

116TH CONGRESS
2D SESSION

S. _____

To amend the Elementary and Secondary Education Act of 1965 by establishing a program to support the modernization, renovation, or repair of career and technical education facilities, to enable schools serving grades 6 through 12 that are located in rural areas or that serve Native American students to remodel or build new facilities to provide STEM classrooms and laboratories and support high-speed internet, and for other purposes.

IN THE SENATE OF THE UNITED STATES

Mr. SCHATZ (for himself, Mr. BROWN, Mr. MERKLEY, Mr. BOOKER, Ms. WARREN, and Ms. ROSEN) introduced the following bill; which was read twice and referred to the Committee on _____

A BILL

To amend the Elementary and Secondary Education Act of 1965 by establishing a program to support the modernization, renovation, or repair of career and technical education facilities, to enable schools serving grades 6 through 12 that are located in rural areas or that serve Native American students to remodel or build new facilities to provide STEM classrooms and laboratories and support high-speed internet, 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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Inspiring New STEM
3 Professionals by Investing in Renovation of Education
4 Spaces Act” or the “INSPIRES Act”.

5 **SEC. 2. FINDINGS.**

6 Congress finds the following:

7 (1) Technological advancement has increased
8 the types of jobs available now and for the foresee-
9 able future. Over the next 10 years, employers will
10 be looking to fill an estimated 2,600,000 openings
11 for the top 10 occupations in the collective fields of
12 science, technology, engineering, and mathematics
13 (referred to in this section as “STEM”). STEM jobs
14 pay well; STEM workers earn an average of \$14,000
15 per year more than non-STEM workers at every
16 education level. However, projections suggest that
17 the United States won’t have enough skilled workers
18 to fill STEM jobs.

19 (2) STEM skills and knowledge are now re-
20 quired in a wide range of occupations, including
21 many that are not traditionally considered to be
22 science or engineering-related, such as sustainable
23 agriculture, management of natural resources, and
24 health care. Because of the growing use of STEM
25 skills across all job sectors, the distinction between
26 a “rural” as compared to an “urban” job is blur-

1 ring. For instance, renewable energy development
2 and bio-based product manufacturing employ work-
3 ers in a variety of areas of the United States.
4 Known as the “new collar” economy, the phe-
5 nomenal growth in job opportunities for those who
6 are prepared will also support the growth of commu-
7 nities: places to raise families and invest in the fu-
8 ture.

9 (3) While students at all grade levels can ben-
10 efit from STEM education, the evidence points to
11 ensuring quality STEM education for middle school
12 students during school and non-school hours. Good
13 STEM experiences in middle school will lead to posi-
14 tive attitudes toward and expectations of STEM ex-
15 periences in high school. In the middle grades, stu-
16 dents begin to demonstrate formal logical operations
17 (critical thinking). Further, middle school students
18 have been shown to be highly susceptible to devel-
19 oping opinions about their competence and interest
20 in STEM learning. Providing students with addi-
21 tional time in after school and summer STEM pro-
22 grams allows students opportunities to engage in
23 hands-on learning that sparks interest in STEM
24 fields and careers. Students who engage in well-de-
25 signed laboratory experiences develop problem-solv-

1 ing and critical-thinking skills, and gain exposure to
2 reactions, materials, and equipment in a lab setting.
3 Sustained investments in hands-on experiences help
4 inspire students to further their education and pre-
5 pare them for high-technology careers by fostering
6 skills sought by potential employers. Hands-on expe-
7 riences significantly advance learning at all levels of
8 science education when appropriately designed and
9 guided by qualified educators, in a safe learning en-
10 vironment that is student-centered and curriculum-
11 driven. The classroom should contain enough re-
12 sources, space, and storage to permit long-term mul-
13 tidisciplinary projects, individual and small-group
14 learning, inquiry and project-based learning.

15 (4) Native American communities, including
16 American Indian, Alaska Native, and Native Hawai-
17 ian populations, have a long history of discrimina-
18 tion and poverty and have higher high school drop-
19 out rates than other underserved groups. In assess-
20 ments of mathematics and reading throughout ele-
21 mentary and secondary school grades, American In-
22 dian and Alaska Native children score lower in
23 mathematics and reading proficiency as compared to
24 other groups. Only 28 percent of Native Hawaiians
25 students in Hawaii demonstrate mathematics pro-

1 iciency as compared with 49 percent of non-Native
2 Hawaiian students. In reading, 34.8 percent of Na-
3 tive Hawaiian students tested proficient compared to
4 54.3 percent of non-Native Hawaiian students. Fur-
5 ther, the United States is obligated under the Fed-
6 eral trust responsibility to help raise the standard of
7 living and educational achievement of Native Ameri-
8 cans to a level comparable to non-Natives.

9 (5) To meet the challenge of educating youth to
10 fulfill the demand for STEM workers, public schools
11 in the United States must be equipped to educate all
12 youth in STEM skills, especially youth who are un-
13 derserved or socially disadvantaged.

14 (6) The median age of United States schools is
15 65 years. Nearly 50 percent of school buildings in
16 the United States need significant repairs or up-
17 grades, including clean and safe classrooms and lab-
18 oratory spaces, up-to-date technology, and
19 broadband. Moreover, the condition of school facili-
20 ties has a measurable effect on student achievement.

21 (7) For all of these reasons, the future work-
22 force of the United States needs safe, clean, well-
23 equipped school facilities where, regardless of his-
24 toric or current disadvantages, students can reach
25 their full potential and learn the knowledge and

1 skills that place students on a secure pathway to en-
2 hance the capacity of the United States to compete
3 globally.

4 **SEC. 3. STEM EDUCATION FACILITIES; CAREER AND TECH-**
5 **NICAL EDUCATION FACILITIES.**

6 (a) CAREER AND TECHNICAL EDUCATION FACILI-
7 TIES.—Title V of the Elementary and Secondary Edu-
8 cation Act of 1965 (20 U.S.C. 7305 et seq.) is amended—

9 (1) by redesignating part C as part E;

10 (2) by redesignating sections 5301 and 5302 as
11 sections 5501 and 5502, respectively; and

12 (3) by inserting after part B the following:

13 **“PART C—STEM EDUCATION FACILITIES**

14 **“SEC. 5301. DEFINITIONS.**

15 “In this part:

16 “(1) ELIGIBLE ENTITY.—The term ‘eligible en-
17 tity’ means a local educational agency, a consortium
18 of local educational agencies, or an education service
19 agency.

20 “(2) ELIGIBLE SCHOOL.—The term ‘eligible
21 school’ means—

22 “(A) a public school that—

23 “(i) serves students in any of grades
24 6 through 12; and

25 “(ii)(I) is located—

1 “(aa) in a rural area, as defined
2 in section 25.503 of title 7, Code of
3 Federal Regulations, or any successor
4 regulation;

5 “(bb) on or near trust land, as
6 defined in section 3765 of title 38,
7 United States Code;

8 “(cc) on or near a substantially
9 underserved trust area, as defined in
10 section 306F(a) of the Rural Elec-
11 trification Act of 1936 (7 U.S.C.
12 936f(a)); or

13 “(dd) in an eligible community,
14 as defined in section 1456 of the Safe
15 Drinking Water Act (42 U.S.C. 300j-
16 16);or

17 “(II) is determined by an Indian tribe
18 or tribal organization to serve Native
19 American students; or

20 “(B) a Bureau-funded school, as defined in
21 section 1141 of the Education Amendments of
22 1978 (25 U.S.C. 2021).

23 “(3) INDIAN TRIBE.—The term ‘Indian tribe’
24 has the meaning given the term in section 4 of the

1 Indian Self-Determination and Education Assistance
2 Act (25 U.S.C. 5304).

3 “(4) NATIVE AMERICAN.—The term ‘Native
4 American’ has the meaning given the term in section
5 102 of the Older Americans Act of 1965 (42 U.S.C.
6 3002).

7 “(5) PUBLIC-PRIVATE PARTNERSHIP.—The
8 term ‘public-private partnership’ means a partner-
9 ship—

10 “(A) between a grantee or subgrantee
11 under this part and a private entity (which may
12 be a nonprofit organization, business, or other
13 nongovernmental entity); and

14 “(B) through which the private entity will
15 provide some or all of the required match under
16 section 5302(e).

17 “(6) QUALIFIED PROJECT.—The term ‘qualified
18 project’ means—

19 “(A) the modernization, renovation, or re-
20 pair of facilities to provide STEM classrooms or
21 laboratories, including updates related to stu-
22 dent and faculty health and safety, which may
23 include—

24 “(i) improving the energy efficiency of
25 a facility;

1 “(ii) improving the cost-effectiveness
2 of a facility in delivering quality education;

3 “(iii) improving student, faculty, and
4 staff health and safety at a facility;

5 “(iv) improving, installing, or upgrad-
6 ing educational technology infrastructure;

7 “(v) retrofitting an existing building
8 for career and technical education pur-
9 poses; and

10 “(vi) a one-time repair of serviceable
11 equipment at a facility, or replacement of
12 equipment at a facility that is at the end
13 of its serviceable lifespan, that will be used
14 to further educational outcomes;

15 “(B) building new facilities to provide
16 STEM classrooms or laboratories; or

17 “(C) supporting the establishment and
18 maintenance of high-speed internet for a STEM
19 classroom or laboratory.

20 “(7) STEM.—The term ‘STEM’ means the
21 fields of science, technology, engineering, and mathe-
22 matics, and related fields (including computer
23 science).

24 “(8) TRIBAL ORGANIZATION.—The term ‘tribal
25 organization’ has the meaning given the term in sec-

1 tion 658P of the Child Care and Development Block
2 Grant Act of 1990 (42 U.S.C. 9858n).

3 **“SEC. 5302. STEM EDUCATION FACILITIES IMPROVEMENT.**

4 “(a) PROGRAM AUTHORIZED.—The Secretary shall
5 carry out a program to improve STEM education facilities
6 by awarding grants to States, Indian tribes, and tribal or-
7 ganizations to enable those States, Indian tribes, and trib-
8 al organizations to carry out qualified projects at eligible
9 schools or to award subgrants to eligible entities or tribal
10 educational agencies to carry out qualified projects at eli-
11 gible schools.

12 “(b) RESERVATION, ALLOTMENT, AND USE OF
13 FUNDS.—

14 “(1) RESERVATION OF FUNDS FOR INDIAN
15 TRIBES AND TRIBAL ORGANIZATIONS.—From
16 amounts made available to carry out this section, the
17 Secretary shall reserve 10 percent for Indian tribes
18 and tribal organizations to enable Indian tribes and
19 tribal organizations to carry out, or to award sub-
20 grants to tribal educational agencies to carry out,
21 qualified projects at eligible schools.

22 “(2) ALLOTMENTS AND USE OF FUNDS FOR
23 STATES.—

24 “(A) ALLOTMENTS.—From amounts ap-
25 propriated to carry out this part for each fiscal

1 year and not reserved under paragraph (1), the
2 Secretary shall allot to each State that has an
3 application approved under this section an
4 amount that bears the same relationship as the
5 number of schools in the State that are rural
6 schools designated with a locale code of 41, 42,
7 or 43, as determined by the Secretary, bears to
8 the number of all such schools in the United
9 States and on such Indian lands for that fiscal
10 year.

11 “(B) USE OF FUNDS.—A State receiving
12 an allotment under subparagraph (A) shall use
13 the allotment to award subgrants to eligible en-
14 tities to carry out qualified projects at eligible
15 schools.

16 “(c) APPLICATION.—

17 “(1) GRANT APPLICATION FOR STATES.—

18 “(A) IN GENERAL.—A State that desires
19 to receive a grant under this part shall submit
20 an application to the Secretary at such a time,
21 in such a manner, and containing such informa-
22 tion as the Secretary may require. Such infor-
23 mation shall include, at a minimum—

1 “(i) a description of the process that
2 the State will use in selecting and award-
3 ing subgrants to eligible entities;

4 “(ii) an assurance that such process
5 will meet the requirements described in
6 paragraph (2);

7 “(iii) an assurance that in awarding
8 subgrants to eligible entities, the State will
9 give priority to eligible entities that are
10 part of a public-private partnership; and

11 “(iv) if the State has formed a public-
12 private partnership, a description of that
13 partnership, including how the private enti-
14 ty partner will contribute to the required
15 match under subsection (e)(1).

16 “(B) PRIORITY.—In awarding grants to
17 States, the Secretary shall give priority to
18 States that have formed a public-private part-
19 nership.

20 “(2) SUBGRANT APPLICATION.—A State that
21 receives a grant under this section shall require an
22 eligible entity that desires a subgrant to submit an
23 application that contains, at a minimum, the fol-
24 lowing information:

1 “(A) A detailed description of the qualified
2 projects that the eligible entity will carry out
3 with subgrant funds.

4 “(B) A description of the need for those
5 qualified projects.

6 “(C) A description of how the eligible enti-
7 ty will ensure that the qualified projects will be
8 adequately maintained.

9 “(D) An identification of the eligible
10 schools that will benefit from the qualified
11 projects.

12 “(E) A description of how the facilities or
13 internet supported by the qualified project will
14 be used for providing educational services in
15 STEM during the school day, summer, and in
16 after school programs.

17 “(F) If the eligible entity has formed a
18 public-private partnership, a description of that
19 partnership, including how the private entity
20 partner will contribute to the required match
21 under subsection (e)(2).

22 “(3) GRANT APPLICATION FOR INDIAN TRIBES
23 OR TRIBAL ORGANIZATIONS.—

24 “(A) IN GENERAL.—An Indian tribe or
25 tribal organization desiring a grant under this

1 section shall submit an application to the Sec-
2 retary at such time, in such manner, and ac-
3 companied by such information as the Secretary
4 may require, including a description of any pub-
5 lic-private partnership that the Indian tribe or
6 tribal organization has formed and how the pri-
7 vate entity in such partnership will contribute
8 to the required match described in subsection
9 (e)(3).

10 “(B) PRIORITY.—In awarding grants to
11 Indian tribes or tribal organizations, the Sec-
12 retary shall give priority to Indian tribes or
13 tribal organizations that have formed a public-
14 private partnership.

15 “(d) ENVIRONMENTAL STANDARDS.—The Secretary
16 shall encourage, but not require, eligible entities, Indian
17 tribes, tribal organizations, and tribal educational agencies
18 to ensure that the modernization, renovation, repair, or
19 building supported by the qualified project meets Leader-
20 ship in Energy and Environmental Design (LEED) build-
21 ing rating standards, Energy Star standards, Collabo-
22 rative for High Performance Schools (CHPS) criteria,
23 Green Building Initiative environmental design and rating
24 standards (Green Globes), the Living Building Challenge
25 certification standards, or equivalent standards adopted

1 by entities with jurisdiction over or related to the eligible
2 entity or Indian tribe or tribal organization.

3 “(e) MATCHING FUNDS.—

4 “(1) STATES.—A State that receives a grant
5 under subsection (b)(2) shall provide, from non-Fed-
6 eral sources, an amount equal to 25 percent of the
7 amount of the grant (which may be provided in cash
8 or in kind) to carry out activities supported by the
9 grant.

10 “(2) ELIGIBLE ENTITIES.—An eligible entity
11 that receives a subgrant under subsection (b)(2)(B)
12 shall provide, from non-Federal sources, an amount
13 equal to 25 percent of the amount of the subgrant
14 (which may be provided in cash or in kind) to carry
15 out activities supported by the subgrant.

16 “(3) INDIAN TRIBES AND TRIBAL ORGANIZA-
17 TIONS.—An Indian tribe or tribal organization that
18 receives a grant under subsection (b)(1) shall pro-
19 vide, from Federal or non-Federal sources, an
20 amount equal to 10 percent of the amount of the
21 grant (which may be provided in cash or in kind) to
22 carry out activities supported by the grant.

23 “(4) WAIVER AUTHORITY.—The Secretary may
24 waive the matching funds requirement under this
25 subsection for a State, Indian tribe, or tribal organi-

1 zation if the Secretary determines that the State, In-
2 dian tribe, or tribal organization will be unlikely to
3 satisfy the matching requirement.

4 “(f) SUPPLEMENT NOT SUPPLANT.—Funds made
5 available under this part shall be used to supplement, and
6 not supplant, other Federal and State funds available to
7 carry out the activities supported under this part.

8 “(g) TECHNICAL ASSISTANCE AND ADMINISTRATIVE
9 COSTS.—The Secretary may reserve not more than 3 per-
10 cent of funds appropriated to carry out this part for the
11 administrative costs of this part and to provide technical
12 assistance to States, eligible entities, Indian tribes, tribal
13 organizations, and tribal educational agencies concerning
14 best practices in carrying out qualified projects.

15 “(h) REPORTING REQUIREMENTS.—Not later than 1
16 year after funds are appropriated to carry out this part,
17 and every 2 years thereafter, the Secretary shall prepare
18 and submit to the appropriate committees of Congress a
19 report on the effect of the qualified projects supported
20 under this part on improving academic achievement.

21 “(i) AUTHORIZATION OF APPROPRIATIONS.—There
22 are authorized to be appropriated to carry out this part
23 not less than \$100,000,000 for fiscal year 2020 and each
24 succeeding fiscal year.”.

1 **“PART D—CAREER AND TECHNICAL EDUCATION**

2 **FACILITIES**

3 **“SEC. 5401. DEFINITIONS.**

4 “In this part:

5 “(1) CAREER AND TECHNICAL EDUCATION.—

6 The term ‘career and technical education’ has the
7 meaning given the term in section 3 of the Carl D.
8 Perkins Career and Technical Education Act of
9 2006 (20 U.S.C. 2302).

10 “(2) COMMUNITY COLLEGE.—The term ‘com-
11 munity college’ means a public institution of higher
12 education at which the predominant degree awarded
13 to students is an associate’s degree, including a 2-
14 year Tribal College or University as defined in sec-
15 tion 316 of the Higher Education Act of 1965 (20
16 U.S.C. 1059c) and a public 2-year State institution
17 of higher education.

18 “(3) ELIGIBLE ENTITY.—The term ‘eligible en-
19 tity’ means—

20 “(A) an eligible institution;

21 “(B) a community college;

22 “(C) a local educational agency or consor-
23 tium of local educational agencies;

24 “(D) an educational service agency;

25 “(E) an Indian tribe;

26 “(F) a tribal organization; or

1 “(G) another entity determined appro-
2 priate by the Secretary.

3 “(4) ELIGIBLE INSTITUTION.—The term ‘eligi-
4 ble institution’ means any of the following:

5 “(A) An Alaska Native-serving institution
6 or a Native Hawaiian-serving institution (as
7 such terms are defined in section 317 of the
8 Higher Education Act of 1965 (20 U.S.C.
9 1059d)), a Native American-serving, nontribal
10 institution (as defined in section 319 of such
11 Act (20 U.S.C. 1059f), or an Asian American
12 and Native American Pacific Islander-serving
13 institution (as defined in section 320 of such
14 Act (20 U.S.C. 1059g)).

15 “(B) A Tribal College or University, as de-
16 fined in section 316 of such Act (20 U.S.C.
17 1059e).

18 “(C) A 1890 Institution, as defined in sec-
19 tion 2 of the Agricultural Research, Extension,
20 and Education Reform Act of 1998 (7 U.S.C.
21 7601)).

22 “(D) A 1994 Institution, as defined in sec-
23 tion 2 of such Act (7 U.S.C. 7601)).

24 “(E) A Hispanic-serving agricultural col-
25 lege or university, as defined in section 1404 of

1 the National Agricultural Research, Extension,
2 and Teaching Policy Act of 1977 (7 U.S.C.
3 3103).

4 “(F) A minority-serving institution, which
5 shall be defined as an eligible institution under
6 section 371(a) of the Higher Education Act of
7 1965 (20 U.S.C. 1067q(a)).

8 “(5) INDIAN TRIBE.—The term ‘Indian tribe’
9 has the meaning given the term in section 4 of the
10 Indian Self-Determination and Education Assistance
11 Act (25 U.S.C. 5304).

12 “(6) QUALIFIED PROJECT.—The term ‘qualified
13 project’—

14 “(A) means the modernization, renovation,
15 or repair of a facility that will be used to im-
16 prove the quality and availability of science,
17 technology, engineering, mathematics, or career
18 and technical education instruction to students,
19 and that may include—

20 “(i) improving the energy efficiency of
21 the facility;

22 “(ii) improving the cost-effectiveness
23 of the facility in delivering quality edu-
24 cation;

1 “(iii) improving student, faculty, and
2 staff health and safety at the facility;

3 “(iv) improving, installing, or upgrad-
4 ing educational technology infrastructure;

5 “(v) retrofitting an existing building
6 for career and technical education pur-
7 poses; and

8 “(vi) a one-time repair of serviceable
9 equipment at the facility, or replacement of
10 equipment at the facility that is at the end
11 of its serviceable lifespan, that will be used
12 to further educational outcomes; and

13 “(B) does not include new construction or
14 the payment of routine maintenance costs.

15 “(7) TRIBAL ORGANIZATION.—The term ‘tribal
16 organization’ has the meaning given the term in sec-
17 tion 658P of the Child Care and Development Block
18 Grant Act of 1990 (42 U.S.C. 9858n).

19 **“SEC. 5402. CAREER AND TECHNICAL EDUCATION FACILI-
20 TIES IMPROVEMENT.**

21 “(a) PROGRAM AUTHORIZED.—From amounts ap-
22 propriated to carry out this part, the Secretary shall carry
23 out a program to improve career and technical education
24 facilities by—

1 “(1) awarding grants to eligible entities to en-
2 able the eligible entities to carry out qualified
3 projects;

4 “(2) guaranteeing loans made to eligible entities
5 for qualified projects; or

6 “(3) making payments of interest on bonds,
7 loans, or other financial instruments (other than a
8 refinancing) that are issued to eligible entities for
9 qualified projects.

10 “(b) APPLICATION.—An eligible entity that desires to
11 receive a grant, loan guarantee, or payment of interest
12 under this part shall submit an application to the Sec-
13 retary at such a time, in such a manner, and containing
14 such information as the Secretary may require. The appli-
15 cation shall include—

16 “(1) a detailed description of the qualified
17 project;

18 “(2) in the case of a qualified project described
19 in section 5401(6)(A)(vi), a description of the edu-
20 cational outcomes to be furthered by the one-time
21 repair of serviceable equipment or replacement of
22 equipment;

23 “(3) an indication as to whether the eligible en-
24 tity prefers to receive a grant, loan guarantee, or
25 payment of interest;

1 “(4) a description of the need for the qualified
2 project;

3 “(5) a description of how the eligible entity will
4 ensure that the qualified project will be adequately
5 maintained;

6 “(6) a description of how the qualified project
7 will improve instruction and educational outcomes at
8 the facility, including any opportunities to integrate
9 project activities within the curriculum of a school or
10 institution;

11 “(7) a description of how the facility supported
12 by the qualified project will be used for providing
13 educational services in science, technology, engineer-
14 ing, mathematics, or career and technical education;

15 “(8) a description of how the eligible entity will
16 describe how the modernization, renovation, or re-
17 pair supported by the qualified project meets Lead-
18 ership in Energy and Environmental Design
19 (LEED) building rating standards, Energy Star
20 standards, Collaborative for High Performance
21 Schools (CHPS) criteria, Green Building Initiative
22 environmental design and rating standards (Green
23 Globes), the Living Building Challenge certification
24 standards, or equivalent standards adopted by enti-

1 ties with jurisdiction over or related to the eligible
2 entity;

3 “(9) a description of the fiscal capacity of the
4 eligible entity;

5 “(10) the percentage of students enrolled in the
6 eligible entity or a school or institution served by the
7 eligible entity to be served by the qualified project
8 who are from low-income families;

9 “(11) in the case of a qualified project at a fa-
10 cility that is used by students in a secondary school,
11 the secondary school graduation rates;

12 “(12) in the case of an eligible entity that has
13 formed a partnership with a private entity (which
14 may include a nonprofit organization, business, or
15 other nongovernmental entity), a description of that
16 partnership, including how the private entity partner
17 will contribute to the qualified project; and

18 “(13) such additional information and assur-
19 ances as the Secretary may require.

20 “(c) PRIORITY.—In awarding grants, guaranteeing
21 loans, or making payments under subsection (a), the Sec-
22 retary shall give priority to eligible entities that have a
23 public-private partnership as described in subsection
24 (b)(12).

1 “(d) SUPPLEMENT NOT SUPPLANT.—Funds made
2 available under this part shall be used to supplement, and
3 not supplant, other Federal and State funds available to
4 carry out the activities supported under this part.

5 “(e) TECHNICAL ASSISTANCE AND ADMINISTRATIVE
6 COSTS.—The Secretary may reserve not more than 3 per-
7 cent of funds appropriated under subsection (g) for the
8 administrative costs of this part and to provide technical
9 assistance to eligible entities concerning best practices in
10 school facility renovation, repair, and modernization.

11 “(f) REPORTING REQUIREMENTS.—Not later than 1
12 year after funds are appropriated to carry out this part,
13 and every 2 years thereafter, the Secretary shall prepare
14 and submit to the appropriate committees of Congress a
15 report on the effect of the qualified projects supported
16 under this part on improving academic achievement.

17 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
18 are authorized to be appropriated to carry out this part
19 not less than \$100,000,000 for fiscal year 2020 and each
20 succeeding fiscal year.”.

21 (b) CONFORMING AMENDMENTS.—The table of con-
22 tents in section 2 of the Elementary and Secondary Edu-
23 cation Act of 1965 is amended—

24 (1) by redesignating the item relating to part C
25 of title V as part E of title V;

1 (2) by redesignating the items relating to sec-
2 tions 5301 and 5302 as the items relating to sec-
3 tions 5501 and 5502, respectively; and

4 (3) by inserting before the item relating to part
5 E of title V, as so redesignated, the following:

“PART C—STEM EDUCATION FACILITIES

“Sec. 5301. Definitions.

“Sec. 5302. STEM education facilities improvement.

“PART D—CAREER AND TECHNICAL EDUCATION FACILITIES

“Sec. 5401. Definitions.

“Sec. 5402. Career and technical facilities improvement.”.