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REMARKS BY THE PRESIDENT
AT THE SIGNING OF
THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1994

Framingham High School
Framingham, Massachusetts

11:25 A.M. EDT

THE PRESIDENT: Thank you. You know, we wanted to come here because this school has a reputation for academic excellence and because it is so diverse, because it's a school that really looks like America. But if I had known we were going to get such an enthusiastic reception, I would have come yesterday instead of today and just waited. (Applause.) Thank you. (Applause.)

I also want to say a special word of appreciation to your student council president. I thought he did a fine job up here. (Applause.) I can tell you this -- if he continues to speak so well, so much to the point, and so briefly, he'll win a lot more elections. (Laughter and applause.) Very impressive.

I'd like to thank you principal, Mr. Flaherty, your superintendent, Dr. Thayer. (Applause.) Your school board chairman, Mr. Petrini, and all the people here who made this wonderful visit possible.

I'd like to thank all the members of Congress who have joined us. I especially want to thank those who have come from other states -- Senator Pell and Congressman Reed have come from Rhode Island, and Senator and Mrs. Jeffords are here. We're glad to see them. I thank Congressman Markey for hosting us. And I thank Congressman Kennedy for coming and bringing his wife and his mother. I'm glad they're all here. Thank you for coming. (Applause.)

I want to say just a brief word about those who have spoken. Governor Kunin, who was the Governor of Vermont, is now the Deputy Secretary of Education, spoke on behalf of the Department and Secretary Riley, who was the Governor of South Carolina. All three of us served as governors together, working on these education problems. And think we've made a real difference bringing a whole different approach to education to Washington. We look at it from the grass roots up, from the point of view of the principals and the teachers and the school board members. And we like to think from time to time we even look at it from the point of view of the students -- from the grass roots up, from education at the school level where it should be. (Applause.)

I want to say a special word of thanks to Senator Jeffords for what he said. And to Congressman Ford and Senator Kennedy. Let me say that you read a lot and hear a lot about all the fights that go on in Washington and about how things don't get done; but when the history of this time is written, the progress we have made in education will be known chiefly for two things: one is, we really did write new ideas into the law; and secondly, we did it in a bipartisan fashion with Republicans and Democrats for all the children of this country. (Applause.)

I was sitting up here listening to these fine people speak, wondering what all of our words might mean to the students

who are here; thinking that -- trying to remember what it was like when I used to sit over there in the band when I was their age and hold my saxophone. (Applause.) You did a great job today, by the way, and I thank you. (Applause.)

I'd like to try to tell you why this whole thing is important from your point of view, because this whole education issue is really about your future. Twenty-one months ago, when I moved to Washington to become President, I had some very clear ideas. I wanted to rebuild the American Dream; to restore the health of the American economy; to make sure that your future would be the brightest future ever enjoyed by any generation of Americans, as you grow into the 21st century -- a new and exciting, rapidly changing and very different time. I knew that we had to do some things that would matter to people in the short run. We had to begin to make our government work for ordinary Americans again. And we've done a pretty good job of that. We passed the Family and Medical Leave Law to protect parents when they need time off from work because their children are sick. (Applause.) And we're immunizing all the kids in the country under the age of two by 1996. (Applause.) I see the nurses clapping there -- thank you.

Because we want to reward people who are trying to be good parents and good workers, we actually lowered the income taxes of 15 million working families because they make modest wages and we don't want them to be in poverty if they're working full time and raising their kids. So we began to do these things. And we started to work to bring the economy back; to bring the deficit down; to invest more in new technologies; to expand trade. And it is working, and the economy is coming back. But over the long run, the United States of America cannot continue to lead the world economically in a world where the average young person will change work six, seven, eight times in a lifetime; in a world where what you earn depends not just what you know, but what you are capable of learning; in a world that is incredibly fast-moving and diverse. We cannot do that unless we develop the learning capacities of every person in this country. That is the key to the long-term survival and strength of the United States. (Applause.)

When I was a governor, my administration, and especially my wonderful wife and I spent most of our time working on what we could do to improve our schools; how we could get the test scores up; how we could get more kids in foreign language; how we could improve mathematics achievement; how more of our young people could be ready to learn when they come to school; how we could facilitate more young people going to college.

And I learned over and over again as, I think Governor Kunin said, that there are schools in this country, including this one, that are doing a very good job, sometimes against great odds. They are still doing a good job teaching and learning. (Applause.)

But we have some significant challenges we have to face. First of all, we are not as good as we ought to be as a country in taking the things that work well in some school districts and seeing them spread throughout the country. Secondly, we have great challenges, because of all the great nations in the world, we are by far the most diverse -- racially,

ethnically, religiously, economically. Thirdly, we know that schools have become the home away from home for a lot of children who have enormous personal challenges to face. And all those things mean that we have to be constantly working overtime to try to meet the challenges that we face today and the challenges we know you will face in your lives tomorrow.

That's why I worked so hard several years ago to get our country to set a mission, a national set of education goals. Most of you may not know what they are, but I think they're good goals. They're worth repeating -- that we will make sure every

child shows up for school ready to learn; that we will raise the high school graduation rate to at least 90 percent of all students which is the international standard all over the country; that we will make sure our young people learn and are proficient in, by international standards of excellence, basic subjects in English and mathematics and history and geography and languages. And we will learn how to measure whether we are doing that or not at least three times during the course of a student's career; that we will lead the world in math and science achievement, not bring up the rear -- (applause); that our schools will become safe, disciplined and free of drugs; and that we will develop a system of lifetime learning so that people, no matter how old they are, will always be able to develop new skills, acquire new knowledge, know what they need to know to move forward with confidence.

Those are the goals of this nation educationally. They have been adopted by presidents of both parties, by governors of both parties; they have been embraced by educators all across this country; they are now the law of the land, thanks to this Congress. (Applause.)

The important thing about this bill is that it represents a fundamental change in the way the federal government looks at how we should do our job in helping you students achieve those goals. For 30 years, the federal government has shifted money to the states and the local school districts to try to help with problems that needed the money. But mostly, they have done it in ways that prescribe in very detailed manner the rules and regulations your schools had to follow, the rules and regulations your states had to follow in applying for the money and in complying with it. And very often, we had teachers at the grass-roots level who said, this doesn't make any sense.

This bill changes all that. This bill says the national government will set the goals. We will help develop measurements to see whether Framingham school district is meeting the goals. But you will get to determine how you're going to meet the goals, because the magic of education occurs between the teacher and the students in the classroom -- (applause) -- with the parents, with the principals, with the schools supporting it. (Applause.)

And you have see all this stuff we're talking about up here in terms of that. We've expanded the Head Start program, as Senator Kennedy said. These goals have now been written into law, and 31 of the 50 states have asked for our help in devising a state strategy to meet the goals.

The School to Work Opportunities Act, which the Senator mentioned, has now all 50 states working to try to develop statewide systems of apprenticeships so the young people who don't go to college but do want to have good jobs will be able to get at least some post-high school training in ways that help them academically, help them practically and give them a good start into the future. And that is a very, very important thing. Our nation is the only advanced nation in the world that does not have a system that picks up every single high school graduate who doesn't go to college and gives them some further education and training so they can make a good living, be good citizens, raise a strong family, and contribute to our future.

We're going to change that with this legislation. (Applause.)

And the college loan program and the national service program, I want to explain in tandem. You know, in the 1980s, the gap between what a high school graduate earns in his or her first year of work and what a college graduate earns in his or her first year of work doubled -- doubled. Earnings for high school graduates in their first year of work in the United States actually declined in the 1980s, under the pressure of a global economy, where there are a lot of people around the world in developing countries doing jobs for wages we cannot live on.

It is clear that it is in the economic interest of the entire United States to get as many young people to go onto college as possible. At the same time, you know we face even more social challenges, especially among younger children.

So we've done two things: One is, we've changed the college loan program to say you can borrow money at lower interest rates; you can pay it out over a longer period of time; if you take a job that doesn't pay a high wage, you can tie the loan repayment to the salary you make. You'll have to pay it back over more years, but there will never be a time when because of the cost of your college education, you can't make a car payment; you can't make your rent payment; you can't meet the basic responsibilities you have. (Applause.)

And the national service program, which you have well represented here in Massachusetts, simply says that if you join a community service program that's part of AmeriCorps, you can earn almost \$5,000 a year against the cost of a college education while helping to solve the problems of people here in the United States. It's sort of a domestic peace corps.

And this morning I met with a couple of hundred national service corps volunteers who are in the City Year project in Boston, which a lot of you probably know about -- each of them telling me about what they're doing to try to help solve a human problem in the state of Massachusetts, not with some bureaucracy, but from the grass roots up. Just young people helping other people to make their lives better and earning some money for a college education. That is the ticket to America's future and the ticket to your future, as well. (Applause.)

Now, let me just say two or three things about this bill, then I'll go sign it, because it's getting warm in here. (Laughter and applause.) It's getting so warm, I'm about to think I'm in Arkansas, not in Massachusetts in October. (Laughter.)

But I have to say a few more things because now I'm getting to the part that you have to do something about. And this bill is a challenge to you as well. This bill does many things, and I won't tell you all about them, but I want to give you just a few examples.

The first thing this bill does is to encourage schools to take kids that are from underprivileged backgrounds and instead of separating them out from other students, bring them into the classrooms, have smaller classes, work with them, have kids help kids to get everybody into the mainstream, and everybody develop to the fullest of their God-given capacities. We know now that works better than separating kids out and trying to help them instead of bringing them in and challenging them to do the best they can do. (Applause.)

Let me tell you what that means. That means that every one of you has to support that -- not just the teachers. The school district needs to encourage that, especially for the younger kids. But if you have a friend in your class, or if you know a student who is not necessarily a friend of yours who is struggling, you ought to see whether you or somebody else can help that student. We need to have more kids helping kids to

learn in this country. We've got to have that. (Applause.)

There are a lot of studies today -- and I won't bore you with all of them -- but basically there are a lot of studies on learning and how people learn that show that some people learn best by just going home at night, opening the book and working like crazy. But some people learn best in groups, from their friends and neighbors, from being free to ask when they don't know, and from getting help and from working through problems. There are a lot of young people who think they're not very smart who maybe just don't learn very well in the way that they're

being asked to learn. And you need to try to help them do better. (Applause.)

The second thing I want to say is something that has already been alluded to here by the previous speakers. If we can't make these schools in this country safe, if children are not free of fear when they come to school, they are not going to learn very well. And this bill has a safe schools component, but it must be implemented. All we can do is give the means to make schools safe to local school districts. We in the national government don't do anything to make the schools safe; you do that. And you must, and every school must. The children of this country, even if they are scared to death on the streets, ought to feel safe when they're in their schools so they can learn. (Applause.)

The third thing I want to say is -- I'm getting sort of progressively more controversial maybe here -- is there's an interesting provision of this bill that had enormous bipartisan support that provides opportunities for schools to get some help from this bill to develop what are now being called character education programs -- programs that basically enable schools to develop values that can be taught to students in the public schools based on a consensus of people in the community. I made this National Character Counts Week, putting government on the side of having the schools tell children that there is a difference between right and wrong, and there are some basic things that we ought to teach. There is a bipartisan "Character Counts" coalition in the Congress that's been working on this.

We disagree about a lot of things, but we ought to be able to agree that our schools should say people should tell the truth. They should respect themselves and each other. They ought to be good citizens, which means that we should assume responsibility for obeying the law and for helping others to develop themselves. We ought to practice fairness and tolerance and trustworthiness. These things should be taught in our schools, and we shouldn't gag our teachers when they try to do it, we ought to applaud them instead; and I hope we will be doing more and more of that. (Applause.)

And now I'm going to ask you young people to do one more thing. There is a lot of evidence, and there is a new survey that's been put out today, saying that in a modest but very clear way, drug use is going up again among young people in America. (Applause.) I hope you're clapping because you agree with what I said, not because you agree that it's a good thing. That more and more young people simply don't believe it's dangerous to use marijuana, for example, and that it's okay to do.

Let me tell you something: Every single scientific study that has been done in the last several years shows alarming increases in the toxicity and the danger of using marijuana, especially to young women, and what might happen to their child-bearing capacity in the future.

All illegal drugs are dangerous. We have to drive down usage again. It has got to be not a good thing to do, not a cool thing to do. It is a stupid thing to do, as well as an illegal thing to do, and I want you to help bring it back down.

(Applause.)

So this bill is about you; it's not about all of us politicians up here; it's about you. It's about your future. The age in which you are growing and the world toward which you are going can be the best time America ever had. It will be exciting. And our diversity in America is a gold mine of opportunity. No other country is so well-positioned to move into

the 21st century, to live in a global society that is more peaceful and more secure -- no one. But it all depends upon whether we develop the God-given capacity of every boy and girl in this country, no matter where they live, no matter what their racial or ethnic or religious background is.

That is your challenge. Let's do it together.
Thank you, and God bless you all. (Applause.)

(The bill is signed.)

END

11:45 A.M. EDT

Context of the Technology for Education Programs

The technology provisions now in ESEA have evolved considerably since the introduction of the "technology for education act" by Senators Bingaman, Cochran, and Kennedy in early 1993. The final bills share the following four components:

National Programs closely parallel the Administration's ESEA proposal and which authorizes a broad range of activities including leadership, research, demonstrations, product development, and models for professional development.

State and Local Programs authorize grants to states, local districts, and other state entities to support equipment purchases, professional development and training, and other activities.

Product Development Grants support consortia including both private sector and education organizations to develop new applications of technology for education.

The Star Schools Program supports consortia to develop and distribute educational video programming with two-way communications.

In addition, the Senate bill includes the following significant sections:

Regional Educational Technology Consortia, authorizing ten regional consortia to provide assistance on the use of technology.

Educational Applications of Advanced Technologies, authorizing the development of advanced technology applications for education and requiring the Department to conduct a set of studies on high performance computing for education. This section overlaps with activities defined in another already-conferenced bill: H.R. 820, the "Information Technology Applications Act of 1994."

*ETR Budget Summary for
challenge Grant, Digitization*

H.R. 6 and S. 1513 "Improving America's Schools Act"

House Bill	Senate Amendment	Comments
"PART B—TECHNOLOGY EDUCATION ASSISTANCE "Subpart 1—Assistance to State and Local Educational Agencies "SEC. 2201. SHORT TITLE. "This title may be cited as the "Technology Education Assistance Act of 1994". "SEC. 2202. FINDINGS. "The Congress finds that— "(1) technology can produce far greater opportunities for all students to learn to high standards and promote efficiency and effectiveness in education; "(2) the use of technology as a tool in the teaching and learning process is essential to the development and maintenance of a technologically literate citizenry and an internationally competitive workforce;	"TITLE III—TECHNOLOGY FOR EDUCATION "SEC. 3001. SHORT TITLE. <i>"This title may be cited as the 'Technology for Education Act of 1994'.</i> <i>(For Education)</i> "PART A—EDUCATIONAL TECHNOLOGY FOR ALL STUDENTS "SEC. 3111. FINDINGS. <i>"The Congress finds that—</i> <i>"(1) technology applications can help propel our Nation's school systems into very immediate and dramatic reform, without which our Nation will not meet the National Education Goals by the target year 2000;</i> <i>"(2) creative uses of technology can reshape our Nation's outdated method of providing education and empower teachers to create an environment where students can be challenged through rigorous, rich classroom instruction at a pace that suits the learning style of each student;</i>	1. The House bill names Title II, Part B, "Technology Education Assistance"; the Senate amendment names Title III, "Technology for Education." 2. Both bills give similar short titles, but the House bill adds the word, "assistance" to the title. 3. Technical. Findings 4. Similar points concerning the role of technology in education. The House bill emphasizes the lack of federal leadership in this area, the Senate amendment notes the need for such leadership. The House bill emphasizes the growing disparities between rich and poor students in the absence of educational technology policies; the Senate amendment emphasizes that public policy should give priority to students in greatest need. The House bill emphasizes education equalization, particularly for students in urban and rural areas; the Senate amendment emphasizes individualized instruction. The Senate bill emphasizes how the acquisition and use of technology has been inhibited.

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"(3) the acquisition and use of technology in education throughout the United States has been inhibited by the absence of Federal leadership, the inability of many State and local educational agencies	"(3) the acquisition and use of technology in education throughout the United States has been inhibited by— "(A) the limited exposure of students and teachers to the power of technology as a cost-effective tool to improve student learning and achievement; "(B) the inability of many State and local educational agencies to invest in and support needed technologies; "(C) the lack of appropriate electrical and telephone connections in the classroom; and "(D) the limited availability of technology-enhanced curriculum, professional development and administrative support resources and services in the educational marketplace; "(4) advancements in technology offer new opportunities to promote partnerships among teachers, administrators, students, parents, communities, and	

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to invest in and support needed technologies, and the limited availability of appropriate technology-enhanced curriculum, instruction, teacher training, and administrative support resources and services in the educational marketplace; "(4) educational equalization concerns and school restructuring needs can be addressed through educational telecommunications and technology by offering universal access to high-quality teaching and programs, particularly in urban and rural areas; "(5) in the absence of appropriate educational technology policies, the disparity between rich and poor students will become even greater in a world where technology and telecommunications increasingly have become an integral part of many households; "(6) the increasing use of new technologies and telecommunications systems in business and industry has furthered the gap between schooling and work force preparation; "(7) telecommunications can be a conduit for ongoing teacher training and improved professional	<i>industry in the quest for knowledge and the process of learning;</i> <i>"(5) technology, when used as an essential tool in the learning process, will help cultivate and maintain a technologically literate citizenry and internationally competitive work force;</i> <i>"(6) the Department of Education, consistent with the overall national technology policy established by the President, must assume a vital leadership and coordinating role in developing the national vision and strategy to infuse advanced technology throughout all educational programs;</i> <i>"(7) Federal support can ease the burden at the State and local levels by enabling the acquisition of advanced technology and initiating the development of teacher training and support as well as new educational products;</i> <i>"(8) leadership at the Federal level should consider guidelines to ensure that educational technology is accessible to all users with maximum interoperability nationwide;</i>	

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development by providing to teachers constant access to updated research in teaching and learning; "(8) research consistently shows that the planned use of technology combined with teachers who are adequately trained in its use can increase opportunities for more students to develop higher order thinking and technical skills than is possible with traditional instruction; "(9) technology can engage students in learning through media with which they are comfortable, and prove to be an effective learning tool, particularly when correlated with State and national curriculum standards; "(10) schools need new ways of financing the acquisition and maintenance of educational technology, and "(11) the needs for educational technology differ from State to State	<i>"(9) policies at the Federal, State, and local levels concerning technology in education must address disparities in the availability of technology to different groups of students and make it a priority to serve those students in greatest need;</i> <i>"(10) continuing professional development for teachers and administrators requires ongoing exposure to advancements in technology in order to keep such teachers and administrators excited and knowledgeable about the unfolding opportunities for the classroom; and</i> <i>"(11) the increasing use of new technologies and telecommunications systems in business has increased the gap between schooling and work force preparation, and underscores the need for technology policies at the Federal, State, tribal, and local levels that address preparation for school-to-work transitions.</i>	

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"SEC. 2203. STATEMENT OF PURPOSE. "The purpose of this Act is to support a comprehensive system for the acquisition and use by elementary and secondary schools in the United States of technology and technology-enhanced curricula, instruction, and administrative support resources and services to improve the delivery of educational services, such system shall include— "(1) national leadership with respect to the need for, and the provision of, appropriate technology-enhanced curriculum, instruction and administrative programs to improve learning in the United States; "(2) funding mechanisms which will support the development, interconnection, implementation, improvement and maintenance of an effective educational technology infrastructure; "(3) information dissemination networks to facilitate access to information on effective learning programs, assessment and evaluation of such programs, research findings, and supporting resources (including instructionally based, technology-enhanced	"SEC. 3112. STATEMENT OF PURPOSE. <i>"It is the purpose of this part—</i> <i>"(1) to promote equal access for all students to educational opportunities through advances in technology, including the information infrastructure, in order to achieve the National Education Goals by the year 2000;</i> <i>"(2) to provide funding that will assist activities undertaken by the State and local school districts to promote and provide equipment, teacher training, and technical support;</i> <i>"(3) to support technical assistance, professional development, information and resource dissemination, in order to help States, local school districts, and teachers successfully integrate technology into kindergarten through 12th grade classrooms;</i>	Purpose 5. The House bill, but not the Senate amendment, <i>prefaces this section by stating it is intended to support a comprehensive system for the acquisition of technology.</i> 6. The House bill emphasizes support for national leadership in technology for curricula, instruction and administrative support; the Senate amendment emphasizes support for technology to promote equal educational access to achieve the National Goals. 7. The House bill emphasizes support for funding mechanisms to build the technology infrastructures; the Senate amendment emphasizes funds for equipment, training and support. 8. The House bill emphasizes support to build dissemination networks for educators; the Senate amendment emphasizes support for technical assistance, professional development, and dissemination on integrating technology into classrooms.

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programs, research and resources) by educators throughout the United States; "(4) an extensive variety of opportunities for teacher, inservice training, and administrative training and technical assistance with respect to effective uses of technologies in education; "(5) utilizing and strengthening, not duplicating, existing telecommunications infrastructures dedicated to educational purposes; "(6) development and evaluation of new and emerging educational technologies and telecommunications networks; "(7) assessment data regarding state-of-the-art uses of technologies in United States education upon which commercial and noncommercial telecommunications entities, and governments can rely on for decisionmaking about the need for, and provision of, appropriate technologies for education in the United States; and	<i>"(4) to support the development of educational and instructional programming in core subject areas, which programming shall address the National Education Goals;</i> <i>"(6) to avoid duplication and the development of incompatible systems by strengthening and building upon existing telecommunications infrastructures dedicated to educational purposes; and</i> <i>"(5) to offer opportunities for creative partnerships within the marketplace in order to develop state-of-the-art educational technology products that promote the use of advanced technologies in the classroom;</i> <i>"(7) to ensure that uses of educational technology are consistent with the overall national technology policy established by the President.</i>	9. The House bill emphasizes support for training for educators and administrators; the Senate amendment emphasizes support to develop programs in the core subjects. 10. Similar provisions to support strengthening existing infrastructures, but the Senate amendment also emphasizes that incompatible systems must be discouraged. 11. The House bill emphasizes support to develop and evaluate new technologies; the Senate amendment emphasizes support for creative partnerships which develop state-of-the art products. 12. The House bill emphasizes support for assessments of new technologies; the Senate amendment emphasizes that the uses of funds be consistent with national technology policy.

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“(8) authorize grants to States that— “(A) improve the academic performance of students through technology; “(B) strengthen the skills of teachers in effectively utilizing technology for student learning; “(C) promote the planned application of technology in education by those who will use the technology; and “(D) encourage collaborative relationships between the State agency for higher education, the State library administrative agency and the State telecommunications agency for education and the State educational agency in the area of technology support to strengthen the system of education.		13. The House bill, but not the Senate amendment, notes the purpose is to authorize grants for four types of activities.

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House Bill	Senate Amendment	Comments
"SEC. 2204. DEFINITIONS. "For purposes of this title— "(1) the terms 'library' and 'State library administrative agency' shall have the same meaning given to such terms in section 3 of the Library Services and Construction Act (Public Law 84-579); "(2) the term 'Regional Education Laboratory' shall have the same meaning given to such term in section 405 of the Department of Education Organization Act (Public Law 96-88); "(3) the term 'technology' includes closed circuit television systems, public telecommunications entities, cable television, satellite, copper and fiber optic transmission, computer, video and audio laser and CD ROM disc, video and audio tapes or other technologies; "(4) the term 'credit enhancement' means a financial arrangement that enhances the credit quality	"SEC. 3113. DEFINITIONS. <i>"For the purpose of this part—</i> <i>"(1) the term 'technology' means state-of-the-art technology products and services, such as closed circuit television systems, educational television and radio programs and services, cable television, satellite, copper and fiber optic transmission, computer, video and audio laser and CD-ROM discs, and video and audio tapes.</i>	Definitions 14. The House bill, but not the Senate amendment, defines "library" and "State library administrative agency". 15. The House bill, but not the Senate amendment, defines "regional educational laboratory." 16. The House bill defines the term "technology" similar to that of the Senate amendment, but the House includes "public telecommunication entities", when the Senate amendment includes "educational television and radio programs and services"; and only the Senate amendment applies the term to "state-of-the art" technology products. 17. The House bill, but not the Senate amendment, defines "credit enhancement."

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of the issuer or the financial instrument being used; and "(5) the term 'interoperability' means the ability to communicate with operating systems developed nationally and internationally using multiple network media.	⁵ "(4) the terms 'interoperable' and 'interoperability' refer to the ability to (easily) exchange data with, and connect to, other hardware and software in order to provide the greatest accessibility for all students and other users ² "(1) the term 'all students' means students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited-English proficiency, students who have dropped out of school, and academically talented students; ³ "(2) the term 'information infrastructure' means a network of communication systems designed to exchange information among all citizens and residents of the United States; ⁴ "(3) the term 'instructional programming' means the full range of audio and video data, text, graphics, or additional state-of-the-art communications, including multimedia based resources distrib-	18. The House bill defines "interoperability" as the ability to communicate with global systems and multiple media; the Senate amendment defines it in terms of the ease of connecting to and exchanging data with hardware and software. 19. The Senate amendment, but not the House bill, defines "all students." 20. The Senate amendment, but not the House bill, defines "information infrastructure." 21. The Senate amendment, but not the House bill, defines instructional programming."

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	uted through interactive, command and control, or passive methods for the purpose of education and instruction; "(6) the term 'local educational agency' includes an elementary or secondary school funded by the Bureau of Indian Affairs, except that such schools shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs; "(7) the term 'Office' means the Office of Educational Technology; "(8) the term 'public telecommunications entity' has the same meaning given to such term by section 397(12) of the Communications Act of 1934; "(8) the term 'State educational agency' includes the Bureau of Indian Affairs for purposes of serving schools funded by the Bureau of Indian Affairs in accordance with this part; and "(1) the term 'adult education' has the same meaning given such term by section 312 of the Adult Education Act;	22. The Senate amendment, but not the House bill, defines "local educational agency." 23. The Senate amendment, but not the House bill, defines "office." 24. The Senate amendment, but not the House bill, defines "public telecommunications entity." 25. The Senate amendment, but not the House bill, defines "State educational agency." - The Senate amendment, but not the House bill defines "adult education."

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"SEC. 2205. IN-STATE APPORTIONMENT. "(a) AUTHORIZATIONS.—The Secretary is authorized to make grants to States in accordance with the provisions of this title to strengthen the skills of educators and improve learning through the use of technology. "(b) ELEMENTARY, SECONDARY EDUCATION PROGRAMS.—(1) For each fiscal year, an amount equal to 70 percent of each State's allotment under section 2212(a)(2) shall be used for elementary and secondary education programs by the State educational agency in accordance with section 2206. "(2) Not less than 90 percent of a State's allotment under this subsection shall be available to local educational agencies including services to adults and families of which not more than 5 percent of the funds available to the local educational agency for any fiscal year may be used for local administration. "(3) Not more than 10 percent of the amount allocated under subsection (a) may be used by the State educational agency for technical assistance and administrative costs of which not less than 50 percent shall be used for technical assistance	<i>"(4) LIMITATION ON STATE COSTS.—Not more than 5 percent of grant funds awarded to a State educational agency under this section for any fiscal year may be used by the State or State educational agency for administrative costs or technical assistance.</i>	In-State Apportionment ✓ 26. The House bill, but not the Senate amendment, requires that of the amount provided through formula to the states, 70% be used by the State for elementary and secondary education programs, 20% be used for higher education programs, and 10% be used for library and literacy programs. 27. The House bill limits administrative and technical assistance costs in each of the three in-state funding streams as follows: a maximum of 10% of the 70% amount reserved for school programs may be used at the state level with a maximum of 5% of the total at the local level; a maximum of 10% of the 20% reserved for higher education programs; and a maximum of 10% of the 10% for library programs. The Senate amendment limits State administrative and technical assistance costs to 5% of the total funds received.

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"(c) HIGHER EDUCATION PROGRAMS.—(1) For each fiscal year 20 percent of each State's allotment under section 2212(a)(2) shall be used by the State higher education agency designated in the State plan for partnership programs between local educational agencies, including educational services to adults and families and higher education institutions in accordance with section 2207. "(2) Not less than 90 percent of the amount available for this subsection shall be used by the State for grants to institutions of higher education for partnership programs in accordance with the provisions of section 2207. "(3) Not more than 10 percent of the amount allocated to the State's higher education partnership program under this section, may be used for the costs incurred for the evaluation of programs assisted under section 2207; and for administrative costs of the State's higher education agency designated in the State plan. "(d) LIBRARY AND LITERACY PROGRAMS.—(1) For each fiscal year 10 percent of each State's allocation under section 2212(a)(2) shall be used by the State library administrative agency to support collaborative activities		

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among libraries, literacy programs, and local educational agencies in accordance with section 2208. "(2) Not less than 90 percent of the amount available for this section shall be used by the State for grants to local public libraries and literacy programs in accordance with the provisions of section 2208. "(3) Not more than 10 percent of the amount available under this section may be used by the State for the costs incurred for evaluation of programs assisted under section 2208 and for administrative costs of the State library administrative agency.		

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"SEC. 2206. ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.	<i>"Subpart 2—State and Local Programs for School Technology Resources, Technical Support, and Professional Development</i>	Elementary and Secondary Education Programs
"(a) IN GENERAL.—The amount apportioned under section 2205(b) from each State's allotment shall be used by the State educational agency to strengthen elementary and secondary education programs in accordance with the provisions of this section.	"SEC. 3131. STATEMENT OF PURPOSE. <i>"It is the purpose of this subpart to provide Federal assistance in the form of grants to support—</i> <i>"(1) the acquisition of equipment and supporting resources, training, and maintenance of technology; and</i> <i>"(2) regional consortia to enable such consortia to provide professional development and technical assistance that fosters integration of technology into the kindergarten through 12th grade classrooms, libraries, and school library media centers.</i> "SEC. 3132. SCHOOL TECHNOLOGY RESOURCE GRANTS. "(a) GRANTS AUTHORIZED.— <i>"(1) AUTHORITY.—The Secretary, through the Office of Educational Technology, shall award grants to State educational agencies having a systemic statewide plan that meets such criteria as the Secretary may establish in order to enable such agencies to provide assistance to local educational agencies that have</i>	28. The House bill titles the sections, "elementary and secondary education program"; the Senate amendment titles the section "state and local programs for school technology resources, technical support, and professional development." 29. The House bill requires in general that funds made available for elementary and secondary education (70% of the total state grant) be used to strengthen programs in accordance with the section; the Senate amendment provides a "statement of purpose" that funds be used to support acquisition, support and maintenance of equipment and regional consortia. 30. The Senate bill authorizes the Secretary to award grants to states having a systemic statewide plan for the purpose of assisting local education agencies in such things as purchasing technology, providing for training and providing for administrative and technical support. The comparable provision of the House bill, section 2209, requires each state educational agency to file an educational technology plan which meets a variety of requirements such as, showing how the plan is integrated with the State's Goals 2000 plan or Title I plan and how it addresses each of the elements specified under "contents", such as a description of how financial assistance will be provided. (See note #37 for comparable House bill provisions.)

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the highest numbers or percentages of children in poverty and demonstrate the greatest need for technology, in order to enable such local educational agencies, for the benefit of school sites served by such local educational agencies, to—

“(A) purchase quality technology resources;

“(B) install various linkages necessary to acquire connectivity;

“(C) integrate technology into the curriculum in order to improve student learning and achievement;

“(D) provide teachers and library media personnel with training or access to training;

“(E) provide administrative and technical support and services that improve student learning through enriched technology-enhanced resources, including library media resources;

“(F) promote the sharing, distribution, and application of educational technologies that are determined to be effective in individual schools;

“(G) assist schools in promoting parent involvement, and

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"(b) LOCAL EDUCATIONAL AGENCIES.—(1) Each local educational agency, including educational services for adults and families, shall use the educational technology funds available under section 2205(b)(2) for— "(A) developing, adapting, or expanding existing and new applications of technology to support the school reform effort; and "(B) funding projects of sufficient size and scope to improve student learning and, as appropriate, support professional development, and provide administrative support.	<i>"(II) assist the community in providing literacy-related services.</i> <i>"(d) LOCAL USES OF GRANT FUNDS.—Each local educational agency receiving assistance under this section may use such assistance—</i> <i>"(1) to acquire connectivity linkages, resources, and services, including the acquisition of hardware and software, for use by teachers, students and library media personnel in the classroom or in school library media centers, in order to improve student learning by supporting the instructional program offered by such agency to ensure that students in schools will have meaningful access on a regular basis to such linkages, resources and services;</i> <i>"(2) for ongoing professional development in the integration of quality educational technologies into school curriculum and long-term planning for implementing educational technologies; and</i> <i>"(3) to acquire connectivity with wide area networks for purposes of accessing information and educational programming sources.</i>	31. The House bill requires each LEA to use funds for using technology to support school reform and requires that all projects be of a sufficient scope to make improvements; the Senate amendment allows the LEA to use funds to acquire connectivity linkages and for professional development

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"(2) To be eligible to receive educational technology funds under this section for school or other school managed alternative learning environment, a local educational	<i>"(e) LOCAL APPLICATIONS.—Each local educational agency desiring assistance from a State educational agency under this section shall submit an application consistent with the objectives of the systemic statewide plan to such agency at such time and in such manner as such agency may prescribe. Such application, at a minimum, shall—</i> <i>"(1) include a strategic, long-range (3- to 5-year), plan that includes—</i>	32. Both bills require that each LEA applicant submit a plan to the SEA which, in the House bill, must be a part of any LEA plan submitted under Goals 2000, and which in the Senate amendment must be consistent with the objectives of the statewide plan. The further requirements of the House bill include describing the coordination efforts with all available resources, the support of state and local content and performance standards, the support of the disabled population, the support of professional activities and the involvement of parents. The further requirements of the Senate amendment include the development of a strategic, long range plan which describes technologies to be acquired and how they will be integrated, collaborative and coordinating activities, professional development activities, and the involvement of the community in the development of the plan.

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agency must submit an application to the State educational agency. If the local educational agency has an application approved by the State under title III of the Goals 2000: Educate America Act, the application required by this section shall be a component of (or if necessary an addendum to) its Goals 2000 application. The local educational agency must also receive State approval of a technology use plan which includes— “(A) a description of how the local educational agency plans to use the financial assistance received under section 2205(b)(2) to improve the use of technology in instruction, professional development and administration; “(B) a description of how funds under section 2205(b)(2) will be coordinated with other State, local and Federal resources; “(C) a description of how the school programs will use other resources of the community and involve public agencies, private industry, institutions of higher education, public and private nonprofit organizations, and other appropriate institutions;	<i>“(A) a description of the type of technologies to be acquired, including specific provisions for interoperability among components of such technologies and, to the extent practicable, with existing technologies;</i> <i>“(B) an explanation of how the acquired technologies will be integrated into the curriculum to help the local educational agency enhance teaching, training, and student achievement;</i> <i>“(C) an explanation of how programs will be developed in collaboration with existing adult literacy services providers to maximize the use of such technologies at times other than the regular school day;</i> <i>“(D)(i) a description of how the local educational agency will ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the local educational agency to further the use of technology in the classroom or library media center; and</i>	<i>?</i>

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"(D) assurances that the programs will be evaluated and outcomes reported in terms of the level of implementation of the technology-based resources funded by this title, the impact on teaching and learning, the changes in the school program, and the extent to which the school will sustain the project after funding is terminated; "(E) a description of how the plan will support State and local content and performance standards; "(F) provisions to support, as needed, individual teachers to develop and implement technology-based intervention projects, <u>including those which</u> respond to the needs of students with disabilities; "(G) a description of how the financial assistance will be used as appropriate for the expansion and improvement of professional development of teachers and other appropriate personnel regarding the use of technology, including the educational use of computers, videos, and telecommunications to enhance learning such training and instruction may be carried out through agreements with public agencies, private industry, institutions of higher education, re-	<i>"(ii) a list of the source or sources of ongoing training and technical assistance available to schools, teachers and administrators served by the local educational agency, such as State technology offices, intermediate educational support units, regional educational laboratories or institutions of higher education;</i> <i>"(E) a description of the supporting resources, such as services, software and print resources, which will be acquired to ensure successful and effective use of technologies acquired under this section;</i> <i>"(F) the projected timetable for implementing such plan in schools;</i> <i>"(G) the projected cost of technologies to be acquired and related expenses needed to implement such plan; and</i> <i>"(H) a description of how the local educational agency will coordinate the technology provided pursuant to this subpart with other grant funds available for technology from State and local sources;</i>	

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gional educational laboratories and national research centers, nonprofit organizations, (including museums) libraries, educational television stations; "(H) a description of a strategy for the enhanced involvement of parents through the use of technology; and "(I) a description of how the plan will address the needs of students with disabilities.	<i>"(2) describe how the local educational agency will involve parents, public libraries, business leaders and community leaders in the development of such plan;</i> <i>"(3) describe how the acquired instructionally based technologies will help the local educational agency—</i> <i>"(A) promote equity in education in order to support State content standards and State student performance standards that may be developed; and</i> <i>"(B) provide access for teachers, parents and students to the best teaching practices and curriculum resources through technology; and</i> <i>"(4) describe a process for the ongoing evaluation of how technologies acquired under this section—</i> <i>"(A) will be integrated into the school curriculum; and</i> <i>"(B) will affect student achievement and progress toward meeting the National Education Goals and any State content standards and State student performance standards that may be developed.</i>	

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"(3) A local educational agency for any fiscal year may apply for financial assistance as part of a consortium with other local educational agencies, institutions of higher education, intermediate educational units, libraries, or other appropriate educational entities to provide local programs. The State educational agency may assist in the formation of consortia between local educational agencies, providers of educational services for adults and families, institutions of higher education, intermediate educational units, libraries, or other appropriate educational entities to provide services for the teachers and students in a local educational agency at the request of such local educational agency	<i>"(f) COORDINATION OF APPLICATION REQUIREMENTS.—If a local educational agency submitting an application for assistance under this section has developed a comprehensive education improvement plan, in conjunction with requirements under this Act or the Goals 2000: Educate America Act, the State educational agency may approve such plan, or a component of such plan, notwithstanding the requirements of subsection (e) if the State educational agency determines that such approval would further the purposes of this section.</i>	33. The House bill, but not the Senate amendment, provides for the formation of consortia. 34. The Senate amendment, but not the House bill, provides that the LEA plan described in the previous subsection, shall not preclude the SEA from approving other comprehensive education improvement plans which further the purposes of this section.

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House Bill	Senate Amendment	Comments
"SEC. 2207. HIGHER EDUCATION PROGRAMS. "(a) IN GENERAL.—The amount apportioned under section 2205(c) from each State's allotment shall be used by the State for education programs in accordance with the provisions of this section. "(b) GRANTS TO INSTITUTIONS OF HIGHER EDUCATION.—(1) The State agency for higher education, in accordance with the State educational technology plan filed under section 2209, shall make grants available on a competitive basis to institutions of higher education in the State which form partnerships with one or more local educational agencies. "(2) The amount available under section 2205(c)(2) shall be used for— "(A) professional development for new teachers in the use of technology as an educational tool; "(B) professional development for elementary, secondary, adult and family, and vocational school teachers and training for other appropriate school personnel to improve their ability to use educational technology in their teaching; and		Higher Education Programs 35. The House bill, but not the Senate amendment, authorizes competitive grants to institutions of higher education, (funded through the 20% reserve from the total available through the State grant) which have entered into an agreement with a local educational agency to provide professional development. A

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House Bill	Senate Amendment	Comments
"SEC. 2207. HIGHER EDUCATION PROGRAMS. "(a) IN GENERAL.—The amount apportioned under section 2205(e) from each State's allotment shall be used by the State for education programs in accordance with the provisions of this section. "(b) GRANTS TO INSTITUTIONS OF HIGHER EDUCATION —(1) The State agency for higher education, in accordance with the State educational technology plan filed under section 2209, shall make grants available on a competitive basis to institutions of higher education in the State which form partnerships with one or more local educational agencies. "(2) The amount available under section 2205(c)(2) shall be used for— "(A) professional development for new teachers in the use of technology as an educational tool; "(B) professional development for elementary, secondary, adult and family, and vocational school teachers and training for other appropriate school personnel to improve their ability to use educational technology in their teaching; and		Higher Education Programs 35. The House bill, but not the Senate amendment, authorizes competitive grants to institutions of higher education, (funded through the 20% reserve from the total available through the State grant) which have entered into an agreement with a local educational agency to provide professional development.

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"(C) programs to improve student performance in academic and work skill areas through the use of technology "(3) No institution of higher education may receive assistance under paragraph (2)(A), (B), and (C) unless the institution enters into an agreement with a local educational agency, or consortium of such agencies, to provide professional development for the elementary and secondary school teachers in the public and private schools of the school district of each agency. "(c) COOPERATIVE PROGRAM.—The State higher education agency may use funds described in section 2205(e)(2) to achieve the objectives of section 2207 by establishing cooperative programs among institutions of higher education, private industry, and non-profit organizations, that include one or more local education agencies, for the development and dissemination of projects to improve student performance in academic or work skill areas		

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"(d) REPORTING.—In accordance with section 2205(c), 5 percent of the funding available for higher education partnerships may be used by the agency for higher education for evaluating the programs funded under this section. Reports on the progress of programs shall be provided to the State educational agency annually.		

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House Bill	Senate Amendment	Comments
"SEC. 2208. LIBRARY AND LITERACY PROGRAMS. “(a) IN GENERAL — Except as provided in paragraph (2), the amount apportioned under section 2205(d) from each State's allotment under this section shall be used by the State to assist literacy and education programs in accordance with the provisions of this section. “(b) GRANTS TO LOCAL PUBLIC LIBRARIES.—(1) In accordance with the State education technology plan filed under section 2209, the State library administrative agency shall make grants available on a competitive basis to local public libraries in the State which demonstrate involvement of one or more local educational agencies and literacy programs or organizations in their activities. “(2) The amount available under section 2205(d)(2) shall be used for— “(A) developing programs that help libraries, local educational agencies, and literacy programs use technology to share services and resources and develop collaborative activities that improve their performance and that of the students in academic and work skill areas; and		Library and Literacy Programs 36. The House bill, but not the Senate amendment authorizes competitive grants to local public libraries, (funded through the 10% reserve from the total available through the State grant) which are involved with a local educational agency.

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"(B) professional development for library, literacy, and other appropriate personnel to improve their skills in the use of educational technology and telecommunications. "(c) COOPERATIVE PROGRAM.—The State library administration agency may use funds described in section 2205(d)(2) to achieve the objectives of section 2208 by establishing cooperative programs among public libraries, literacy organizations, private industries, and nonprofit education organizations, if such programs include one or more local educational agencies. "(d) REPORTING.—In accordance with section 2205(d), funding available for library and literacy programs may be used by the library administrative agency for reporting and evaluating the programs funded under this section. Reports on the progress of programs shall be provided to the State educational agency annually.		

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"SEC. 2209. STATE EDUCATIONAL TECHNOLOGY PLAN. "(a) APPLICATION.—(1) Each State educational agency which desires to receive a grant under this title shall, in consultation with the State agency for higher education and the State library administrative agency, file a single educational technology plan with the Secretary of Education which covers a period of 5 fiscal years. The State educational agency shall be responsible for funding, supervising, and coordinating programs described under this title and shall file the educational technology plan at such time, in such manner, and containing or accompanied by such financial, educational and technological information as this section requires or as the Secretary may reasonably require. "(2) Such plan shall be— "(A) integrated with the State's plan either approved or being developed under the Goals 2000: Educate America Act, and shall satisfy the requirements of this section that are not already addressed by that State plan; or		Educational Technology Plans ✓ 37. The House bill requires that each State wishing to receive funds under this section submit to the Secretary a 5-year State educational technology plan, which, if rejected, must be provided technical assistance. (See note #30 for comparable Senate provision.)

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“(B) if the State does not have an approved plan under the Goals 2000: Educate America Act and is not developing such a plan, integrated with other State plans under this Act and satisfy the requirements of this section. “(b) CONTENTS OF THE PLAN.—Each such plan shall— “(1) designate the State agency or agencies responsible for administering the elementary and secondary adult and family programs under section 2206, and the higher education programs under section 2207 and designate the State library administrative agency to administer the library and literacy programs under section 2208 in support of improved student learning; “(2) describe a financial plan developed by the State educational agency, which shall describe— “(A) financial assistance mechanisms to best fit the technology needs of the State. Such mechanisms, which must be included in the plan, may include, but not be limited to— “(i) grants;		

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"(3) designate the State education agency or another single agency to carry out the financial plan developed by the State education agency and to allocate funds received under sections 2205 and 2212(a)(2). Such designated agency shall be responsible for— "(A) maintaining appropriate records of allocation of funds, and, in the case of loans, adequate collection procedures and records; "(B) reporting annually to the Secretary on the use of funds received under section 2212(a)(2); "(4) describe an implementation strategy to coordinate the expenditure of financial assistance paid under sections 2205 and 2212(a)(2) with other State and local funds, other Federal funds and resources; "(5) provide assurances that financial assistance provided under section 2205 shall supplement, not supplant, State and local funds;		

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"(6) describe how business, industry, and other public and private agencies, including libraries, literacy programs, and institutions of higher education, can participate in the implementation, ongoing planning, and support of the plan; "(7) delineate educational problems and needs in the State, describe all learning environments supported by the State plan, and specify how the application of technology will address those and other needs including but not limited to the special needs of— "(A) urban and rural schools; "(B) students with disabilities; and "(C) disadvantaged students; "(8) provide assurances that— "(A) during the 5-year period of the plan, the State shall evaluate its standards for teacher preparation in the use of technology; and "(B) programs conducted with State funds available under this title shall be evaluated and an evaluation report shall be submitted to the		

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Secretary at the close of the third year of funding; "(9) describe how the State educational agency will promote the purchase of equipment by local school districts and schools that, when placed in operation, will provide the greatest accessibility and equity for students and meet the highest level of interoperability and open system design within the emerging broad-based electronic information highway that includes schools within the State; "(10) describe the State's strategy for ensuring that teachers, administrators and other education personnel have access to the necessary staff development and technical assistance to improve teaching and learning, school administration, and the electronic transfer of, and access to, information; "(11) establish a method for continuously gathering and disseminating current and emerging information on all aspects of educational technology to all educators within the State;		

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"(12) describe how the State's planned use of technology is supportive of the national education goals; "(13) provide performance indicators and an evaluation method for the State plan; and "(14) create a planning process through which such plan is reviewed and updated periodically. "(c) APPROVAL OF PLANS —(1) The State educational agency shall submit a plan for approval to the Secretary who shall expeditiously review such State plan. "(2) Any State that submits a plan that is not approved shall receive assistance from the Secretary to improve its plan		

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"SEC. 2210. LOCAL EDUCATIONAL TECHNOLOGY PLAN. "(a) APPLICATION —A local educational agency that desires to receive financial assistance under section 2205, shall submit to the State educational agency (singly or in conjunction with other local educational agencies, institutions of higher education, or an intermediate educational unit) a plan which covers a 3-year period." "(b) CONTENTS OF THE PLAN.—A local educational agency plan shall— "(1) assure that the programs will be evaluated, and outcomes reported in terms of — "(A) the level of implementation of the technology-based resources funded by this title; "(B) the impact on teaching and learning; and "(C) the extent to which the school or other appropriate learning environments will sustain the project after funding is terminated; "(2) be consistent with district level planning for educational technology, and shall support the local and State's curriculum frameworks;		38. The House bill requires that each LEA wishing to receive funds under this section submit to the SEA a 3-year plan which describes evaluations activities, supports local and State curriculum frameworks, provides for technical support and parent involvement. (See note 32 for comparable Senate and additional House provisions.)

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"(3) make provision for technical support and professional development as needed for individual teachers to develop and implement technology-assisted instruction; and "(4) provide a strategy for the enhanced involvement of parents through the use of technology. "SEC. 2211. FEDERAL ADMINISTRATION. "(a) EVALUATION PROCEDURES.—The Secretary shall, with State and local representatives, develop procedures for State and local evaluations of the programs under this title. "(b) EVALUATION SUMMARY.—The Secretary shall submit to the Congress 4 years after the enactment of this bill a summary of the State evaluations of programs under this subpart.		Federal Administration 39. The House bill, but not the Senate amendment, requires the Secretary to develop and use evaluation procedures for programs under this Title.

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	<i>"(3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCIES; TECHNICAL ASSISTANCE.—Each State educational agency receiving a grant under this section shall—</i> <i>"(A) identify the local educational agencies served by the State educational agency that—</i> <i>"(i) have the highest number or percentage of children in poverty; and</i> <i>"(ii) demonstrate to such State educational agency the greatest need for technical assistance in developing the application described in subsection (d); and</i> <i>"(B) offer such technical assistance to such local educational agencies.</i> <i>"(b) SELECTION OF GRANTS.—Each State educational agency, in awarding grants under this section, shall—</i> <i>"(1) ensure that each grant such agency awards to a local educational agency shall be of sufficient duration, and of sufficient size, scope, and quality, to carry out the purposes of this title effectively; and</i> <i>"(2) award grants to local educational agencies on a competitive basis.</i>	40. The Senate amendment, but not the House bill, requires each SEA to identify LEAs which have the highest poverty and the greatest need for technology in order to offer them assistance. 41. The Senate amendment, but not the House bill, requires SEAs to award grants to LEAs competitively and of sufficient size, scope and duration.

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"SEC. 2212. ALLOCATION OF FUNDS. "(a) IN GENERAL.—(1) From the amount appropriated under section 2213 for any fiscal year, the Secretary shall reserve— "(A) not more than one half of one percent for allocation among Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this subpart; and "(B) one half of 1 percent for programs for Indian students served by schools funded by the Secretary of the Interior consistent with the purposes of this subpart; "(2) The remainder of the amount so appropriated after meeting the requirements of paragraph (1) shall be allocated among the States (for purposes of this section, the District of Columbia and Puerto Rico shall be considered as States) with approved State plans under section 2209 as follows—	<i>"(2) AMOUNT.—(A) Except as provided in subparagraphs (B) and (C), the Secretary shall award grants under this section to each State educational agency for a fiscal year in an amount which bears the same relationship to the amount appropriated pursuant to the authority of subsection (b) for such year as the amount such State received under part A of title I for such year bears to the amount received for such year under such part by all States.</i> <i>"(B) No State educational agency shall receive a grant pursuant to subparagraph (A) in any fiscal year in an amount which is less than one-half of 1 percent of the amount appropriated pursuant to the authority of subsection (b) for such year.</i>	Allocation of funds 42. The House bill requires that up to 1% be reserved for Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, the Trust territories and programs for Indian students, with the remainder of the funds distributed to states based on a formula that takes into account the relative number of children aged 5 to 17 in a state combined with the relative number of poor children aged 5 to 17 in a state; the Senate amendment allocates funds to States based on the proportionate amount each state received under part A of Title I, and with no state receiving less than .5% of the total appropriated.

(C)

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“(A) ½ of such remainder shall be allocated among the States by allocating to each State an amount which bears the same ratio to such ½ of such remainder as the number of children aged 5 to 17, inclusive, in the State bears to the number of such children in all States; “(B) ½ of such remainder shall be allocated among the States according to each State's share of allocations under part A of title I of the Elementary and Secondary Education Act of 1965, except that no State shall receive less than ½ of 1 percent of the amount available under this subsection in any fiscal year or less than the amount allotted to such State for fiscal year 1988 under title II of the Education for Economic Security Act; “(C) for the purposes of this subsection, the term “State” does not include Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands, and “(D) the number of children aged 5 to 17, inclusive, in the State and in all States shall be deter-		

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mined by the Secretary on the basis of the most recent satisfactory data available to the Secretary. "(3) The Secretary shall make payments under paragraphs (1)(A) and (1)(B) on whatever terms the Secretary determines will best carry out the purposes of title I of this Act. "(b) REALLOTMENT OF UNUSED FUNDS.—(1) The amount of any State's allotment under subsection (a) for any fiscal year which the Secretary determines will not be required for such fiscal year to carry out part B of title II shall be available for reallocation from time to time, on such dates during such year as the Secretary may determine, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Secretary estimates such State needs and will be able to use for such year. "(2) The total of reductions under paragraph (1) shall be similarly reallocated among the States whose proportionate amounts were not so reduced. Any amounts re-		43. The House bill, but not the Senate amendment, provides for the reallocation of unused funds.

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allotted to a State under this subsection during a year shall be deemed a subpart of its allotment under subsection (a) for such year.	<i>"(C) If the sum of the amounts appropriated pursuant to the authority of section 3132(c) is equal to or less than \$50,000,000 for any fiscal year, then the Secretary shall award grants under this section for such year on a competitive basis to local educational agencies, either separately or in cooperation with a local educational agency or a State educational agency, which submit to the Secretary an application, containing the information described in paragraphs (1) through (3) of subsection (e), that the Secretary approves. In awarding such grants, the Secretary shall give priority to applications from local educational agencies with the highest number or percentage of disadvantaged students or the greatest need for educational technology.</i>	44. The Senate amendment, but not the House bill, provides that if in any year the appropriation for this section is \$50m or less, the Secretary is required to award grants to LEAs competitively.
"SEC. 2213. AUTHORIZATION OF APPROPRIATIONS. "There are authorized to be appropriated \$300,000,000 for this subpart for 1995 and such sums as may be necessary for each of the fiscal years 1996 through 1999.	<i>"(c) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated \$200,000,000 for fiscal year 1995, and such sums as may be necessary for each of the 4 succeeding fiscal years, to carry out this section.</i>	Authorization of Appropriations 45. The House bill authorizes \$300m in fiscal year 1995, with such sums for fiscal years 1996 through 1999; the Senate amendment authorizes \$200m in fiscal year 1995, with such sums for the remaining 4 years.

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"Subpart 2—Research, Development, and Demonstration of Educational Technology "SEC. 2214. FINDINGS AND PURPOSES. "(a) FINDINGS.—The Congress finds that— "(1) technology has the potential to assist and support the improvement of teaching and learning in schools and other settings; "(2) technology can provide students, parents, teachers, and other education professionals with increased access to information, instruction, and educational services in schools and other settings, including homes, libraries, preschool and child-care facilities, adult and family education programs, and postsecondary institutions; "(3) technology can produce far greater opportunities for all students to learn to high standards and to promote efficiency and effectiveness in education; and "(4) the rapidly changing nature of technology requires coordination and flexibility in Federal leadership.	<i>"Subpart 1—National Programs in Technology for Education</i>	Research-National Programs 46. The House bill names the subpart, "Research, Development and Demonstration of Educational Technology"; the Senate amendment names it "National Programs in Technology for Education." 47. The House bill, but not the Senate amendment, provides a section on findings.

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"(b) PURPOSES.—The purposes of this subpart are to promote achievement of the National Education Goals and to increase the opportunity for all students to achieve to challenging State standards by— "(1) promoting awareness of the potential of technology for improving teaching and learning; "(2) supporting State and local efforts to increase the effective use of technology for education; "(3) demonstrating ways in which technology can be used to improve teaching and learning, and to help ensure that all students have an equal opportunity to meet challenging State education standards; "(4) ensuring the availability of knowledge drawn from research and experience that can form the basis for sound State and local decisions about investment in, and effective uses of, educational technology;	"SEC. 3121. PURPOSES. <i>"It is the purpose of this subpart to promote achievement of the National Education Goals and—</i> <i>"(1) to provide leadership at the Federal level, through the Department, by developing a national vision and strategy—</i> <i>"(A) to infuse technology and technology planning into all educational programs and training functions carried out within school systems (and other educational settings) at the State, tribal, and local levels;</i> <i>"(B) to coordinate educational technology (for educators) activities among the related Federal and State departments or agencies, industry leaders, and interested educational and parental organizations;</i> <i>"(C) to establish working guidelines to ensure maximum interoperability nationwide and ease of access for the emerging technologies so that no school system will be excluded from the technological revolution; and</i> <i>"(D) to ensure that Federal technology-related policies and programs facilitate the use of technology in education;</i>	Purposes 48. Both bills state the overall purpose is to facilitate achievement of the national education goals, but the House bill also adds increasing the opportunity for all students to achieve." 49. The House bill emphasizes its purposes as promoting awareness, supporting state and local efforts, demonstrating uses, applying research in technology to policy decisions, promoting professional development, and incorporating technological advances into education; the Senate amendment emphasizes creating a national vision, promoting awareness, support state and local efforts, demonstrating uses, applying research to policy decisions, promoting professional development, supporting development of technology-enhanced instruction, and promoting the use of technology in federal programs.

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"(5) promoting high-quality professional development opportunities for teachers and administrators on the integration of technology into instruction and administration; "(6) ensuring that Federal technology-related policies and programs facilitate the use of technology in education; and "(7) ensuring that, as technological advances are made, the educational uses of these advances are considered and their applications are developed.	<i>"(2) to promote awareness of the potential of technology for improving teaching and learning;</i> <i>"(3) to support State and local efforts to increase the effective use of technology for education;</i> <i>"(4) to demonstrate ways in which technology can be used to improve teaching and learning, and to help ensure that all students have an equal opportunity to meet challenging State education standards;</i> <i>"(5) to ensure the availability and dissemination of knowledge (drawn from research and experience) that can form the basis for sound State and local decisions about investment in, and effective uses of, educational technology;</i> <i>"(6) to promote high-quality professional development opportunities for teachers, pupil-services personnel and administrators regarding the integration of technology into instruction and administration;</i> <i>"(7) to support development, production, and distribution of technology enhanced curriculum, and instruction and administrative support resources and services;</i>	

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"(8) to promote the effective uses of technology in existing Federal education programs, such as part A of title I and vocational education programs; and

"(9) to monitor, and disseminate information regarding, advancements in technology to encourage the development of effective educational uses of technology.

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SEC. 2215. OFFICE OF EDUCATIONAL TECHNOLOGY. "There is established in the Department an Office of Educational Technology, which shall be administered by a Director of Educational Technology appointed by the Secretary. The Office of Educational Technology, in consultation with other appropriate agencies, shall provide leadership to the Nation in the use of technology to promote achievement of the National Education Goals and to increase opportunities for all students to achieve to challenging State standards, and shall perform such additional functions as the Secretary may require.		Office 50. The House bill, but not the Senate amendment, creates an Office of Educational Technology within the Department of Education. 13-1-1

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"SEC. 2216. NATIONAL LONG-RANGE PLAN. "(a) IN GENERAL.—(1) The Secretary shall develop and publish by September 30, 1995, and update when appropriate, a national long-range plan to carry out the purposes of this subpart. "(2) The Secretary shall— "(A) develop the plan in consultation with other Federal agencies, State and local education practitioners and policy-makers, experts in technology and the educational applications of technology, and providers of technology services and products;	"(b) NATIONAL LONG-RANGE TECHNOLOGY PLAN.— "(1) IN GENERAL.—<i>The Secretary shall develop and publish within 12 months of the date of enactment of the Improving America's Schools Act of 1994, and update when the Secretary determines appropriate, a national long-range plan that supports the overall national technology policy and carries out the purposes of this subpart.</i> "(2) PLAN REQUIREMENTS.—<i>The Secretary shall—</i> <i>"(A) develop the national long-range plan in consultation with other Federal departments or agencies, State and local education practitioners and policymakers, experts in technology and the educational applications of technology, ^{i.e. educational} representatives of distance learning consortia, representatives of telecommunications partnerships receiving assistance under the Star Schools Act, and providers of technology services and products;</i>	National Long-Range Plan 51. The House bill requires that the Secretary publish a plan by September 30, 1995; the Senate amendment requires it by within 12 months of date of enactment. 52. Identical provisions with respect to development of the plan, except that the House bill uses the term, "educational applications of technology", when the Senate amendment uses, "applications of technology to education", and only the Senate amendment requires the inclusion of distance learning consortia and Star School recipients.

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"(B) transmit the plan to the President and to the appropriate committees of the Congress; and "(C) publish the plan in a form that is readily accessible to the public.	<i>"(B) transmit such plan to the President and to the appropriate committees of the Congress; and</i> <i>"(C) publish such plan in a form that is readily accessible to the public.</i>	
"(b) CONTENTS OF THE PLAN.—The national long-range plan shall describe the Secretary's activities to promote the purposes of this subpart, including— "(1) how the Secretary will encourage the effective use of technology to provide all students the opportunity to achieve to challenging State standards, especially through programs administered by the Department;	<i>"(3) CONTENTS OF THE PLAN.—The national long-range plan shall describe the Secretary's activities to promote the purposes of this subpart, including—</i> <i>"(A) how the Secretary will encourage the effective use of technology to provide all students the opportunity to achieve State content standards and State student performance standards, especially through programs administered by the Department;</i>	53. Identical provisions, except that the House bill applies the word, "challenging" to "standards", whereas the Senate amendment applies the word, "content" and "performance" to "standards".

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"(2) joint activities with other Federal agencies, such as the National Endowment for the Humanities, the National Endowment for the Arts, the National Aeronautics and Space Administration, the National Science Foundation, and the Departments of Commerce, Energy, Health and Human Services, and Labor, the National Institute for Literacy, to promote the use of technology in education, and training and lifelong learning, including plans for the educational uses of a national information infrastructure, and to ensure that the policies and programs of such agencies facilitate the use of technology for educational purposes to the extent feasible; "(3) how the Secretary will work with educators, State and local educational agencies, and ap-	<i>"(B) joint activities in support of the overall national technology policy with other Federal departments or agencies, such as the Office of Science and Technology Policy, the National Endowment for the Humanities, the National Endowment for the Arts, ^(the National Institute for Literacy) the National Aeronautics and Space Administration, the National Science Foundation, the Bureau of Indian Affairs, and the Departments of Commerce, Energy, Health and Human Services, and Labor—</i> <i>"(i) to promote the use of technology in education, and training and lifelong learning, including plans for the educational uses of a national information infrastructure; and</i> <i>"(ii) to ensure that the policies and programs of such departments or agencies facilitate the use of technology for educational purposes, to the extent feasible;</i> <i>"(C) how the Secretary will work with educators, State and local educational agencies, and</i>	54. Similar provisions concerning joint activities, except that the only House bill includes the National Institute on Literacy and only the Senate amendment includes the Office of Science and Technology Policy and the Bureau of Indian Affairs.

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appropriate representatives of the private sector to facilitate the effective use of technology in education; "(4) how the Secretary will promote— "(A) increased access to the benefits of technology for teaching and learning for schools with high concentrations of children from low-income families; "(B) the use of technology to assist in the implementation of State systemic reform strategies; "(C) the application of technological advances to use in education; "(D) increased opportunities for the professional development of teachers in the use of new technologies; and "(E) increased access to high quality adult and family education services through the use of technology for instruction and professional development;	<i>appropriate representatives of the private sector to facilitate the effective use of technology in education;</i> <i>"(D) how the Secretary will promote—</i> <i>"(i) higher achievement of all students through the integration of technology into the curriculum;</i> <i>"(ii) increased access to the benefits of technology for teaching and learning for schools with a high number or percentage of children from low-income families;</i> <i>"(iii) the use of technology to assist in the implementation of State systemic reform strategies;</i> <i>"(iv) the application of technological advances to use in education; and</i> <i>"(v) increased access to high quality adult and family education services through the use of technology for instruction and professional development; and</i> <i>"(v) increased opportunities for the _(vi) professional development of teachers in the use of new technologies;</i>	55. Identical provisions regarding the contents of the plan, except that the Senate amendment also requires the Secretary to show how he will promote: higher achievement through the integration of technology, the exchange of information, and the use of evaluations to improve the purposes of this subsection. In addition, the House bill uses the term, "schools with high concentrations of children from low-income families" when the Senate amendment uses, "schools with a high number or percentage of children from low-income families."

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"(5) how the Secretary will determine, in consultation with appropriate individuals, organizations, and agencies, the feasibility and desirability of establishing guidelines and protocols to facilitate effective use of technology in education; and "(6) the Secretary's long-range measurable goals and objectives relating to the purposes of this subpart.	<i>"(E) how the Secretary will determine, in consultation with appropriate individuals, organizations, industries, and agencies, the feasibility and desirability of establishing guidelines to facilitate an easy exchange of data and effective use of technology in education;</i> <i>"(F) how the Secretary will promote the exchange of information among States, local educational agencies, schools, consortia, and other entities concerning the effective use of technology in education;</i> <i>"(G) how the Secretary will utilize the outcomes of the evaluation undertaken pursuant to section 3206(c)(2) to promote the purposes of this subpart; and</i> <i>"(H) the Secretary's long-range measurable goals and objectives relating to the purposes of this subpart.</i>	

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"SEC. 2217. FEDERAL LEADERSHIP. "(a) PROGRAM AUTHORIZED.—(1) In order to provide Federal leadership in promoting the use of technology in education, the Secretary, in consultation with the National Science Foundation, the Department of Commerce, and other appropriate Federal agencies, may carry out activities designed to achieve the purposes of this subpart directly or by awarding grants (pursuant to a peer review process) to, or entering into contracts with, State educational agencies, local educational agencies, institutions of higher education, or other public and private nonprofit or for-profit agencies and organizations.	"SEC. 3122. FEDERAL LEADERSHIP. "(a) ACTIVITIES AUTHORIZED.— "(1) <i>IN GENERAL.—In order to provide Federal leadership that promotes higher student achievement through the use of technology in education and to achieve the purposes of this subpart, the Secretary, in consultation with the Office of Science and Technology Policy, the National Science Foundation, the United States National Commission on Libraries and Information Sciences, the Department of Commerce, the Department of Energy, the National Aeronautics and Space Administration, the Bureau of Indian Affairs, and other appropriate Federal departments or agencies, may carry out activities designed to achieve the purposes of this subpart.</i> "(c) ASSISTANCE.—<i>The Secretary shall provide assistance to the States to enable such States to plan effectively for the use of technology in all schools throughout the State in accordance with the purpose and requirements of section 317 of the Goals 2000: Educate America Act.</i>	Federal Leadership 56. The House bill authorizes the Secretary, in consultation with the National Science Foundation, the Department of Commerce and "other federal agencies" to provide grants and contracts to a variety of entities; the Senate amendment does the same, but notes the goal of promoting "higher student achievement" and names many more federal agencies. 57. The Senate amendment, but not the House bill, requires the Secretary to provide assistance to States in developing State technology plans, in accordance with the Goals 2000 Act.

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"(2) For the purpose of carrying out coordinated or joint activities consistent with the purposes of this subpart, the Secretary may accept funds from, and transfer funds to, other Federal agencies. "(b) USES OF FUNDS.—The Secretary may use funds appropriated under this subpart for activities designed to carry out the purpose of this subpart, and to meet the goals and objectives of the national long-range plan under section 2216, including—	<i>"(2) TRANSFER OF FUNDS.—For the purpose of carrying out coordinated or joint activities to achieve the purposes of this subpart, the Secretary may accept funds from, or transfer funds to, other Federal departments or agencies.</i> <i>"(d) USES OF FUNDS.—</i> <i>"(1) IN GENERAL.—The Secretary shall use funds made available to carry out this section for activities designed to carry out the purpose of this subpart, including—</i>	58. Identical provisions, except the House bill uses the phrase, "consistent with", where the Senate bill uses "to achieve". 59. Identical provisions, except the House bill "allows" the Secretary, and the Senate "requires" the Secretary to use funds for such activities.

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"(1) planning grants to States and local education agencies, to enable such entities to examine and develop strategies for the effective use of technology to help achieve the objectives of the Goals 2000: Educate America Act, the School-to-Work Opportunities Act of 1994, and the National Literacy Act; "(2) development grants to technical assistance providers, to enable them to improve substantially the services they offer to educators on the educational uses of technology, including professional development; "(3) consulting with representatives of industry, elementary and secondary education, higher education, adult and family education, and appropriate experts in technology and its educational applications in carrying out activities under this subpart; "(4) research on, and the development of, guidelines and protocols to facilitate efficient and effective use of technology in education;	<i>"(A) providing assistance to technical assistance providers to enable such providers to improve substantially the services such providers offer to educators regarding the educational uses of technology, ^(for education) including professional development;</i> <i>"(B) consulting with representatives of industry, elementary and secondary ^{adult education} education, higher education, and appropriate experts in technology and the educational applications of technology, in carrying out the activities assisted under this subpart;</i> <i>"(C) research on, and the development of, guidelines to facilitate maximum interoperability, efficiency and easy exchange of data for effective use of technology in education;</i>	✓ 60. The House bill, but not the Senate amendment, includes under uses of funds, planning grants to States. 61. Identical provisions with technical differences. 62. Identical provisions, except only the House bill includes "adult family education" among those listed. 63. Identical provisions, except the House bill uses the term "protocols", when the Senate amendment describes the same with "maximum interoperability, efficiency and easy exchange of data."

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"(5) research on, and the development of, educational applications of the most advanced and newly emerging technologies; "(6) the development, demonstration, and evaluation of applications of existing technology in preschool education, elementary and secondary education, training and lifelong learning, and professional development of educational personnel; "(7) the development and evaluation of software and other products, including television programming, that incorporate advances in technology and help achieve the National Education Goals and challenging State standards; "(8) the development, demonstration, and evaluation of model strategies for preparing teachers and other personnel to use technology effectively to improve teaching and learning; "(9) the development of model programs to demonstrate the educational effectiveness of technology in urban and rural areas and economically-distressed communities;	<i>"(D) research on, and the development of, educational applications of the most advanced and newly emerging technologies;</i> <i>"(E) the development, demonstration, and evaluation of applications of existing technology in preschool education, elementary and secondary education, training and lifelong learning, and professional development of educational personnel;</i> <i>"(F) the development and evaluation of software and other products, including multimedia television programming, that incorporate advances in technology and help achieve the National Education Goals, State content standards and State student performance standards;</i> <i>"(G) the development, demonstration, and evaluation of model strategies for preparing teachers and other personnel to use technology effectively to improve teaching and learning;</i> <i>"(H) the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and eco-</i>	64. Identical provisions, except only the Senate bill includes the term "multimedia."

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"(10) research on, and the evaluation of, the effectiveness and benefits of technology in education;	<i>nomically distressed communities;</i> <i>"(I) research on, and the evaluation of, the effectiveness and benefits of technology in education, giving priority to research on, and evaluation of, such effectiveness and benefits in elementary and secondary schools;</i>	65. Identical provisions, except only the Senate amendment adds that a priority be given to such research in elementary and secondary schools.
"(11) conferences on, and dissemination of information about, the uses of technology in education;	<i>"(J) a biennial assessment of, and report to the public regarding, the uses of technology in elementary and secondary education throughout the United States upon which private businesses and Federal, State, tribal, and local governments may rely for decisionmaking about the need for, and provision of, appropriate technologies in schools, which assessment and report shall use, to the extent possible, existing information and resources;</i>	66. The Senate amendment, but not the House bill, lists as one of the uses of funds, a biennial assessment on the uses of technology.
"(12) the development of model strategies to promote gender equity concerning access to, and the use of, technology in the classroom;	<i>"(K) conferences on, and dissemination of information regarding, the uses of technology in education;</i> <i>"(L) the development of model strategies to promote gender equity in the use of technology;</i>	67. Identical provisions, except only the House includes the concept of "access to and use of" in promoting gender equity.

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"(13) the development, demonstration and evaluation of a Buddy System Computer Education grant to each of three States having demonstrated ability or commitment to computer-based technology education to establish an education program for students in 6th through 8th grades in which computers are placed and linked in students' classrooms and homes; and "(14) such other activities as the Secretary determines would meet the purposes of this subpart.	<i>"(M) encouraging collaboration between the Department and other Federal agencies in the development, implementation, evaluation and funding of applications of technology for education, as appropriate; and</i> <i>"(N) such other activities as the Secretary determines will meet the purposes of this subpart.</i> <i>"(2) SPECIAL RULES.—</i> <i>"(A) The Secretary shall carry out the activities described in paragraph (1) directly or by grant or contract.</i>	68. The House bill, but not the Senate amendment, lists as one of the uses, development of the Buddy System. 69. The Senate amendment, but not the House bill, lists as one of the uses, federal agency collaboration. ✓ 70. The Senate amendment, but not the House bill, requires that the activities be carried out by grant or contract, competitively and through peer review.

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through a notice in the Federal Register and may be in the form of cash or in-kind contributions, fairly valued. "(2) The Secretary may increase the non-Federal share required of such recipient after the first year of the recipient's project, except that such share may not exceed 50 percent at any time during the recipient's project.	<i>through a notice in the Federal Register and may be in the form of cash or in-kind contributions, fairly valued.</i> <i>"(2) INCREASE.—The Secretary may increase the non-Federal share that is required of a recipient of a grant or contract under this section after the first year such recipient receives funds under such grant or contract.</i> <i>"(3) MAXIMUM.—The non-Federal share required under this section shall not exceed 50 percent of the cost of the activities assisted pursuant to a grant or contract under this section.</i>	72. Identical provisions, except the House bill uses the phrase "recipient's project" when the Senate amendment uses "grant or contract."
"SEC. 2218. AUTHORIZATION OF APPROPRIATIONS. "For the purpose of carrying out this subpart, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1995 through 1999.	<i>"(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated \$5,000,000 for fiscal year 1995, and such sums as may be necessary for each of the 4 succeeding fiscal years, to carry out this section.</i>	Authorization of Appropriations 73. The House bill authorizes "such sums" from fiscal year 1995 through fiscal year 1999; the Senate amendment authorizes \$5m in fiscal year 1995 and "such sums" for the remaining four years.