

117TH CONGRESS
2D SESSION

S. 4041

To promote environmental literacy.

IN THE SENATE OF THE UNITED STATES

APRIL 7, 2022

Mr. REED (for himself, Ms. COLLINS, and Mr. MERKLEY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To promote environmental literacy.

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 “No Child Left Inside
5 Act of 2022”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Hands-on experiences in nature help build
9 stronger, smarter, and happier children.

10 (2) Children and young adults are increasingly
11 disconnected from the natural world around them,

1 spending less time outside playing, exploring, and
2 learning.

3 (3) Quality education for students includes reg-
4 ular opportunities to make connections outside of
5 the classroom.

6 (4) Environmental education, when integrated
7 across the curriculum, has positive impacts on the
8 development of important skills, such as critical
9 thinking, problem solving, and citizenship and lead-
10 ership skills.

11 (5) Every student should have the opportunity
12 to participate in residential outdoor education pro-
13 grams or comparable outdoor education programs.

14 (6) Outdoor and environmental education pro-
15 grams have been shown to build critical thinking
16 skills and leadership skills, and can improve student
17 attendance and retention rates.

18 (7) Colleges, universities, and higher education
19 associations play a critical role in cultivating the
20 next generation of scientists, engineers, educators,
21 planners, and business leaders for 21st century ca-
22 reers in the public and private sectors.

23 (8) Environmental education, as part of the for-
24 mal prekindergarten through grade 12 school cur-
25 riculum, has positive impacts on student achieve-

1 ment in all subjects, and especially in science, read-
2 ing, mathematics, and social studies, and improves
3 critical thinking skills, enthusiasm for learning,
4 stewardship, and healthy lifestyles.

5 (9) The Partnership for 21st Century Learning
6 identified environmental literacy as one of the key
7 interdisciplinary themes critical to helping students
8 to acquire the skills, knowledge, and expertise nec-
9 essary to succeed in work and life.

10 (10) The Programme for International Student
11 Assessment (PISA) rankings find that the United
12 States is falling behind other nations in preparing
13 students with the educational tools necessary to
14 compete for the growing opportunities in the
15 sciences, including careers related to the environ-
16 ment, natural resources, and energy.

17 (11) Forty-six 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 to ensure that students graduate
22 from high school environmentally literate.

23 (12) Support from the Department of Edu-
24 cation is needed to help State and local educational
25 agencies, and the partners of such agencies, imple-

1 ment environmental literacy plans and advance State
 2 curriculum frameworks for environmental and nat-
 3 ural resource education that meets new State aca-
 4 demic content and student achievement standards.

5 (13) Federal science agencies, natural resource
 6 agencies, and other agencies have important re-
 7 sources, including Federal lands and laboratories,
 8 content experts, data, and programs, that can in-
 9 form and support State and local environmental lit-
 10 eracy policies and programming.

11 **SEC. 3. ENVIRONMENTAL LITERACY.**

12 Title IV (20 U.S.C. 7101 et seq.) of the Elementary
 13 and Secondary Education Act of 1965 is amended by add-
 14 ing at the end the following:

15 **“PART G—ENVIRONMENTAL LITERACY**

16 **“SEC. 4701. DEFINITIONS.**

17 “In this part:

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

22 “(A) A Federal, State, regional, or local
 23 environmental or natural resource management
 24 agency, or parks and recreation department,
 25 that has demonstrated effectiveness, expertise,

1 and experience in the field of environmental lit-
 2 eracy, including the professional development of
 3 teachers.

4 “(B) A nonprofit organization that has
 5 demonstrated effectiveness, expertise, and expe-
 6 rience in the field of environmental literacy, in-
 7 cluding the professional development of teach-
 8 ers, such as—

9 “(i) museums, as defined in section
 10 273 of the Museum and Library Services
 11 Act (20 U.S.C. 9172);

12 “(ii) a teacher preparation program at
 13 an institution of higher education;

14 “(iii) the environmental or life
 15 sciences department of an institution of
 16 higher education;

17 “(iv) another local educational agency,
 18 a public charter school, a public elemen-
 19 tary school or secondary school, or a con-
 20 sortium of such schools;

21 “(v) nature centers; or

22 “(vi) organizations with environmental
 23 education programming.

24 “(2) ENVIRONMENTAL LITERACY.—The term
 25 ‘environmental literacy’ means—

1 “(A) a fundamental understanding of eco-
 2 logical principles, the systems of the natural
 3 world, the relationships and interactions be-
 4 tween natural and man-made environments,
 5 and the skills to apply such understanding in
 6 real-world settings; and

7 “(B) having the ability, both individually
 8 and together with others, to make informed de-
 9 cisions concerning the environment, having the
 10 will to act on those decisions to improve the
 11 well-being of other individuals, societies, and
 12 the global environment, and participating in
 13 civic life.

14 “(3) ENVIRONMENTAL LITERACY PLAN.—The
 15 term ‘environmental literacy plan’ means a plan de-
 16 veloped, approved, or sponsored by a State edu-
 17 cational agency in consultation with State environ-
 18 mental agencies, State environmental education as-
 19 sociations, and State natural resource agencies, and
 20 with input from the public, that—

21 “(A) prepares students to understand eco-
 22 logical principles, the systems of the natural
 23 world, and the relationships and interactions
 24 between natural and man-made environments,

1 and to apply such knowledge in real-world set-
 2 tings;

3 “(B) provides field and hands-on experi-
 4 ences as part of the regular school curriculum
 5 and creates programs that contribute to healthy
 6 lifestyles through outdoor recreation and sound
 7 nutrition;

8 “(C) provides environmental service learn-
 9 ing opportunities;

10 “(D) provides targeted professional devel-
 11 opment opportunities for teachers that im-
 12 prove—

13 “(i) environmental and natural re-
 14 source content knowledge of teachers;

15 “(ii) pedagogical skills in teaching
 16 about the environment, including the use
 17 of—

18 “(I) interdisciplinary, field-based,
 19 and research-based learning; and

20 “(II) science, technology, engi-
 21 neering, and mathematics content
 22 knowledge and tools; and

23 “(iii) the ability and confidence to use
 24 school buildings and grounds as a context
 25 for learning;

1 “(E) describes the measures the State will
2 use to assess the environmental literacy of stu-
3 dents, including—

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

11 “(ii) a description of the relationship
12 of the plan to the secondary school gradua-
13 tion requirements of the State;

14 “(F) describes the outdoor learning spaces
15 the State makes available to local educational
16 agencies;

17 “(G) describes how the State educational
18 agency will implement the plan, in partnership
19 with nongovernmental organizations, Federal
20 agencies, State environmental agencies, State
21 environmental education associations, State
22 natural resource agencies, and local educational
23 agencies, including how the State educational
24 agency will secure funding and other necessary
25 support;

1 “(H) is periodically updated by the State
2 educational agency not less often than every 5
3 years;

4 “(I) utilizes school building and grounds as
5 a context for learning;

6 “(J) describes teacher professional develop-
7 ment needs; and

8 “(K) develops and describes a plan to
9 adopt best management practices for early
10 childhood environmental education, including
11 guidelines for time in outdoors, outdoor space
12 design, and learning context.

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

16 “(A) with respect to which not less than
17 20 percent of the children served by the agency
18 are children from low-income families;

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

21 “(C) that meets the eligibility requirements
22 for funding under section 5211(b); or

23 “(D) that meets the eligibility require-
24 ments for funding under section 5221(b).

1 “(5) HIGH-NEED SCHOOL.—The term ‘high-
 2 need school’ means a public elementary school or
 3 secondary school that is located in an area in which
 4 the percentage of students from families with in-
 5 comes below the poverty line is 30 percent or more.

6 “(6) OUTDOOR SCHOOL EDUCATION PRO-
 7 GRAM.—The term ‘outdoor school education pro-
 8 gram’ means a multi-day educational program that
 9 delivers outdoor hands-on learning experiences, and
 10 that—

11 “(A) addresses community needs and con-
 12 texts;

13 “(B) takes place in a residential or day
 14 program setting;

15 “(C) provides field study opportunities for
 16 students;

17 “(D) is integrated with local school cur-
 18 ricula and support students in meeting State
 19 standards; and

20 “(E) provides students with opportunities
 21 to develop leadership, critical thinking, and
 22 problem solving skills.

1 **“SEC. 4702. GRANTS FOR IMPLEMENTATION OF ENVIRON-**
2 **MENTAL LITERACY PLANS.**

3 “(a) PROGRAM AUTHORIZED.—From amounts ap-
4 propriated to carry out this section, the Secretary shall
5 award grants to States to enable the States to award sub-
6 grants, on a competitive basis, to eligible partnerships to
7 support the implementation of the State environmental lit-
8 eracy plan.

9 “(b) APPLICATION.—

10 “(1) IN GENERAL.—A State that desires a
11 grant under this section shall submit an application
12 to the Secretary, at such time, in such manner, and
13 containing such information as the Secretary may
14 require.

15 “(2) CONTENTS.—Each application under this
16 subsection shall—

17 “(A) include the State’s environmental lit-
18 eracy plan and information on the status of im-
19 plementation of such plan;

20 “(B) describe how funds received under
21 this section will assist the State in furthering
22 the implementation of the State’s environmental
23 literacy plan;

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

1 “(D) describe the process the State will
2 use to evaluate the impact of the activities as-
3 sisted under this section.

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

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

7 “(2) appoint individuals to the peer review
8 process who—

9 “(A) are representative of parents, teach-
10 ers, State educational agencies, State environ-
11 mental agencies, State natural resource agen-
12 cies, local educational agencies, and nongovern-
13 mental organizations; and

14 “(B) are familiar with national environ-
15 mental issues and the health and educational
16 needs of students; and

17 “(3) include, in the peer review process, appro-
18 priate representatives from the Department of Com-
19 merce, the Department of the Interior, the Depart-
20 ment of Energy, the Environmental Protection
21 Agency, and other appropriate Federal agencies, to
22 provide environmental expertise and background for
23 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 section shall prepare and submit an
 7 annual report to the Secretary containing informa-
 8 tion about—

9 “(A) the implementation of the environ-
 10 mental literacy plan; and

11 “(B) the grant activities supported under
 12 this section.

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) a description of how the eligible part-
5 nership will utilize school facilities and grounds
6 as tools for teaching and learning of environ-
7 mental content;

8 “(C) an explanation of how the activities to
9 be carried out by the eligible partnership are
10 expected to improve student academic achieve-
11 ment and strengthen the quality of environ-
12 mental instruction;

13 “(D) a description of how the activities to
14 be carried out by the eligible partnership—

15 “(i) will be aligned with challenging
16 State academic content standards and stu-
17 dent academic achievement standards
18 under section 1111(b)(1) in environmental
19 education, to the extent such standards
20 exist, and with the State’s environmental
21 literacy plan; and

22 “(ii) will advance the teaching of
23 interdisciplinary courses that integrate the
24 study of natural, social, and economic sys-
25 tems, and that include strong field compo-

1 nents in which students have the oppor-
 2 tunity to directly experience nature
 3 through outdoor environmental learning;

4 “(E) a description of how the activities to
 5 be carried out by the eligible partnership will
 6 ensure that teachers are trained in the use of
 7 field-based or service learning to enable the
 8 teachers—

9 “(i) to use the local environment and
 10 community as a resource; and

11 “(ii) to improve student under-
 12 standing of the environment and increase
 13 academic achievement;

14 “(F) a description of—

15 “(i) how the eligible partnership will
 16 carry out the authorized activities de-
 17 scribed in subsection (h); and

18 “(ii) the eligible partnership’s evalua-
 19 tion and accountability plan described in
 20 subsection (i); and

21 “(G) a description of how the eligible part-
 22 nership will continue the activities funded under
 23 this section after the grant period has expired.

24 “(h) AUTHORIZED ACTIVITIES.—An eligible partner-
 25 ship shall use the subgrant funds provided under this sec-

1 tion for 1 or more of the following activities related to
 2 elementary schools or secondary schools:

3 “(1) Providing targeted, job-embedded profes-
 4 sional development opportunities for teachers that
 5 improve the teachers’ environmental content knowl-
 6 edge and pedagogical skills in teaching about the en-
 7 vironment, including in the use of—

8 “(A) interdisciplinary, research-based, and
 9 field-based learning; and

10 “(B) technology in the classroom.

11 “(2) Establishing and operating environmental
 12 education summer workshops or institutes, including
 13 follow-up professional development for elementary
 14 and secondary school teachers, and preschool teach-
 15 ers, as appropriate, to improve pedagogical skills
 16 and content knowledge for the teaching of environ-
 17 mental education.

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

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

1 “(B) advance the teaching of interdiscipli-
2 nary courses that integrate the study of nat-
3 ural, social, and economic systems and that in-
4 clude strong field components.

5 “(4) Designing programs to prepare teachers at
6 a school to provide mentoring and professional devel-
7 opment to other teachers at such school to improve
8 teacher environmental education content knowledge
9 and pedagogical skills.

10 “(5) Establishing and operating programs to
11 bring teachers and students into contact with work-
12 ing professionals in environmental fields to deepen
13 such teachers’ knowledge of environmental content
14 and research practices.

15 “(6) Creating initiatives that seek to incor-
16 porate environmental education within teacher train-
17 ing programs or accreditation standards, consistent
18 with the State environmental literacy plan.

19 “(7) Promoting the integration of outdoor envi-
20 ronmental education lessons into the regular school
21 curriculum and schedule in order to further the
22 knowledge and professional development of teachers
23 and help students directly experience nature.

24 “(8) Creating or improving outdoor learning
25 spaces on school grounds.

1 “(i) EVALUATION AND ACCOUNTABILITY PLAN.—

2 “(1) IN GENERAL.—Each eligible partnership
3 receiving a subgrant under this section shall develop
4 an evaluation and accountability plan for activities
5 assisted under this section that includes rigorous ob-
6 jectives that measure the impact of such activities.

7 “(2) CONTENTS.—The plan developed under
8 paragraph (1) shall include measurable objectives to
9 increase the number of teachers who participate in
10 environmental education content-based professional
11 development activities.

12 “(j) REPORT BY ELIGIBLE PARTNERSHIPS.—Each
13 eligible partnership receiving a subgrant under this section
14 shall report annually, for each year of the subgrant, to
15 the State educational agency regarding the eligible part-
16 nership’s progress in meeting the objectives described in
17 the accountability plan of the eligible partnership under
18 subsection (i).

19 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
20 are authorized to be appropriated \$150,000,000 to carry
21 out this section for fiscal year 2023 and each of the 4
22 succeeding fiscal years.

1 **“SEC. 4703. OUTDOOR SCHOOL EDUCATION PILOT PRO-**
2 **GRAM.**

3 “(a) GRANTS AUTHORIZED.—From funds appro-
4 priated to carry out this section, the Secretary shall make
5 grants to eligible partnerships to establish or expand out-
6 door school education programs.

7 “(b) APPLICATION.—

8 “(1) IN GENERAL.—An eligible partnership that
9 desires a grant under this section shall submit an
10 application to the Secretary, at such time, in such
11 manner, and containing such information as the Sec-
12 retary may require.

13 “(2) CONTENTS.—Each application under this
14 subsection shall describe the outdoor school edu-
15 cation program to be carried out and how such pro-
16 gram will—

17 “(A) improve student academic achieve-
18 ment as defined in the State plan under section
19 1111(c);

20 “(B) promote the development of leader-
21 ship skills;

22 “(C) increase student engagement in edu-
23 cation;

24 “(D) improve critical thinking skills;

25 “(E) provide opportunities for civic en-
26 gagement and service learning;

1 “(F) address inequities of outdoor edu-
2 cational opportunities for underserved children
3 in the State; and

4 “(G) improve student access to, and suc-
5 cess in, well-rounded educational experiences.

6 “(c) PRIORITY.—The Secretary shall give priority to
7 applicants that propose to serve high-need schools.

8 “(d) GEOGRAPHIC DIVERSITY.—In making awards
9 under this section, the Secretary shall ensure that grants
10 are awarded to eligible partnerships serving urban, rural,
11 and suburban local educational agencies.

12 “(e) REQUIRED USES OF FUNDS.—Eligible partner-
13 ships awarded grants under this section shall use such
14 funds for outdoor school education programs that—

15 “(1) provide a residential, hands-on educational
16 experience, or an equivalent combination of class-
17 room-based and outdoor educational experience, that
18 reflects local community needs and contexts, fea-
19 turing field study opportunities for students, which
20 may include learning about—

21 “(A) soil, water, plants, and animals;

22 “(B) the role of natural resources indus-
23 tries, including timber, agriculture, fisheries,
24 and others, in the economy of the State;

1 “(C) the interrelationship of nature, nat-
2 ural resources, economic development, and ca-
3 reer opportunities in the State; and

4 “(D) the importance of the State’s envi-
5 ronmental and natural resources;

6 “(2) are integrated with local school curricula
7 in a manner that assists students in meeting State
8 standards related to science, technology, engineering,
9 and mathematics, and international standards re-
10 lated to science;

11 “(3) provide students with opportunities to de-
12 velop leadership, critical thinking, and decision-
13 making skills;

14 “(4) provide students with opportunities to
15 learn about the interdependence of urban and rural
16 areas; and

17 “(5) provide professional development for edu-
18 cators to effectively implement outdoor school edu-
19 cation programs.

20 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated such sums as may be
22 necessary to carry out this section for fiscal year 2023
23 and each of the 4 succeeding fiscal years.

1 **“SEC. 4704. REPORT TO CONGRESS.**

2 “Not later than 2 years after the date of enactment
3 of the No Child Left Inside Act of 2022 and every 2 years
4 thereafter, the Secretary shall submit a report to Congress
5 that—

6 “(1) describes the programs assisted under this
7 part;

8 “(2) documents the success of such programs in
9 improving national and State environmental edu-
10 cation capacity; and

11 “(3) makes such recommendations as the Sec-
12 retary determines appropriate for the continuation
13 and improvement of the programs assisted under
14 this part.”.

15 **SEC. 4. CONFORMING AMENDMENT.**

16 The table of contents in section 2 is amended by in-
17 serting after the item relating to section 4644 the fol-
18 lowing:

“PART G—ENVIRONMENTAL LITERACY

“Sec. 4701. Definitions.

“Sec. 4702. Grants for implementation of environmental literacy plans.

“Sec. 4703. Outdoor school education pilot program.

“Sec. 4704. Report to Congress.”.

19 **SEC. 5. AVAILABILITY OF OTHER ENVIRONMENTAL LIT-**
20 **ERACY INFORMATION.**

21 (a) OTHER FEDERAL AGENCY ENVIRONMENTAL LIT-
22 ERACY ASSISTANCE PROGRAMS.—The Secretary of Edu-
23 cation shall request that all Federal agencies provide in-

1 formation on any environmental literacy assistance pro-
 2 gram operated, sponsored, or supported by such Federal
 3 agency, including information about the application proce-
 4 dures, financial terms and conditions, and other relevant
 5 information for each program, and each Federal agency
 6 shall promptly respond to surveys or other requests from
 7 the Secretary of Education for the information described
 8 in this subsection.

9 (b) PUBLIC INFORMATION.—The Secretary of Edu-
 10 cation shall ensure that not later than 90 days after the
 11 Secretary of Education receives the information required
 12 under subsection (a), the eligibility requirements, applica-
 13 tion procedures, financial terms and conditions, and other
 14 relevant information for each environmental literacy as-
 15 sistance program offered by another Federal agency are
 16 searchable and accessible through the Department of Edu-
 17 cation’s website and cross-referenced with the United
 18 States Green Ribbon School application information, in a
 19 manner that is simple and understandable for local edu-
 20 cational agencies and communities.

21 **SEC. 6. FEDERAL INTERAGENCY COORDINATION ON ENVI-**
 22 **RONMENTAL LITERACY.**

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

1 the Department of Energy, the Environmental Protection
2 Agency, the Department of the Interior, and the Depart-
3 ment of Commerce, the Department of Health and
4 Human Services, the National Science Foundation, the In-
5 stitute of Museum and Library Services, and the National
6 Aeronautics and Space Administration, including by car-
7 rying out the activities described in subsection (b).

8 (b) COORDINATION ACTIVITIES.—In coordinating en-
9 vironmental literacy activities, the Secretary of Education
10 shall—

11 (1) assess Federal environmental education pro-
12 grams, goals, and budget items across agencies;

13 (2) assess environment-based science, tech-
14 nology, engineering, and mathematics achievement
15 to demonstrate that learning about and in the envi-
16 ronment is an effective strategy for increasing en-
17 gagement in learning and academic achievement in
18 science, technology, engineering, and mathematics
19 subject areas; and

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

1 (c) ADVISORY PANEL.—The Secretary of Education
2 shall appoint an advisory panel of stakeholders, including
3 representatives from State educational agencies, local edu-
4 cational agencies, businesses, and nonprofit organizations
5 that are engaged in local environmental literacy efforts
6 representing the geographic, economic, and cultural diver-
7 sity of the United States, who shall meet quarterly to ad-
8 vise and support interagency planning and assessment re-
9 garding environmental literacy activities.

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

○