school systems and activities al-

1 ready in place, if applicable, such as professional de-  
2 velopment and mentoring;

3 “(9) an explanation of how STEM Master  
4 Teacher Corps members will be afforded the time,  
5 authority, and resources to fulfill requirements  
6 under the program, and how other teachers will be  
7 afforded the time to receive professional support  
8 from Corps members;

9 “(10) a demonstration that the entity has a  
10 clear plan for oversight to ensure that STEM Mas-  
11 ter Teacher Corps members carry out the respon-  
12 sibilities described in section 2159(c) to the fullest  
13 extent practicable, and a description of the actions  
14 to be taken if a member does not carry out such re-  
15 sponsibilities; and

16 “(11) a description of how the grant funds will  
17 be financially managed.

18 “(c) CRITERIA FOR AWARDED GRANTS.—

19 “(1) IN GENERAL.—The Secretary shall award  
20 grants under this chapter on the basis of merit con-  
21 sidering, at a minimum, the following:

22 “(A) The extent to which the local edu-  
23 cational agencies that are part of the eligible  
24 entity are committed to integrating the pro-  
25 gram into existing school structures, policies,

1 operations, and budgets, such as by enabling  
2 STEM Master Teacher Corps members to take  
3 on leadership roles in their schools, districts,  
4 States, if part of the participating area, or con-  
5 sortia, in addition to their classroom duties, in-  
6 cluding assisting in the development and imple-  
7 mentation of professional development activities  
8 and driving the instructional program of the  
9 school.

10 “(B) The quality of the proposed profes-  
11 sional development, teacher leadership and  
12 mentorship activities, and networking opportu-  
13 nities.

14 “(C) Demonstration that the local edu-  
15 cational agencies and schools they serve have  
16 removed barriers to full participation in the  
17 program, including affording Corps members  
18 and the teachers they mentor the time to par-  
19 ticipate in activities required by the program.

20 “(D) The number and quality of the indi-  
21 viduals that will be served by the program.

22 “(E) The capacity of the eligible entity to  
23 effectively carry out the program.

24 “(2) PRIORITY.—In awarding grants under this  
25 chapter, the Secretary shall give priority to—

1           “(A) eligible entities that intend to include  
2           large numbers of teachers in the STEM Master  
3           Teacher Corps; and

4           “(B) eligible entities that intend to include  
5           rural schools, particularly high-need rural  
6           schools, in the participating area to be served.

7   **“SEC. 2159. REQUIRED USE OF FUNDS.**

8           “(a) IN GENERAL.—An eligible entity receiving a  
9   grant under this chapter shall use grant funds to—

10           “(1) administer the selection of teachers for  
11          membership in the STEM Master Teacher Corps, in  
12          accordance with the requirements of subsection (b);

13           “(2) provide compensation to each public school  
14          teacher who is selected and serves as a member of  
15          the STEM Master Teacher Corps, in recognition of  
16          the teacher’s teaching accomplishments, leadership,  
17          and increased responsibilities, which amount shall—

18           “(A) supplement, and not supplant, the  
19          teacher’s base salary; and

20           “(B) be equal to—

21           “(i) in the case of a teacher who  
22          teaches at a high-need public school, in-  
23          cluding a high-need charter school,  
24          \$15,000 per year for each year the teacher  
25          serves as a member of the Corps; and

1                   “(ii) in the case of a teacher who  
2                   teaches at a public school, including a  
3                   charter school, that is not a high-need  
4                   school, \$5,000 per year for each year the  
5                   teacher serves as a member of the Corps;

6                   “(3) provide research-based professional devel-  
7                   opment activities for members of the STEM Master  
8                   Teacher Corps, as described in subsection  
9                   2158(b)(6), and track the effectiveness of such pro-  
10                  fessional development in order to determine whether  
11                  to alter professional development activities;

12                  “(4) provide discretionary resources for STEM  
13                  Master Teacher Corps members at high-need public  
14                  schools to use in their classrooms and schools, in-  
15                  cluding for afterschool activities, to enrich STEM  
16                  education and to facilitate long-distance networking,  
17                  mentoring, and sharing of best practices, including  
18                  equipment and technology;

19                  “(5) assist in coordinating instructional leader-  
20                  ship roles for STEM Master Teacher Corps mem-  
21                  bers and mentoring relationships between STEM  
22                  Master Teacher Corps members and other teachers  
23                  in the same school, school district, State, if part of  
24                  the participating area, or consortium in which the  
25                  Corps members serve as instructional leaders;



1           “(6) facilitate efforts by STEM Master Teacher  
2           Corps members to inform STEM education policy at  
3           the national, State, and local levels;

4           “(7) help defray costs associated with affording  
5           STEM Master Teacher Corps members the time to  
6           fulfill their duties as Corps members; and

7           “(8) support other activities that advance the  
8           purpose of this chapter.

9           “(b) SELECTING MEMBERS OF THE STEM MASTER  
10          TEACHER CORPS.—

11           “(1) SELECTION CRITERIA FOR CORPS MEM-  
12          BERS.—The eligible entity shall select, as members  
13          of the STEM Master Teacher Corps, exemplary  
14          STEM teachers at the elementary school and sec-  
15          ondary school levels who teach in the participating  
16          area, which may also include special education  
17          teachers and teachers of English language learners  
18          who teach a STEM subject. In selecting the mem-  
19          bers, the eligible entity shall—

20           “(A) make decisions based on the teach-  
21          er’s—

22           “(i) ability to improve student aca-  
23          demic achievement in the STEM fields, as  
24          demonstrated by, if applicable, student  
25          academic growth in such fields;

1           “(ii) ability to enhance student en-  
2           gagement in such fields;

3           “(iii) record of leadership in the  
4           teacher’s school and involvement in profes-  
5           sional and outreach activities;

6           “(iv) record of teaching students not  
7           on grade level or not on track to graduate  
8           college and career ready; and

9           “(v) demonstrated ability to facilitate  
10          student academic achievement growth with  
11          the students described in clause (iv), where  
12          such measures are available; and

13          “(B) evaluate the teacher’s ability and  
14          record based on multiple measures, such as—

15               “(i) teacher evaluations of pedagogical  
16               skills;

17               “(ii) an assessment of content knowl-  
18               edge;

19               “(iii) the performance and improve-  
20               ment of the teacher’s students on tests;

21               “(iv) demonstration of practical pro-  
22               fessional experience in the teacher’s dis-  
23               cipline, such as having worked in industry  
24               or research;

1                   “(v) involvement in STEM discipline  
2 professional societies;

3                   “(vi) STEM outreach and community  
4 involvement; and

5                   “(vii) certification by the National  
6 Board for Professional Teaching Stand-  
7 ards, or other similar certification, as a  
8 high-performing teacher.

9                   “(2) OVERALL CORPS MEMBERSHIP REQUIRE-  
10 MENTS.—An eligible entity receiving a grant under  
11 this chapter shall ensure that—

12                   “(A) not more than 5 percent of the  
13 STEM teachers who teach in the participating  
14 area are members of the Corps;

15                   “(B) not less than 75 percent of the  
16 STEM Master Teacher Corps members are  
17 teachers at high-need schools;

18                   “(C) the proportion of STEM Master  
19 Teacher Corps members in the participating  
20 area who teach at rural high-need schools is not  
21 less than the proportion of all teachers who  
22 teach at rural high-need schools in the partici-  
23 pating area;

24                   “(D) there are multiple cohorts of STEM  
25 Master Teacher Corps members; and

1           “(E) the STEM Master Teacher Corps in-  
2           cludes teachers from each of science, tech-  
3           nology, engineering, and mathematics, if teach-  
4           ers from each of these disciplines meeting the  
5           standards of Corps membership are available in  
6           the participating area.

7           “(3) PARTICIPATION OF PRIVATE SCHOOL  
8           TEACHERS.—An eligible entity may select STEM  
9           teachers who teach at private schools in the partici-  
10          pating area to be members of the STEM Master  
11          Teacher Corps, except that—

12                   “(A) not more than 5 percent of teachers  
13                   selected as STEM Master Teacher Corps mem-  
14                   bers shall be teachers at private schools; and

15                   “(B) private school teachers shall not be  
16                   eligible for compensation described in sub-  
17                   section (a)(2), discretionary resource funds de-  
18                   scribed in subsection (a)(4), or for defrayment  
19                   funds described in subsection (a)(7).

20          “(c) CORPS MEMBER REQUIREMENTS.—Each teach-  
21          er selected to be a member of the STEM Master Teacher  
22          Corps who wishes to join the Corps shall enter into an  
23          agreement with the eligible entity, under which the teacher  
24          shall, as a condition of receiving the compensation de-  
25          scribed in subsection (a)(2) and the discretionary re-

1 sources described in subsection (a)(4), agree to carry out  
2 the responsibilities of a master teacher as required by the  
3 eligible entity, including—

4           “(1) participating in professional development  
5 activities offered by the program;

6           “(2) networking and sharing best practices and  
7 educational resources with other members of the  
8 STEM Master Teacher Corps; and

9           “(3) contributing to the professional develop-  
10 ment of the teacher’s colleagues, which may include  
11 providing school-based professional support to other  
12 STEM teachers through regular weekly professional  
13 development sessions and individual coaching, where  
14 possible, leading professional learning communities,  
15 and taking on other instructional leadership roles in  
16 the teacher’s school, district, State, if part of the  
17 participating area, or consortium.

18           “(d) COLLECTION FOR NONCOMPLIANCE.—

19           “(1) MONITORING COMPLIANCE.—Each eligible  
20 entity that receives a grant under this chapter shall  
21 monitor whether each teacher the entity selects to be  
22 a member of the STEM Master Teacher Corps is in  
23 compliance with the Corps member requirements de-  
24 scribed in subsection (c).

25           “(2) COLLECTION OF REPAYMENT.—

1           “(A) IN GENERAL.—A teacher selected to  
2 be a member of the STEM Master Teacher  
3 Corps shall repay the additional compensation  
4 provided for a school year described in sub-  
5 section (a)(2) to the eligible entity if—

6           “(i) the entity finds the teacher not in  
7 compliance with the Corps member re-  
8 quirements described in subsection (c) and  
9 the entity determines the teacher should no  
10 longer be a member of the Corps for such  
11 year; or

12           “(ii) the teacher withdraws during  
13 such year from membership in the Corps  
14 without an accepted excuse, as determined  
15 by the eligible entity.

16           “(B) COMPENSATION RETURNED TO THE  
17 TREASURY.—

18           “(i) IN GENERAL.—Except as pro-  
19 vided in clause (ii), an eligible entity that  
20 receives repaid compensation under sub-  
21 paragraph (A) shall return such compensa-  
22 tion to the United States Treasury.

23           “(ii) ADMINISTRATIVE COSTS.—An el-  
24 igible entity that receives repaid compensa-  
25 tion under subparagraph (A) may retain a

1 percentage, determined by the Secretary,  
2 of such repayment to defray administrative  
3 costs associated with the collection.

4 **“SEC. 2160. REPORT AND EVALUATION.**

5 “(a) ADMINISTRATIVE AND REPORTING COSTS.—Of  
6 the amounts appropriated for this chapter for any fiscal  
7 year, the Secretary may use not more than 6 percent of  
8 the funds appropriated for such fiscal year for administra-  
9 tive costs and report and evaluation costs under this sec-  
10 tion, except that the Secretary may use not more than 3  
11 percent of the funds appropriated for such fiscal year for  
12 administrative costs.

13 “(b) REPORTS TO THE SECRETARY.—

14 “(1) IN GENERAL.—Each eligible entity receiv-  
15 ing a grant under this chapter shall provide an an-  
16 nual report to the Secretary that—

17 “(A) summarizes the activities assisted  
18 under the grant and program outcomes; and

19 “(B) includes, with respect to each mem-  
20 ber of the STEM Master Teacher Corps, the  
21 following:

22 “(i) The name of the member.

23 “(ii) The school at which the member  
24 teaches and the location of such school.

1                   “(iii) The subject area the teacher  
2                   teaches.

3                   “(iv) The grade level the teacher  
4                   teaches.

5                   “(2) PUBLICATION.—Each eligible entity receiv-  
6                   ing a grant under this chapter shall publicize the in-  
7                   formation described in paragraph (1)(B).

8                   “(c) IES EVALUATION.—The Secretary, acting  
9                   through the Director of the Institute of Education  
10                  Sciences, shall—

11                  “(1) evaluate the implementation and impact of  
12                  the program under this chapter, particularly with re-  
13                  gard to the program’s success in achieving the pur-  
14                  pose described in section 2155;

15                  “(2) identify optimal strategies for the design,  
16                  implementation, and continuing development of the  
17                  STEM Master Teacher Corps program; and

18                  “(3) identify best practices for developing, sup-  
19                  porting, and retaining STEM teachers based on les-  
20                  sons learned from the program.

21                  “(d) DISSEMINATION.—The Secretary shall dissemi-  
22                  nate findings from the evaluation conducted under sub-  
23                  section (c) to the STEM education field and make the  
24                  findings publicly available.



1       “(e) REPORTS TO CONGRESS.—Not later than 4  
2 years after the establishment of the program under this  
3 chapter, and not later than 2 years thereafter, the Sec-  
4 retary shall prepare and submit to the Committee on Edu-  
5 cation and the Workforce and the Committee on Science,  
6 Space, and Technology of the House of Representatives  
7 and the Committee on Commerce, Science, and Transpor-  
8 tation and the Committee on Health, Education, Labor,  
9 and Pensions of the Senate, a report that summarizes—

10           “(1) the activities assisted under the program  
11       under this chapter;

12           “(2) the outcomes of the program; and

13           “(3) any recommendations regarding changes  
14       to, the termination of, or the continuation and ex-  
15       pansion of the program.

16 **“SEC. 2161. AUTHORIZATION OF APPROPRIATIONS.**

17       “There are authorized to be appropriated to carry out  
18 this chapter \$35,000,000 for fiscal year 2012 and such  
19 sums as may be necessary for each of the 4 succeeding  
20 fiscal years.”.

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