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Archived By
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Box #5

Legislative Files

- ESEA Comparisons
- Lieberman Bill
- FY 2000 Budget
- Super- Education Flex File
- Advance Appropriation
- Impact Aid
- Education Policy Analysis
- Senate Bill S.824
- ESEA Bill Draft
- Federal Education Legislation Enacted in 1999 Initiative
- Internet Filtering Language
- Committee Report on Health, Education and Labor
- Miscellaneous

Administrative

- Memo's and Briefings
- Statements of Administration Policy
- Federal Register

President Files

- Legacy Education Chapter
- National urban league Letter
- Hispanic Memo to the President From Sperling/Shireman
- Presidents Agenda to the Nation

Vice President Files

- Academy of Hope File
- ESEA Proposal Gore v. Bush
- Gore Agenda for 21st Century Schools
- Gore Conference
- Vice President Letters
- Vice President Memo on IDEA
- College Tax Cut
- Advisory Committee File
- Key Correspondence
- Leadership Group on 21st Century Skills

ENCLOSURES FILED OVERSIZE ATTACHMENTS **18526**
NADA 15746

- Jerry Brown's School
- 21st Century Skills Summit
- Minnesota- Ventura
- Michigan Charter Schools
- Texas Research
- Vice President Miscellaneous

Political Files

- Policy Overview
- Policy Information
- Republican
- Testing/ Scores
- Vice President School Days
- NEA Preparation
- Florida School Vouchers
- Iowa Class Size Reduction
- Lifelong Learning Conference
- Gore Talking Points and Paper
- IDEA File
- Gore 2000
- Education Budget Opportunities
- After School/ 21CCLC
- Department of Education/ Higher Education
- Chicago OCR Complaints
- New Teachers Initiative
- Congressional Letters

Committee Reports

- National Governors Association
- Hispanic Education
- Religion in Public Schools- Teacher Guide
- Financing America's Schools
- ESEA- Opportunities Act
- SREB- Reducing Dropout Rates
- Internet Protection Act
- Social Promotion
- Facility Conditions (Milwaukee)
- Education- Passport to Prosperity
- Condition of Education 1999
- General File

Accountability provisions and timelines in proposed ESEA

DRAFT

March 31, 1999

Purpose	Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School accountability	<u>New</u> schools must be identified as needing improvement by districts which must intervene in them, identification is based on State criteria. <i>Required for Title I schools, encouraged for all schools.</i> (Title I)	School data shows not meeting state accountability goal		School identified as in need of improvement School gets technical assistance	→ →	Schools that fail to improve receive corrective actions from district	
	Schools that were identified under the old law and have not improved must receive immediate strong corrective actions from districts. <i>Required for Title schools.</i> (Title I)	Old schools receive corrective action from districts. (7,000 schools were identified for improvement in 1997, so a subset of them will go into corrective action.)	Cycle begins again.				
District accountability	<u>New</u> districts must be identified for improvement by states, and state must provide assistance and intervention. <i>Required for districts with Title I schools.</i> (Title I)	District data shows not meeting state accountability goal (at least for Title I schools).		District identified as in need of improvement. District gets TA and peer review of improvement plan.	→ →	→ →	Districts that fail to improve receive corrective actions from the State.
	Districts identified for improvement under the old law that still haven't improved must receive strong corrective actions from states. (Title I)	Old districts receive corrective action from states. (1,000 districts were identified for improvement in 1997, so a subset will go into corrective action.)	Cycle begins again.				

Purpose	Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School rewards	Schools recognized as distinguished by states. <i>Required for Title I schools, encouraged for all schools. (Title I)</i>	School meets state criteria for distinguished schools.	→ →	→ →	School recognized as distinguished by state.		
District rewards	Districts <u>may</u> be recognized as distinguished by states. <i>Applies to Title I districts, encouraged for all districts. (Title I)</i>	District meets state criteria for distinguished districts.	→ →	→ →	State <u>may</u> recognize distinguished districts.		
School report cards	Districts must publish and disseminate school report cards; States must publish and disseminate state and district report cards. <i>Applies to all schools. (Title XI)</i>	Report cards are published for 80,000 schools	→ →	→ →	→ →	→ →	→ →
Title I Teacher quality	New instructional staff in Title I schools must be certified or get certification within 2 years. <i>Required for Title I schools. (Title I)</i>	All new Title I instructional staff must be certified or get certification w/in 2 years. Up to 45,000 schools.	→ →	→ →	→ →	→ →	→ →
Teacher Accountability	States must ensure that at least 95% of teachers are certified and at least 95% of teachers in secondary school are teaching in field. <i>Required for all schools. (Title XI)</i>	State submits plan for meeting teacher quality goal.	→ →	→ →	States must ensure that 95% of teachers are certified and 95% of secondary teachers are in field. 80,000 schools	→ →	→ →

Purpose	Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ending social promotion	States end social promotion at 3 transition points, one of which is high school graduation. <i>Required for all schools. (Title XI)</i>	State begins developing plan and policies to end social promotion.	→ →	→ →	States must end the practice of social promotion. 80,000 schools	→ →	→ →
Discipline policies	States must require districts and schools to implement sound discipline policies. <i>Required for all schools. (Title XI)</i>	Discipline policies go into effect. 80,000 schools	→ →	→ →	→ →	→ →	→ →
English language acquisition.	Title VII programs must report annually on progress toward helping LEP students master English proficiency in 3 years as well as content knowledge. <i>Required for Title VII programs. (Title VII)</i>	Title VII programs must begin annual reporting on progress toward helping LEP students master English proficiency in 3 years and content knowledge.	→ →	→ →	The Secretary will determine grant continuation based on demonstrated progress.	→ →	→ →
	Schools will be held accountable for LEP student performance by assessing LEP students who have been in U.S. schools for 3 consecutive years in English versions of reading/language arts tests. They must also administer annual language proficiency tests to monitor progress. <i>Required for Title I schools, encouraged to apply to all. (Title I)</i>	Schools must begin administering annual language proficiency tests for LEP students and including LEP students who have been in U.S. schools for 3 consecutive years in English versions of reading/language arts tests.	→ →	→ →	→ →	→ →	→ →

COMPARISON OF CURRENT LAW, ADMINISTRATION, AND HOUSE-PASSED ESEA REAUTHORIZATION BILLS (H.R. 2 AND H.R. 1995)

TITLE I – HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

Current Law	Administration	House
<u>Overall Purpose</u> To help low-achieving children in high-poverty schools meet challenging State standards that all children are expected to meet.	Unchanged. Makes minor revisions to update supporting statements (needs, lessons learned, and means for achieving the purpose) with findings from recent research and evaluations.	To ensure that all children have a fair and equal opportunity to obtain a high-quality education.

Title I, Part A

<u>State Plan</u> Requires comprehensive State plans, subject to peer review and approval by the Secretary, demonstrating that the State has developed or adopted State standards and assessments in at least reading or language arts and mathematics.	Also requires States to describe how they will develop and implement statewide accountability systems, based on State standards and assessments, that meet specified criteria. Plan to be coordinated with IDEA and the Perkins Act.	Requires development or adoption of science standards by school year 2005-2006. Requires Secretary to withhold administrative funds from States that do not have in place challenging State content and student performance standards. Same as Administration bill.
<u>State Assessments</u> Requires that, by 2001, all SEAs have final State assessment systems in place to measure the performance of students in Title I schools against State standards. Specifies that State assessments be designed to assess students' performance in mastering complex skills and challenging subject matter and be administered in at least reading and mathematics at some time during grades 3-5, 6-9, and 10-12.	Clarifies that assessments must be used starting with school year 2000-2001. No change.	Same as Administration, but adds requirement for science assessments by school year 2005-2006. No change.

Current Law	Administration	House
Requires SEAs to assess limited English proficient (LEP) children, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what these students know and can do.	Adds requirements that: (1) in content areas other than English, Spanish-speaking LEP children be assessed with tests written in Spanish (if the tests are likely to produce more accurate results than English-language tests), and (2) all students who have attended U.S. schools (except in Puerto Rico) for three or more consecutive years be assessed in reading or language arts using tests written in English.	Adds requirement for assessment of students who have been in U.S. schools (except for Puerto Rico) for three or more consecutive years using tests written in English, with LEA discretion to use tests in language other than English for one additional year.
<u>State Accountability</u> Holds LEAs and schools accountable for making “adequate yearly progress” toward enabling participating students to meet the State’s proficient and advanced performance standards in at least reading and math.	Holds LEAs and schools accountable for continuous and substantial gains in overall student performance and in the performance of the lowest-achieving students in at least reading and math. Accommodates a single accountability system that includes Title I by allowing States that have shown substantial overall achievement gains and a reduction in the achievement gap between high-performing and low-performing students to use their own procedures for identifying and intervening in low-performing LEAs and schools.	Strengthens adequate yearly progress requirements to include numerical goals for improving overall student performance and for narrowing achievement gaps between groups of students. Requires that adequate yearly progress be defined to ensure that each group of students meets or exceeds the proficient level within 10 years of enactment. States that fail to implement a system for measuring adequate yearly progress would lose administrative funding. No comparable provision.
<u>Accountability/Report Cards</u> Requires LEAs and States, respectively, to publicize and disseminate individual school profiles and results from the State review of the progress of each LEA toward meeting the State’s adequate yearly progress targets. Assessment results must be disaggregated by gender, ethnicity, race, LEP and migrant status, poverty, and disability.	Requires (under proposed Title XI) State-level, LEA-level, and school-level report cards that include Title I and non-Title I schools. State-level report cards must include aggregate student performance in reading/language arts and math, attendance and graduation rates, average class-size for each school district in the State, information on school safety, information on the professional	States must prepare and disseminate annual report cards for all Title I schools no later than the beginning of the 2001-2002 school year. If States do not provide report cards, they must report the same information through “other public means.” State report cards must include disaggregated student performance on statewide assessments for at least reading and mathematics (science

Current Law	Administration	House
	qualifications of teachers in the State, and disaggregated student achievement data. LEA and school report cards must also include information on the number of low-performing schools, and information that shows how students in the LEA or school performed on statewide assessments compared to students in the rest of the State or LEA.	must be added by 2005-2006), retention in grade, completion of AP courses, 4-year graduation rates, the professional qualifications of teachers and paraprofessionals and the ratio of paraprofessionals to teachers in the classroom. LEA report cards must also include the number and percentage of schools identified for school improvement and a comparison of student performance in the LEA vs. in the State as a whole. School report cards must say whether the school has been identified for school improvement and compare student performance with that of students in the LEA and the State as a whole. LEAs also would be required to provide to parents, upon request, information regarding the professional qualifications of their classroom teachers and paraprofessionals.
<u>State Support for Improvement</u> Requires State mechanisms to, at a minimum, identify "distinguished" educators and schools, and create a statewide system of "school support teams."	Requires a State support system for LEAs and schools that may include, for example, school support teams, distinguished educators, and a peer-review process to improve school improvement plans.	Same as Administration bill, except no peer-review of school improvement plans.
<u>State Reservation for School Improvement</u> Requires SEAs to reserve at least \$200,000 (and permits them to reserve up to ½ of one percent) of combined allocations for Title I LEA grants, State Migrant, and State Neglected and Delinquent grants for school improvement purposes.	Requires SEAs to reserve 2.5 percent of their Title I LEA Grant funds for accountability and school improvement activities. The amount would rise to 3.5 percent in fiscal year 2003. Requires SEAs to allocate at least 70 percent of the reserved funds to LEAs.	Authorizes reservation of .5%, but limits it to Title I LEA Grants only; no required minimum.

Current Law	Administration	House
<u>Priorities for State Assistance</u> Gives priority for assistance from school support teams to schoolwide programs; then, if funds are sufficient, to schools identified for improvement and with at least 75% poverty.	Gives first priority to LEAs subject to corrective action and schools for which an LEA failed to carry out its responsibilities relating to technical assistance and corrective action, and second priority to LEAs identified for improvement.	Same as Administration bill.
<u>Local plans</u> Requires comprehensive LEA plans tied to State standards and assessments and defines plan requirements.	Adds requirement that LEAs describe actions to assist low-performing schools and how the agency will promote the use of extended learning time. Adds requirement for description of assessments used to determine literacy levels of first-graders, including administration to students in the language most likely to yield valid results. Requires coordination of plans with IDEA and Perkins. Adds requirement that SEAs peer review all LEA plans as part of the State approval process.	Same as Administration bill. Similar to Administration bill, except no requirement to test students in language most likely to yield valid results. Requires coordination with IDEA, Perkins, and Head Start. Not included.
<u>Local Plans/LEP Provisions</u> No comparable provision.	Requires schools to annually assess the progress of LEP students in learning English and use that information to modify instruction; first grade literacy diagnostic assessment to be in the language most likely to yield valid results. No comparable provision.	Not included. LEAs must document effort to obtain informed parental consent before placing a LEP child in an English language instruction program that is tailored for LEP children or includes the use of native language

Current Law	Administration	House
		instruction. Parents of LEP children participating in an English language instruction program may choose the method of instruction, if more than one is offered, and may remove their children from the program upon request.
<u>LEA and School Improvement</u> Establishes a several-stage process for LEA and school improvement, requiring that: (1) LEAs identify schools not making adequate progress for two consecutive years; (2) identified schools revise Title I plans in the year after being identified; (3) LEAs help identified schools improve; and (4) ultimately, LEAs take corrective actions against schools that repeatedly fail. No comparable provision.	Requires schools, within 3 months of identification for improvement, to develop or revise plans that include research-based strategies and specific goals and objectives. Requires LEAs to peer review school improvement plans.	Mostly the same as Administration bill; adds new requirement for parental notification when LEAs or schools are identified for improvement, and for students enrolled in such schools to have the option of transferring to another public school. No provision for peer review of school improvement plans.
Corrective action is required during the third year following identification for improvement and may include such measures as curtailing a school's decision-making authority, or transferring staff or students to other schools. SEAs hold LEAs accountable using a similar process	Corrective action is required immediately after the third year following identification for improvement and must include at least one of the measures specified in the bill, such as implementing a new curriculum or redesigning or restructuring a school. Permits 1-year delay of corrective action if there has been a 1-year gain in student achievement and LEA expects school to meet targets in the following year.	Requires corrective action, which must include at least one of the measures specified in the bill, at the end of the second year following identification for school improvement. Requires parental notification when LEAs or schools are subject to corrective action. Permits delay of corrective action for 1 additional year "due to exceptional or uncontrollable circumstances."
<u>Limitation on LEA Administrative Costs</u>		LEAs may not use more than 4 percent of their Part A funds for administrative expenses. The Secretary, in consultation with State and local officials and school finance experts, is required to develop and issue regulations defining administrative costs under Title I.

Current Law	Administration	House
<u>Title I Instructional Staff</u> Requires Title I schools to provide instruction using highly-qualified staff. Allows aides employed with Title I funds to provide classroom instruction under the direct supervision of a teacher. Requires that instructional aides be under the direct supervision of a teacher and have (or will obtain within two years of employment) a secondary school diploma or recognized equivalent, unless an aide has proficiency in a language other than English that is needed to enhance the participation of eligible children.	Adds requirement that all new teachers paid with Title I funds be certified in the field in which they will teach, or have a bachelor's degree and be enrolled in a program to obtain certification within 3 years. Phases out the use of aides for classroom instruction: (1) raises minimum qualifications for paraprofessionals who, by July 1, 2002, must have completed at least 2 years of college to perform one-on-one tutoring, assist with classroom management, or provide assistance in a computer laboratory; and (2) specifies that a paraprofessional with a secondary school diploma who has not completed at least 2 years of college may perform only non-instructional duties, such as improving parental involvement, providing support in a library or media center, or acting as a translator.	Requires all new teachers to be "fully qualified," and all teachers to be fully qualified by December 31, 2003. "Fully qualified" is defined as State certification or licensure. In addition, elementary school teachers must hold a bachelor's degree and demonstrate knowledge and teaching skills in the elementary school curriculum. Middle and secondary school teachers must hold a bachelor's degree and have majored in the subject areas in which they provide instruction or have passed a rigorous State or local test in those subject areas. All paraprofessionals hired one year or more after enactment of bill must have completed two years of college, have an associate's degree, or have met "a rigorous standard of quality" beyond a high school diploma. Existing paraprofessionals must meet same standards within 3 years after enactment. Translators or aides working only on parental involvement activities are exempt from these requirements. Expands definition of paraprofessional duties to include "instructional services," which must be provided only under direct supervision of fully qualified teacher.
<u>Professional Development</u> Requires schools to provide ongoing professional development for school staff working with disadvantaged students.	No change.	No substantive change.

Current Law	Administration	House
Requires a school identified for school improvement to devote an amount, from any source, equivalent to at least 10 percent of one year's Part A allocation to professional development activities conducted during two consecutive years, or otherwise demonstrate that it is effectively carrying out professional development activities.	Requires that all participating LEAs use at least 5 percent of annual Title I Part A allocations for professional development (10 percent for fiscal year 2003 and thereafter), whether or not the LEA (or any of its schools) is identified for improvement.	No requirement for specific set-aside of Part A allocations for professional development.
<u>Schools eligible for Title I funds</u> A public school with a percentage of students from low-income families as high or higher than the districtwide average, or at least 35 percent, is eligible for Title I funds.	Clarifies that LEAs may extend eligibility for one additional year to ineligible schools that received funds in the previous fiscal year.	Same as Administration bill.
<u>Ranking and Serving Schools</u> If funds are insufficient to provide services in all eligible schools, an LEA with 1,000 or more students must rank and serve all schools (including middle and high schools) with poverty rates above 75 percent before serving other schools. Below the 75 percent poverty cut-off, LEAs may rank all eligible schools by poverty rate, or separately rank schools within grade span, and must then serve them in rank order. Also, an LEA must allocate a minimum amount per poor child unless all schools served have poverty rates of 35 percent or higher.	Clarifies that an LEA may allocate a greater per-child amount to higher-poverty schools than to lower-poverty schools.	Raises enrollment required for exemption from rank-order rules from 1,000 to 1,500. Permits LEAs to serve elementary schools above 75 percent poverty before middle and high schools above 75 percent.
<u>Children eligible for Title I services</u> Each public school receiving Title I funds establishes its own educational criteria for selecting and serving students who are failing, or at risk of failing, to meet State academic standards.	Requires services for homeless children who do not attend Title I schools.	Same as Administration bill.

Current Law	Administration	House
<u>Services to Private School Children</u> Requires LEAs to provide Title I services to eligible private school children residing in participating public-school attendance areas; the level of services is determined by the amount of funds generated by poor private-school children.	Adds language clarifying and expanding the level of consultation required between the LEA and private school officials.	Similar to Administration bill, but adds requirement for written confirmation to SEA of LEA consultation with private school officials. Also adds to issues for consultation “consideration and analysis of the views of private school officials on the provision of contract services through potential third-party providers.”
<u>School Choice</u> LEAs may use Part A funds to support programs which permit parents of Title I children to select the public school their children attend. Only Title I schools may participate in such programs, and funds may not be used to pay transportation costs.	No change.	Extends parents’ choice of schools to “charter schools and any other public school” except those identified for improvement or subject to corrective action. Permits use of Part A funds to pay transportation costs. Adds new Public Safety and Family School Choice program that permits victims of in-school crimes or students attending schools designated as “unsafe” by the State to attend another public or charter school selected by their parents.
<u>Schoolwide programs</u> Permits schools with at least 50 percent poverty to operate schoolwide programs that combine Federal, State, and local funds to improve the overall instructional program for all children in a school. Specifies 8 components of schoolwide programs that focus on: needs assessment, reform strategies, instruction by highly qualified staff, professional development, parent involvement, transition from preschool, teachers’ involvement in assessments, and activities to help students having difficulty mastering challenging standards.	No change. Restructures schoolwide components to focus on 3: (1) comprehensive needs assessment; (2) a coherent research-based design, based on the needs assessment, to improve teaching and learning throughout the school; and (3) regular review of the school’s progress in implementing its program and achieving its goals for student achievement. Requires LEA peer review of schoolwide plans.	Lowers threshold for schoolwide programs to 40 percent. No substantive change. No peer review required.

Current Law	Administration	House
<u>Targeted Assistance Schools</u> Title I schools that are ineligible for or choose not to operate schoolwide programs must carry out targeted assistance programs, which focus services on students identified as failing or most at risk of failing to meet State standards. These schools increase the amount and quality of student learning for identified students by: helping them master the same challenging curriculum as other students; and giving primary consideration to instructional arrangements, such as after-school, weekend, and summer programs, that allow participating children to receive all the classroom instruction other children receive, in addition to Title I services.	No substantive change.	No substantive change.
<u>Federal formula allocations</u> Requires that amounts appropriated for Title I LEA Grants in excess of the fiscal year 1995 appropriation for Title I Basic and Concentration Grants be allocated as Targeted Grants. Limits Puerto Rico's allocations by capping its average per-pupil expenditure at 32 percent of the lowest average per-pupil expenditure of any of the 50 States.	Requires that Targeted Grants receive the greater of: (1) 20 percent of the Title I LEA Grant appropriation; or (2) the amount exceeding the fiscal year 1995 appropriation for Basic and Concentration Grants. Phases in changes to ensure that Puerto Rico receives Title I allocations on the same basis as the 50 States and D.C. by fiscal year 2005.	Limits Targeted Grants to 50 percent of Part A appropriations in excess of the 1999 level. Adds 85 percent hold-harmless provision for Concentration Grants and permits ineligible LEAs to receive Concentration Grants at hold-harmless level for up to four years. Limits phase-in of equal treatment for Puerto Rico by precluding any resulting reduction of funding to any other State or DC.
<u>Capital Expenses</u> Authorizes capital expenses to help meet LEA administrative costs necessary to provide alternative delivery systems for religious-school students, in compliance with the Supreme Court's 1985 <u>Aguilar v. Felton</u> decision (which was overturned in 1997).	Repeals the authority.	Repeals authority effective September 30, 2002.

Current Law	Administration	House
<u>Evaluation</u> Authorizes a separate appropriation for Title I evaluation. Requires a National Assessment of Title I programs and a longitudinal National Evaluation of Title I.	Deletes separate authorization; permits the Secretary to reserve not more than .3 percent from the total amount appropriated for Title I for evaluations; partnership activities with States to develop management information systems; applied research, technical assistance, dissemination, and recognition activities; and updates of Census data used for Title I allocations. No substantive change.	No change.
<u>Program Indicators</u> No comparable provision.	Requires States to report annual progress of LEAs and schools in meeting specified performance indicators for student performance, school improvement, teacher qualifications, and parental involvement.	Not included.
<u>Comparability of Resources</u> Requires that LEAs provide, from State and local funds, services in Title I schools that are at least comparable to those provided in non-Title I schools. LEAs meet comparability requirements either by filing an assurance with the SEA that includes an LEA salary schedule, a policy to ensure equivalence among schools in teachers and other staff, and a policy to ensure equivalence in curriculum materials and instructional supplies; or by demonstrating comparability through other measures such as pupil/teacher ratios.	Changes the current tests of comparability by requiring an LEA to ensure comparable quality between Title I and non-Title I schools in terms of: pupil-teacher ratios and the qualifications of teachers; curriculum and other instructional materials and resources; and the condition and safety of school facilities, including access to technology.	No change.

Title I, Part B, Even Start

<u>Reservation of Funds</u> Requires the Secretary to reserve 5 percent of the Even Start appropriation for programs for children of migratory workers, the outlying areas, Indian tribes and tribal organizations, and one project in a prison that houses women and their preschool-age children. Permits the Secretary to reserve not more than 3 percent for evaluation, technical assistance, program improvement, and replication activities. Requires the Secretary to award competitive grants to States, from \$10 million reserved from Reading Excellence Act funds, for "statewide family literacy initiatives."	Permits the use of set-aside funds for projects serving other populations, including families that are homeless, that have children with severe disabilities, or that include incarcerated mothers of young children. Deletes the requirement for the prison literacy project. Permits a reservation of 1 percent for technical assistance, program improvement, and replication activities. Deletes evaluation from the list of authorized activities. (Even Start evaluation would be supported through the reservation of not more than .3 percent for evaluation from the total amount appropriated for Title I.) Permits the Secretary to make grants by reserving funds from the Even Start appropriation.	The House has not yet taken up the Even Start reauthorization.
<u>State Plan</u> No comparable provision.	Requires a one-time State plan that includes (or describe progress toward) indicators of program quality, and how the State will use indicators to help projects implement program elements, conduct subgrant competitions, and coordinate resources to improve family literacy services.	
<u>Program elements</u> Lists required elements for each Even Start program with regard to identification, recruitment, and screening of families, instruction, staff training, program services, operation, and coordination.	Adds requirements that: ▪ Within 4 years, all instruction be provided by teachers who have at least a bachelor's degree, and all new teachers hired also be certified in the field in which they are teaching or be enrolled in a program to obtain certification within two years.	

Current Law	Administration	House
	- Paraprofessionals who provide instructional support services must have completed, by July 1, 2002, at least two years of college and work under the direct supervision of a teacher. Paraprofessionals providing non-instructional services must have a secondary school diploma or its equivalent. - All programs utilize research-based instructional approaches, and provide at least some center-based services.	
<u>Local applications to States</u> Requires descriptions of program goals, activities and services, how the program will incorporate the program elements, population to be served, collaborative efforts with other entities, and methods used to ensure that programs will serve families most in need.	Adds requirements that applications also describe outcomes for children and families that: (1) are consistent with the program indicators and strategies; and (2) provide for rigorous and objective evaluation of progress toward the goals and the continuing use of evaluation data for program improvement.	
<u>Grant renewal</u> An eligible recipient may receive funds for not more than 8 years.	A State may provide funding for up to two additional years for up to two projects that are highly successful and that have the potential to serve as models for other projects. The Federal share is limited to 40 percent the first year and 30 percent the second year.	
<u>State program quality indicators</u> Requires States to develop indicators to measure the progress of adult and child participants; specifies requirements for indicators.	Adds requirement that indicators be developed by September 30, 2000. Adds requirement that indicators specify intensity and duration of services necessary to achieve desired State outcomes.	

Current Law	Administration	House
<u>Research</u> Requires the Secretary to carry out research into the components of successful family literacy services, and disseminate the results of the research through the National Institute for Literacy.	Deletes these requirements.	

Title I, Part C, Education of Migratory Children

<u>Overall Purpose</u> Provides assistance to State educational agencies to establish and improve programs of education for children of migratory farmworkers and fishers that enable them to meet the same high academic standards as other children.	Unchanged.	Unchanged.
<u>State allocations</u> Establishes a formula for allocating funds to States based on the estimated number of migratory children aged 3 – 21 who reside in the State full time and the full-time equivalent of the estimated number of migratory children who reside in the State part time. Limits Puerto Rico's allocations by capping its average per-pupil expenditure at 32 percent of the lowest average per pupil expenditure of any of the 50 states.	Bases the formula on State counts of the number of eligible children, aged 3 through 21, residing in the State in the previous year, plus the number of those children who received services under Part C in summer or intersession programs provided by the State. Establishes a minimum State allocation of the greater of \$200,000 or 80 percent of a State's prior-year allocation. Also, establishes a maximum allocation of 120 percent of a State's prior-year allocation. Phases in changes to eliminate the cap on Puerto Rico's allocation, thus ensuring that Puerto Rico receives Title I allocations on the same basis as the 50 states and D.C. by fiscal year 2005.	Maintains current law for fiscal year 2000. For fiscal year 2001 and succeeding fiscal years, uses the formula in the Administration's proposal for the allocation of all money above the amount for fiscal year 2000. Replaces the Administration's proposed minimum and maximum allocations with a hold harmless for fiscal year 2001 and succeeding fiscal years that entitles a State to receive at least the amount it received in fiscal year 2000. Phases in changes to raise the cap on Puerto Rico's allocations.

Current Law	Administration	House
<u>State applications</u> Requires States to submit applications for grants under the program, describes the children who are to be given priority for services, and authorizes the provision of services to certain categories of children who are no longer migratory.	Minor technical and conforming changes.	Essentially the same as the Administration's proposal; adds new requirement that applicants address how family literacy services will be offered to migratory parents without a high school diploma or who have a low level of literacy.
<u>Coordination of migrant education activities</u> Authorizes various activities to support the interstate and intrastate coordination of migrant education activities. Establishes maximum amount of \$6 million for migrant coordination activities. Requires Secretary to assist States in developing effective methods for the transfer of student records.	Makes for-profit entities eligible for awards. Increases the maximum amount that the Secretary may reserve each year to support coordination activities from \$6 million to \$10 million. Increases the maximum amount that may be reserved for "incentive grants" from \$1,500,000 to \$3,000,000 and specifies a \$250,000 maximum per grant. Other minor technical and conforming changes. Same as current law.	Maintains current law limiting eligibility to non-profit entities. Same as Administration's proposal. Same as Administration's proposal. Same. Adds requirement that an LEA receiving migrant funds provide records on migrant students to other LEAs at no cost. Requires the General Accounting Office to conduct a study on the feasibility of electronically transferring and maintaining migrant student records.

Title I, Part D, Neglected and Delinquent

<u>Overall Purpose</u> To improve educational services to children in local and State institutions for neglected and delinquent children and youth so that they have the opportunity to meet challenging State standards that all children are expected to meet.	Unchanged except for the deletion of “local” (to conform to deletion of Subpart 2 below).	Maintains current law.
<u>State Allocations</u> Limits Puerto’s allocations by capping its average per-pupil expenditure at 32 percent at the lowest average per pupil expenditure of any of the 50 states.	Phases in changes to eliminate the cap on Puerto Rico’s allocation, thus ensuring that Puerto Rico receives Title I allocations on the same basis as the 50 states and DC by fiscal year 2005.	Phases in changes to raise the cap on Puerto Rico’s allocations.
<u>Payments for programs under Part D</u> Requires States to retain funds generated throughout the State under Part A of Title I (Basic Grants) on the basis of youth residing in local correctional facilities or attending community day programs for delinquent children and youth, and to use those Part A funds for local programs under Subpart 2 of Part D.	Deletes this requirement and makes other conforming amendments.	Maintains current law.
<u>Local agency programs</u> (Subpart 2) Requires each State educational agency to use the funds it reserves (per the requirement noted above) to make grants to LEAs with high proportions of youth in local correctional facilities for drop-out prevention and intervention programs for neglected, delinquent, and other categories of at-risk youth.	Eliminates the Part D Subpart 2 program.	Retains the Part D Subpart 2 program.

Comprehensive School Reform Demonstrations

<u>Authorization</u> Program created through the Department's FY 1998 appropriations act, which incorporates Section 1002(g)(2) and , by reference, Section 1502 (the Title I general demonstrations authority) and the Conference Report for the Department's FY 1998 appropriation bill.	Program would continue to operate under Title I, Part E (Demonstrations). No separate authorizing language included for CSRD.	Authorizes the program under Title I of ESEA (new Part G).
<u>Purpose/Definitions</u> To provide financial incentives for schools that need to substantially improve student achievement, particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices and include an emphasis on basic academics and parent involvement.		Similar except requires that reforms be based on scientifically-based research, which is defined in the bill.
<u>Distribution of Funds</u> Reserves not more than 1% for the BIA and the Outlying Areas, and not more than 1% for national evaluation. <u>Federal to State</u> Provides funds to States through 2 formulas, with funds appropriated under Title I based on each States' prior-year Title I Basic Grants, and funds appropriated under the Fund for the Improvement of Education (FIE) based on the most recent census count of aged 5-17 children or another source.		Same. Bases formula allocations to States on prior-year Title I Basic Grants. No authority for FIE allocations.

Current Law	Administration	House
<u>State to Local</u> Provides competitive grants to LEAs. SEAs may reserve up to 5% for evaluation, technical assistance, and administration of grants. Establishes a \$50,000 per school grant minimum, renewable for two additional years.		Same.
<u>State Application</u> Describes SEA process and criteria for selecting competitive grants, SEA plans to ensure that school reform programs are based on rigorous research and meet nine specified criteria, and SEA strategies for disseminating information, providing technical assistance, and evaluating reform implementation.		Similar.
<u>Local Application</u> Encourages LEAs to use the funds in schools identified for improvement or corrective action under Title I, Section 1116.		Requires SEAs to give priority to LEAs that would use funds in schools identified for improvement or corrective action under 1116(c).
<u>Evaluation</u> Requires national evaluation, with most evaluation activities occurring in the third year following school reform implementation.		Requires national evaluation after three years of school reform implementation, and an interim report outlining activities to evaluate first year implementation.

Reading Excellence

<u>Authorization</u> Title II, Part C, as added by FY 1999 appropriations act.	Transfer to Title I (new Part E).	ESEA Title II, Part B.
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Current Law	Administration	House
<u>SEA Review and Approval of Local Applications</u> No comparable provision.	Requires the State to describe, in its application, the process and criteria that the SEA will use to review and approve applications for Local Reading Improvement and Tutorial Assistance Subgrants, including a peer-review process that includes certain types of experts and, in the case of Tutorial Assistance Subgrants, experts on tutorial assistance.	Same as current law.
<u>State Administration and Evaluation Funds</u> Allows the SEA to use not more than 5 percent of funds for administrative costs (excluding Tutorial Assistance Subgrants), including not more than 2 percent for State evaluations and performance reports. Allows the SEA to use not more than 15 percent of funds to solicit applications for, award, and oversee the performance of Tutorial Assistance Subgrants. Requires each State to make at least one such subgrant.	Allows the SEA to use not more than 5 percent of funds for administrative costs, including not more than 2 percent for State evaluations and performance reports. Allows the SEA to use not more than 15 percent of funds for Tutorial Assistance Subgrants. (Continues requirement for at least one such subgrant.) These funds must be used only for the subgrant(s), not for the costs of administering them.	Same as current law. Same as current law.
<u>Eligibility of LEAs to Receive Subgrants and Uses of Funds</u> No comparable provisions.	Limits the eligibility of LEAs that wish to receive Local Reading Improvement and Tutorial Assistance Subgrants to those that have at least one school that serves children in grades 1 through 3.	Same as current law.

TITLE II – HIGH STANDARDS IN THE CLASSROOM

Current Law

Professional Development State Grants

<u>Authorization</u> Goals 2000, Title III, and ESEA, Titles II and VI.	ESEA Title II, Part A.	ESEA Title II, Part A as amended by the Teacher Empowerment Act (H.R. 1995).
<u>Program Focus</u> Eisenhower – Supports high-quality professional development for teachers, principals, and other relevant school staff. Goals 2000 – Supports the development of challenging State content and student performance standards and assessments and curricula tied to those standards. Title VI – Supports education reform and innovation.	Consolidates the Eisenhower, Goals 2000, and Title VI programs into a single “Teaching to High Standards” program to support improvement in classroom instruction so that all students are prepared to achieve to challenging State content and student performance standards in the core academic subjects.	Consolidates the Eisenhower, Goals 2000, and Class-Size Reduction programs into a single "Teacher Empowerment Act" to empower teachers and to improve student achievement through high-quality professional development for teachers.
<u>Federal Allocations</u> Eisenhower -- 0.5 percent to outlying areas and 0.5 percent to BIA; formula grants to States based 50 percent on previous year Title I shares and 50 percent on population aged 5 through 17. Goals 2000 – 1 percent total for the outlying areas and BIA; formula grants to States based 50 percent on Title I shares and 50 percent on Title VI shares. Title VI -- 1 percent to outlying areas is reserved first, then formula to States based on population aged 5 through 17.	A total of 1 percent to outlying areas and BIA; formula grants to States based 50 percent on previous year's Title I shares and 50 percent on the population aged 5 through 17.	First reserves 0.5 percent for the outlying areas and 0.5 percent for BIA. Holds States harmless at their FY 1999 levels for Eisenhower, Goals 2000, and Class-Size Reduction; additional funds go to States, based 50 percent on the population aged 5 to 17 and 50 percent on the population aged 5 to 17 from families with incomes below the poverty line relative to the entire State population.

Current Law	Administration	House
<u>Priority for Professional Development in Math and Science</u> Eisenhower -- If funding is less than \$250 million, full amount goes to math and science. If funding is \$250 million or greater, the SEA and SAHE, and each LEA, must in total spend for professional development in math and science an amount that is at least as much as the allocation the State would have received if the appropriation had been \$250 million.	If funding is \$300 million or less, full amount goes to math and science. If funding is greater than \$300 million, the SEA and SAHE must jointly ensure that the total amount of funds they and their subgrantees use for professional development in math and science is at least as much as the allocation the State would have received if the appropriation had been \$300 million.	Requires LEAs to maintain their effort for professional development in math and science from that of the fiscal year preceding enactment of the Teacher Empowerment Act, but provides for waivers.
<u>State Application</u> Eisenhower – Must describe, among other things, how the State plans to provide teachers and other appropriate staff the knowledge and skills needed to help all children reach State content and student performance standards.	Must describe, among other things, how the State will use program funds to support the alignment of curricula, assessments, and professional development with challenging State and local content and student performance standards.	Must include, among other things, a plan to ensure that all teachers in the State are fully qualified by December 31, 2003; an assurance that the State will require each LEA and school to report on their annual progress against performance indicators that measure student academic
Goals 2000 – Must describe the State's plan for improving elementary and secondary education within the State. Title VI – Must provide administrative assurances and set forth the State's allocation of funds for children in private schools.		achievement, closing the achievement gaps between students by minority and non-minority status and by low-income and non-low-income status, and the percentage of classes in core academic areas taught by fully qualified teachers. Requires the Secretary to approve an application unless he or she makes a written determination, within 90 days after receiving the application, that it is in violation of the provisions of the law.
<u>Within-State Allocations</u> Eisenhower -- The SAHE receives 16 percent of the State's allocation, of which up to 5 percent may be used for administration. The SEA receives 84 percent of the State's allocation, of which up to 5 percent may be used	The SEA must make available to the SAHE an amount equal to what the State's allocation would be if the amount appropriated for this program were \$60 million. (The SAHE may reserve up to 3.3 percent of these funds for	Allows the State to reserve up to 5 percent of its allocation for State-level activities, of which 5 percent may be used for planning and administration. Of the remaining amount, the State awards 80 percent of the

Current Law	Administration	House
for State-level activities and 5 percent for administration. Remaining SEA funds are allocated to LEAs 50 percent on preceding year's Title I shares and 50 percent on the relative enrollment of students in public and private nonprofit elementary and secondary schools within the LEA's boundaries. Goals 2000 – States award at least 90 percent of their funds competitively to districts, with at least half of the funds for subgrants for local reform and professional development going to LEAs with a percentage or number of poor children exceeding the statewide average. Title VI – The SEA must distribute at least 85 percent of its funds to LEAs based on a formula, in accordance with criteria approved by the Secretary, that provides higher per-pupil allocations to LEAs that have the greatest number or percentages of children whose education imposes a higher than average cost.	administration). The SEA may reserve up to 10 percent for State-level activities and administration, of which no more than a third may be used for administration. Remaining funds go to LEAs, with 50 percent allocated based on the number of children aged 5 through 17 living in poverty and 50 percent awarded competitively to LEAs based on need and the quality of applications.	funds to LEAs by formula, based 50 percent on the relative enrollment in public and private schools within the LEA's boundaries and 50 percent on the population aged 5 to 17 from families with incomes below the poverty line relative to the population that resides in the geographic areas served by all the LEAs in the State, and 20 percent competitively. Holds LEAs harmless at FY 1999 levels; States would be required to use competitive-grant funds to cover any differences. Requires States to use at least 3 percent of the competitive-grant funds for the SAHE to award competitive grants for partnerships to provide professional development (see below) and allows the SAHE to reserve no more than 5 percent of the competitive-grant funds for planning and administration.
<u>State Level Activities</u> Eisenhower – State activities to improve teacher licensure, teacher assessments, and professional development.	Activities to support, among other things, continued revision and improvement of State content and student performance standards and assessments aligned with those standards; redesign of professional licensure.	Activities to support, among other things, reforming teacher certification, recertification, or licensure requirements; providing mentoring for beginning teachers; establishing, expanding, or improving

Current Law	Administration	House
Goals 2000 – State activities to establish academic standards and coordinate curriculum frameworks, assessments, teacher preparation and licensure requirements, and other aspects of their educational systems to help children achieve to State standards. Title VI – Technical assistance and direct grants to LEAs and statewide reform activities, including effective schools programs that assist LEAs to provide targeted assistance.		alternative routes to certification, especially in the areas of math and science, for highly qualified individuals with a baccalaureate degree; developing mechanisms to help LEAs recruit and retain teachers and principals; reforming tenure systems and implementing teacher testing to remove incompetent teachers; providing technical assistance to LEAs; promoting reciprocity of teacher certification or licensure between or among States; and assisting LEAs or partnerships in the development or utilization of strategies to deliver professional development.
<u>Subgrants to IHE-LEA Partnerships</u> No partnership requirements.	Requires IHEs to enter into a written agreement with at least one LEA to be eligible to receive a subgrant (under the set-aside described above). In awarding subgrants, the SAHE must give priority to projects that focus on induction for new teachers.	Requires the SAHE, working in conjunction with the SEA, to award competitive grants to eligible partnerships, which must include a high-need LEA, a school of arts and sciences, and an institution that prepares teachers, and may include other LEAs, a public charter school, a public or private elementary or secondary school, an educational service agency, a public or private nonprofit educational organization, or a business. No participant in a partnership may retain more than 50 percent of the funds that the partnership receives. Grant recipients must use funds for professional development activities in the core academic subjects and for ensuring that LEAs and schools are able to use State content and performance standards and assessments to improve instructional practices and student achievement.
<u>Competitive Subgrants to LEAs</u> Eisenhower and Title VI – No comparable provision.	Requires the SEA to identify LEAs with the greatest need. Requires the SEA to award subgrants competitively on	No comparable provision.

Current Law	Administration	House
Goals 2000 -- States award funds competitively to districts. At least half of the funds must go to LEAs that Goals 2000 -- States award funds competitively to districts. At least half of the funds for subgrants, for local reform and professional development must go to LEAs that have a greater percentage or number of disadvantaged children than the statewide average.	the basis of need and the quality of the applications, after using a strategy that provides LEAs with the greatest need with a reasonable opportunity to compete for an award. After a competition, the SEA must provide technical assistance to those LEAs identified as having the greatest need but that competed unsuccessfully for a subgrant.	
<u>Local Applications</u> Eisenhower – Applications must include, among other things, an assessment of local needs for professional development as identified by the LEA and school staff. Goals 2000 -- Applications must include a local improvement plan that addresses districtwide education improvement designed to enable all children to achieve to State content and student performance standards. Title VI – Requires general information about the management of the program.	LEA applications must include, among other things, a district-wide plan that addresses how program funds will be used to: support the alignment of curricula, assessments, and professional development with challenging State and local standards; provide professional development in the core academic subjects; assist new teachers during their first three years in the classroom; and ensure that teachers employed by the LEA are proficient in content knowledge and teaching skills. LEAs applying for competitive funds must describe how they will use the additional funds to implement their plan.	LEA applications must include, among other things, a description of how the LEA will use program funds, including an assurance that the LEA will target funds to schools that have the lowest proportion of fully qualified teachers, have the largest average class size, or are identified for Title I school improvement; and a description of how the LEA will coordinate professional development activities with other Federal, State, and local programs that include professional development.
<u>LEA Uses of Funds</u> Eisenhower – Professional development activities that are tied to the LEA plan, with at least 80 percent of funds for school-level professional development. The remaining funds can be used for district-wide professional development.	Permits professional development activities in the core academic subjects that are intensive, sustained, and collaborative. Such activities may include, for example, teacher study groups, teacher networks, classroom observation, internships, and mentoring. Also authorizes development and distribution of school and LEA report cards (as required under the proposed Title XI).	Requires LEAs to use program funds for professional development in math and science (see above), professional development in other subject areas, and hiring and retaining teachers to reduce class size. An LEA may apply to the State for a waiver to use the funds for activities other than providing professional development in math and science or for reducing class

Current Law	Administration	House
Goals 2000 – LEA reform activities, such as developing curricula or providing professional development that are tied to State standards. Title VI – Activities that support educational innovation.		size. Allows LEAs to use program funds for a variety of activities, including providing signing bonuses for teachers to teach in academic subjects in which there is a shortage of fully qualified teachers, providing alternative routes to certification, mentoring programs, and providing financial incentives to teachers who have a record of success in helping low-achieving students to improve, tenure reform, merit pay, testing programs for teachers.
<u>Equipment and Textbooks</u> Title VI – Allows for the purchase of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials.	Authorizes the use of funds for the development and acquisition of curricular materials and other instructional aids (if they are not normally provided by the local educational agency or the State as part of the regular instructional program) that will advance local reform efforts. Prohibits the use of subgrant funds for equipment, computer hardware, textbooks, telecommunications fees, or for items that are normally provided by the LEA or the State as part of the regular instructional program.	No comparable provision.
<u>Program Performance Indicators</u> Eisenhower – Requires States to report to the Secretary on their progress on program performance indicators every three years; LEAs are required to report progress to the State on performance indicators.	Requires the Secretary to develop program performance indicators, in collaboration with States, LEAs, and IHEs, three months after the effective date of the legislation. Recipients of funds are required to report on their progress against these indicators.	States are required to assure that LEAs and schools will report on performance indicators that measure student academic achievement, closing the achievement gaps between students by minority and non-minority status and by low-income and non-low-income status, and the percentage of classes in core academic areas taught by fully qualified teachers.

Current Law	Administration	House
<u>National Programs</u> Eisenhower – Authorizes the Secretary to support activities of national significance that the Secretary determines will contribute to the development and implementation of high-quality professional development activities in the core academic subjects, including support for the National Board for Professional Teaching Standards. Requires the Secretary to establish an Eisenhower National Clearinghouse for Mathematics and Science Education. Title VI – No national programs authority.	Continues the current Eisenhower authority, but expands it to include activities of national significance that contribute to the improvement of teaching and school leadership and to the recruitment and retention of teachers and principals in poor LEAs.	Replaces the current broad authority for activities of national significance with discrete categorical authorities. Authorizes competitive grants to consortia to promote alternative routes to teacher certification (teacher excellence academies); continuation of the Eisenhower National Clearinghouse for Mathematics and Science Education; an award for a National Clearinghouse for Teacher Entrepreneurship; and grants to rural LEAs to recruit and prepare teachers. Requires competitive grants to partnerships of IHEs and LEAs for the professional development of principals. Eliminates language relating to the National Board for Professional Teaching Standards.

Title II, Part B, Transition to Teaching: Troops to Teachers

<u>Purpose</u> No comparable ESEA program.	To help high-poverty school districts find highly qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, by expanding the Department of Defense's Troops to Teachers model.	Same as the Administration's bill, except that Troops to Teachers and Transition to Teaching would be separate programs.
<u>Program Authorized</u>	Before making competitive awards, the Secretary would first transfer funds to DoD for continuation of the Troops to Teachers program. With remaining funds, the bill authorizes the Secretary to award competitive grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit	Same as the Administration's bill, except that the Secretary would not have to transfer program funds to DoD for the Troops to Teachers program before making awards under the Transition program. Also requires DOD and DOT to cover 25% of the costs of the program. Authorizes \$9 million for the program.

Current Law	Administration	House
	agencies or organizations to recruit, prepare, place, and support career-changing professionals who wish to become teachers. Grantees may provide training stipends and other financial incentives for program participants, which may not exceed \$5,000 for each participant.	
<u>Period of Service for Program Participants</u>	Program participants who completed training are required to serve for at least three years in a school district with a poverty rate of at least 20 percent or a total number of poor children exceeding 10,000. The Secretary must establish a repayment system for participants who receive a training stipend or other financial incentive but fail to complete their service obligation.	Same as the Administration's bill, except that program participants under the Transition program would be required to serve for at least three years in a school district that serves an elementary or secondary school in an area where there is a high percentage of individuals from families with incomes below the poverty line (definition of "high-need local educational agency" is different in the two bills).

Title II, Part C, Early Childhood Educator Professional Development

<u>Purpose</u> No comparable program.	To improve the knowledge and skills of early childhood educators who work in high-poverty areas.	No comparable program.
	<u>Program Authorized</u> Authorizes competitive awards to partnerships of: (1) IHEs or private, nonprofit organizations that provide professional development; and (2) public or private nonprofit agencies. Priority for partnerships that include LEAs that operate early childhood programs for children from low-income families in high-need communities. Grants are for up to 4 years and may not be renewed.	

Current Law	Administration	House
	<u>Applications</u> Requires applicants to provide descriptions of the community served and the proposed program.	
	<u>Uses of Funds</u> Activities to improve the knowledge and skills of early childhood educators who work in high-need, high-poverty areas, such as professional development that familiarizes educators with recent research on child, language, and literacy development; professional development activities for educators who work with children who have limited English proficiency, disabilities, and other special needs; and activities that assist and support early childhood educators during their first three years in the field.	
	<u>Accountability and Reporting</u> Requires grantees to report annually to the Department on their progress against performance indicators announced by the Secretary.	
	<u>Cost-Sharing</u> Federal share is not more than 50 percent of the total cost of the project and not more than 80 percent in any single year.	

Title II, Part D, Technical Assistance Programs

<u>Common Requirements for All Technical Assistance Programs</u> None.	Supports a national, comprehensive, and integrated system of technical assistance and information	No action as of 10/99.
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Current Law	Administration	House
	dissemination. Requires all of the programs listed below, as well as the Regional Technology in Education Consortia authorized under ESEA Title III and the educational laboratories and ERIC clearinghouses authorized under the Educational Research, Development, Dissemination, and Improvement Act, to participate in a technical assistance network.	
<u>Comprehensive Regional Assistance Centers</u> Authorizes 15 regional centers to provide comprehensive technical assistance to help States, schools, districts, and tribes enable all students, particularly those who are poor, limited English proficient, migratory, or American Indian, to attain high academic standards. No comparable provision. Comparable activities are authorized under the Comprehensive Regional Assistance Centers.	<u>Strengthening the Capacity of State and Local Educational Agencies to Become Effective, Informed Consumers of Technical Assistance</u> Authorizes a program of formula grants to States and the 100 LEAs with the largest number of children in poverty to identify their needs for technical assistance in implementing ESEA programs and in implementing comprehensive standards-based education reform, select high-quality technical assistance services, and build their capacity for school improvement. Requires the Secretary to provide States and districts with consumer information to help them identify and choose among various sources and types of technical assistance. <u>Technical Assistance Centers Serving Special Needs</u> Authorizes two new technical assistance centers dedicated to improving teaching and learning for limited English proficient, migratory, Indian, and Alaska Native students.	
<u>Parental Information Resource Centers</u> The Parental Information and Resource Centers (PIRCs) provide parents with training, information, and support in better understanding their children's educational needs and how to help their children achieve to high academic	Reauthorizes the PIRC's with a shift in emphasis from providing direct assistance to parents, to providing technical assistance to States, LEAs, schools, and organizations that serve parents.	

Current Law	Administration	House
standards. The PIRCs are currently authorized under Title IV of the Goals 2000: Educate America Act.		
<u>Eisenhower Regional Mathematics and Science Education Consortia</u> Authorizes 10 regional consortia to provide States and school districts with technical assistance to improve math and science education.	Reauthorizes the Eisenhower Regional Consortia. Eliminates the requirement for a National Panel to make recommendations for awards. Streamlines the authority by deleting unnecessary definitions and other language.	
<u>Technology-Based Technical Assistance Information Dissemination</u> Authorizes the Secretary to provide a technology-based technical assistance service that supports the administration and implementation of ESEA programs by providing information, including legal and regulatory information, and technical guidance and information about best practices, and that is accessible to all ESEA funding recipients. However, the statute does not provide an authorization of funds for this activity.	Authorizes appropriations for a national system, through the Worldwide Web and other advanced telecommunications technologies, that supports interactive information sharing among teachers, administrators, parents, and students and disseminates information about ways to improve educational practices throughout the Nation.	

TITLE III – TECHNOLOGY FOR EDUCATION

Title III, Part A, Federal Leadership and National Activities

Authorizes the Secretary to carry out activities to provide Federal leadership in promoting the use of technology in education. Requires the Secretary to develop a national long-range technology plan.	Similar to current law. Requires the Secretary to develop a strategy for an ongoing evaluation of existing and anticipated future uses of educational technology. Also requires the Secretary to update the national technology plan and to develop a strategy for promoting the full integration of technology into learning, opportunities for teachers to develop networks, and the commercial development of effective technology.	No action as of 10/99.
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Title III, Part B, Special Projects

Technology Innovation Challenge Grants (TICG) and Star Schools <u>Purpose</u> TICG: To support projects that develop innovative uses of technology to improve teaching and learning. Star Schools: To encourage improved instruction in the core academic subjects and to serve underserved populations by providing support to partnerships to provide distance learning programs.	<u>Next Generation Technology Innovation Awards</u> (Incorporates Technology Innovation Challenge Grants (TICG) and Star Schools) Consolidates Technology Innovation Challenge Grants and Star Schools into a single authority to expand knowledge about and develop new applications of educational technologies and telecommunications for teaching and learning.	No action as of 10/99.
<u>Eligible Applicants</u> TICG: Each grantee must include at least one LEA with a high number or percentage of poor children and an IHE, business, software designer, SEA, another LEA, or other appropriate entity. Star Schools: An entity established to develop and operate telecommunications networks to enhance educational opportunities and that represents the interests of schools that are eligible to participate in Title I; or a partnership that includes an SEA or an LEA and at least 2 of the following: (1) an LEA; (2) an SEA; (3) adult and family education programs; (4) an IHE; (5) a teacher training center; and (6) an entity with experience in planning and operating a telecommunications network.	A consortium that includes at least one SEA or LEA and at least one IHE, for-profit business, or other public or private entity with a particular expertise that would assist in carrying out the purposes of the program.	

Current Law	Administration	House
<u>Priorities</u> TICG: Priority for projects that: (1) serve areas with high concentrations of poor children or greatest need for educational technology; (2) directly benefit students; (3) ensure ongoing, sustained professional development for educators; (4) ensure the sustainable use of technologies acquired through program funds; and (5) can demonstrate that consortium members will provide substantial contributions. Star Schools: Priority for projects that: (1) are aligned with the National Education Goals or State standards; (2) provide services to programs serving adults; (3) serve schools with significant numbers of children counted for Title I; (4) serve a broad range of programs and institutions and provide a broad range of services; and (5) involve a telecommunications entity.	Authorizes the Secretary to establish one or more priorities, including priorities for projects that develop innovative uses of technology, projects that serve more than one State and involve large-scale innovations in the use of technology in education, projects that develop models for underserved populations, projects in which applicants provide substantial resources, and projects that develop innovative models for using electronic networks to provide challenging courses.	
<u>Ready-to-Learn Television</u> Authorizes grants, contracts, or cooperative agreements for the development and distribution of educational video for preschool and elementary school children and their parents. Eligibility for this purpose is limited to nonprofit entities with a demonstrated capacity to develop and distribute educational television programming for children and a demonstrated capacity to contract with producers of children's programming. Also authorizes Special Projects of National Significance, the establishment of a clearinghouse to increase access to Ready-to-Learn programs and projects, and the development and dissemination of training materials for parents and adults who work with young children.	<u>Ready-to-Learn Digital Television</u> Continues current program.	

Current Law	Administration	House
<u>Telecommunications Demonstration Project for Mathematics</u> Authorizes a national telecommunications-based demonstration project to improve the teaching of mathematics.	<u>Telecommunications Program for Professional Development in the Core Content Areas</u> Expands the authorization to the core content areas.	
Requires applicant to use existing publicly funded telecommunications infrastructure to deliver video, voice, and data.	Requires the applicant to use the public broadcasting infrastructure, digital libraries, and school networks to deliver video and web-based resources.	
<u>Community Technology Centers</u> No separate authorization; funded under the National Activities authority.	<u>Program Authorized</u> Establishes separate program authorization to create or expand community technology centers in high-poverty urban and rural communities and to provide technical assistance to such centers.	
	<u>Eligible Applicants</u> SEAs, LEAs, community-based organizations, IHEs, for-profit businesses, public or private nonprofit organizations, or a consortium of such entities, that have the capacity to expand access to computers and related services in eligible communities.	
	<u>Uses of Funds</u> Funds may be used to among others: (1) pay for a coordinator and staff; (2) acquire equipment and infrastructure; (3) provide after-school, adult education and family literacy, career development, and small business activities; and (4) provide home access to computers and technology.	

Title III, Part C, Preparing Tomorrow's Teachers to Use Technology

No separate authorization; currently funded under the National Activities authority.	<u>Program authorized</u> Separate program authorization to prepare prospective teachers to use advanced technology to create learning environments conducive to preparing all students to achieve to high standards.	No action as of 10/99.
	<u>Eligible Applicants</u> A consortium that includes at least one IHE that prepares individuals for entry into teaching, an SEA or an LEA, and one or more appropriate entities.	
	<u>Uses of Funds</u> Funds must be used to: (1) create programs that prepare prospective teachers to use advanced technology to create learning environments conducive to preparing all students to achieve to high standards and (2) evaluate the effectiveness of the project. Funds may also be used to among others: (1) develop alternative teacher development paths, (2) develop standards and assessments to measure the capacity of prospective teachers to use technology effectively, (3) provide technical assistance and disseminate information to other teacher preparation programs, and (4) acquire equipment and infrastructure. The Federal share of the cost of any project may not exceed 50 percent. Projects may use not more than 10 percent of their funds to acquire equipment and infrastructure. The non-Federal share of any such purchase must be in cash.	

Title III, Part D, Regional, State, and Local Educational Technology Resources

<u>Technology Literacy Challenge Fund</u> <u>Purpose</u> No specific purpose for the State formula grant program. The purpose of Title III is to support a comprehensive system for the acquisition and use of technology and technology-enhanced curricula, instruction, and administrative support resources and services to improve the delivery of educational services.	To increase the capacity of States and LEAs to improve student achievement, particularly in high-poverty, low-performing schools, by supporting State and local efforts that: (1) make effective use of new technologies and technology applications, networks, and electronic learning resources; (2) utilize research-based teaching practices that are linked to advanced technologies; and (3) promote sustained and intensive, high-quality professional development.	No action as of 10/99.
<u>Use of Grants</u> At least 95 percent of State allocation is used for competitive awards to LEAs. Requires States to provide technical assistance in preparing an application to LEAs identified as having the highest number or percentage of poor children and demonstrate the greatest need for technical assistance.	No major change except that a State may use up to 2 percent of the amount available for local awards to provide planning subgrants to LEAs to help them develop the local technology plans required to apply for program funds. Requires States to give a priority to partnerships that include at least one LEA that is among LEAs in the State with the highest numbers or percentages of poor children and includes one or more low-performing schools. Same as current, with the additional requirements that SEAs assist the identified LEAs to form partnerships to apply for program funds and to establish performance indicators and methods for measuring program outcomes against the indicators.	

Current Law	Administration	House
<u>State Application</u> Application includes a statewide technology plan that includes: (1) long-term strategies for financing technology in the State, including a description of how business, industry, and other public and private agencies can participate in the planning, implementation, and support of the plan; and (2) how the State will provide assistance to LEAs the have the highest percentage or number of poor children and demonstrate the greatest need for technology to implement their local technology plans.	Application is to include a new or updated statewide educational technology plan that is coordinated with and supports the State plan for comprehensive standards-based education reform. Also sets forth nine elements for the plan.	
<u>Local Use of Funds</u> Authorizes LEAs to use program funds to: (1) develop, adapt, or expand applications of educational technology; (2) fund projects to improve student learning; (3) acquire Internet connections and purchase hardware and software; (4) provide professional development; (5) implement wide area networks; and (6) provide educational services for parents and families.	Authorizes eight uses of funds that include: (1) adapting or expanding existing applications of technology; (2) providing professional development to enable teachers to integrate technology into curriculum; and (3) assisting schools to use technology to promote parent and family involvement.	
<u>Local Applications</u> Application includes a local technology plan that includes descriptions of: (1) how the LEA will involve the general public in the development of the plan; (2) how the LEA would use technology to promote equity in education and provide access to best teaching practices and curriculum resources; and (3) how the LEA would evaluate technologies acquired with program funds.	Adds additional requirements to: (1) describe how program funds would benefit low-performing schools; (2) describe how the applicant would ensure that technology was available to, and usable by, all students; and (3) if the applicant is a partnership, provide a description of the partnership.	

Current Law	Administration	House
<u>Definitions</u> No definitions specifically for the State formula grant program; 11 broad definitions that are applicable to Title III in general.	Defines “eligible local applicant” and “low-performing school” to better target funds on high-poverty schools with the greatest need for educational technology.	
<u>Regional Technology in Education Consortia</u> <u>Program Authorized</u> Authorizes grants to regional consortia that must include SEAs, IHEs, and nonprofit organizations, or a combination thereof. Consortia provide professional development designed to prepare teachers to help all students learn through the use of technology. Consortia may also develop training resources for elementary, secondary, and adult education; provide referrals to other sources of technical assistance and professional development; and help IHEs establish programs that prepare teachers to use educational technology in their classrooms. Consortia collaborate with SEAs and LEAs in helping schools that serve large numbers of disadvantaged students with limited access to technology.	Also authorizes grants, contracts and cooperative agreements. In addition, grantees must meet the general provisions relating to technical assistance providers contained in the proposed Title II, subpart 2. Requires grantees to maintain, or contribute to, a national repository on the effective uses of educational technology.	

TITLE IV – SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

<u>Distribution of Funds</u> Includes separate authorizations for State Grants and National Programs. State Grants are allocated half on the basis of school-aged population and half on the basis of	Includes separate authorizations for State, Grants, National Programs, and Project SERV. State Grants would be allocated on the same basis as in current law.	No action on this program as of 10/99.
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Current Law	Administration	House
State shares of Title I funding. Governors receive 20 percent, and SEAs 80 percent, of each State's allocation.		
<u>SEAs</u> are required to subgrant at least 91 percent of their allocations by formula to LEAs; these subgrants are based on enrollment (70 percent) and "greatest need" (30 percent). All LEAs are eligible for funding based on enrollment. SEAs determine the criteria for selecting greatest need LEAs and are required to target their greatest need funds on no more than 10 percent or up to 5 of their LEAs, whichever is greater. SEAs may retain up to 5 percent of their allocations for State-level program activities, which may include training and technical assistance to LEAs, and may retain (in addition) up to 4 percent for administration. <u>Governors</u> are required to award at least 95 percent of their allocations competitively to public entities and private nonprofit organizations, and in doing so, must give priority to programs and activities for: (a) children and youth who are not normally served by SEAs and LEAs, and (b) populations that need special services or additional resources; and may retain up to 5 percent for administration.	<u>SEAs</u> would be required to award at least 70 percent of their allocations competitively to LEAs based on objective measures of need and on the quality of the LEA's proposed programming, in sufficient amounts to support effective programming. SEAs would be required to make such awards to 50 percent or fewer of the LEAs in the State, unless the State can demonstrate that the SEA can fund more than 50 percent of its LEAs and still make awards of sufficient size to support effective programming. In addition, SEAs would be permitted to use up to 10 percent of their allocations for non-competitive awards to LEAs with the greatest need for assistance that do not receive a competitive award. <u>Governors</u> would be required to award at least 80 percent of their allocations competitively to public entities and private nonprofit organizations to support community efforts that directly complement the efforts of LEAs to foster drug-free, safe, and orderly learning environments in and around schools. <u>SEAs and Governors</u> would each be required to use at least 10 percent (but not more than 20 percent) of their allocations for jointly administered State-level program activities that include planning, developing, and implementing capacity building, technical assistance, and accountability services to support the effective implementation, accountability, and improvement of local drug and violence prevention activities throughout the State. Within this 20 percent cap, the SEA and Governor may provide emergency intervention services	

Current Law	Administration	House
	to schools and communities following a traumatic crisis, such as a shooting, major accident, or drug-related incident that has disrupted the learning environment. Also within the 20 percent cap (but in addition to the 10 percent minimum) for State-level activities, SEAs and Governors may each use up to 5 percent of their total allocations for program administration.	
<u>Minimum Program Requirements</u> LEAs are required to use their Safe and Drug-Free Schools funds to carry out a comprehensive drug and violence prevention program, and must conduct a needs assessment of their students' drug and violence problems, establish measurable goals and objectives for addressing those problems, and assess and publicly report progress toward attaining their goals and objectives. Governors are subject to similar requirements.	<u>Principles of Effectiveness.</u> LEAs and Governors award recipients would be required to use their Safe and Drug-Free Schools funds to support drug- and violence-prevention services and activities that are: (1) based on a thorough assessment of objective data about the drug and violence problems in the schools and communities to be served; (2) designed to meet measurable goals and objectives aimed at ensuring that all schools served have a drug-free, safe, and orderly learning environment; (3) based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, delinquency or disruptive student behavior; and (4) evaluated periodically to assess progress toward achieving their stated goals and objectives, and refined, improved, and strengthened (or the goals and objectives refined), as appropriate. <u>Additional Accountability Provisions.</u> State and local recipients of Safe and Drug-Free Schools funds would be required to adopt outcome-based performance indicators and to report regularly on their progress. Continuation of local grants would be conditioned upon achievement of satisfactory progress toward meeting performance targets. School districts would also be required to develop a comprehensive "Safe Schools Plan" to ensure that essential program components are in place and that school efforts are coordinated with related community-based activities.	

Current Law	Administration	House
<u>National Programs</u> Establishes a broad discretionary authority for drug and violence prevention activities at the pre-kindergarten through postsecondary levels including (but not limited to) training, demonstrations, direct services to school districts, information dissemination, and program evaluation. Includes a separate authority for hate crimes prevention grants.	Retains a broad discretionary authority for activities that promote drug-free, safe, and orderly learning environments at the pre-kindergarten through postsecondary levels. Eliminates the separate authority for hate crimes prevention grants (but retains hate crimes prevention activities under the broad discretionary authority). Adds a new authority for programs that promote lifelong physical fitness activity and healthy lifestyles.	
<u>Project SERV</u> No explicit authorization; however, comparable activities are implicitly authorized under the current National Programs.	Would establish a new program to help school districts and communities respond to violent or traumatic crises.	
<u>Gun-Free Schools Act</u> The Gun-Free Schools Act (GFSA) states that each State receiving Federal funds under the ESEA must have a State law that requires all LEAs in the State to expel from school for at least one year any student found bringing a firearm to school. Such State laws must also authorize the LEA chief administering officer to modify any such expulsion on a case-by-case basis. Currently, the GFSA is authorized under ESEA General Provisions, Title XIV, Part F.	Would incorporate the GFSA under the SDFSCA with modifications requiring that students found in possession of a firearm in school be assessed to determine whether they pose an imminent threat of harm to themselves or others. To ensure that these students remain connected to stable, supervised environments, students would have to receive appropriate counseling, supervision, and educational services while they are out of school, and appropriate mental health services before being permitted to return to school.	
<u>Pro-Children Act.</u> The Pro-Children Act of 1994 (Part C of Title X of the Goals 2000: Educate America Act) generally prohibits smoking indoors in schools or other	<u>Drug-, alcohol-, and tobacco-free learning environments.</u> Under Title IV, school districts receiving Safe and Drug-Free Schools funds would be required to prohibit the	

Current Law	Administration	House
facilities where children's services are supported with Federal funds from the Departments of Education, Health and Human Services, and Agriculture, and authorizes civil penalties for persons who violate such prohibition.	possession or use of tobacco, and the illegal possession or use of drugs or alcohol by any person in any form, at school, on school grounds, or at school-sponsored events. In addition, the Department of Education would be removed from the Pro-Children Act requirements (but the requirements would remain for the Departments of Health and Human Services and Agriculture.)	

TITLE V – PROMOTING EQUITY, EXCELLENCE, AND PUBLIC SCHOOL CHOICE

Title V, Part A, Magnet Schools Assistance

<u>Application</u> Gives priority to applicants that: (1) demonstrate the greatest need for assistance; (2) propose new or significantly revised magnet school projects; and propose projects that (3) select students by lottery rather than through testing, (4) implement innovative approaches consistent with State plans, and (5) draw on comprehensive community involvement plans. Applications must be reviewed by the Assistant Secretary for Civil Rights prior to approval.	Deletes priorities for "demonstrating need" and "drawing on community involvement plans." Adds new priority for activities that will build local capacity to operate the magnet program once Federal assistance ends. Same as current law.	Keeps priority for "demonstrating need." Deletes "implement innovative approaches" and "drawing on comprehensive community involvement" priorities. Does not add proposed "local capacity" priority. Deletes the requirement.
<u>Innovative Programs</u> Authorizes the Secretary to reserve up to 5 percent of Magnet Schools funds for "Innovative Programs" that involve desegregation approaches other than magnet schools.	Repeals Innovative Programs; incorporates an innovative programs activity under the new choice "OPTIONS" program.	Repeals Innovative Programs.

Current Law	Administration	House
<u>Uses of Funds</u> Allowable uses of grant funds include: planning and promotional activities, purchase of books, materials, and equipment, and to pay or subsidize salaries of State-certified or licensed elementary and secondary school teachers and other instructional staff.	Clarifies that funds may be used for instructional staff who "demonstrate knowledge, experience, or skills in a relevant field of expertise, such as the performing arts, medical sciences, or law." Adds a new allowable use of funds for activities, including professional development, that will build local capacity to operate magnet programs after Federal assistance ends.	Picks up Administration's proposal to allow use of funds for professional development activities, but not language on instructional staff.
<u>Evaluation</u> Authorizes a reservation of up to 2 percent for evaluation and defines minimum evaluation requirements.	Increases allowable reservation of funds to 5 percent for expanded activities to include evaluation, technical assistance, information collection, and dissemination on successful magnet school projects. Adds a new requirement that evaluations address the extent to which magnet school programs continue after Federal assistance ends.	Permits a reservation of up to 2 percent for evaluation, technical assistance, and dissemination on successful magnet projects. Does not add new requirement that evaluations address the extent to which magnet school programs continue after Federal assistance ends.

Title V, Charter Schools

Authorizes the planning, development, and initial implementation of charter schools that provide enhanced parental choice and are exempt from many statutory and regulatory requirements.	No changes proposed. Program is authorized through fiscal year 2003.	No changes proposed.
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Title V, OPTIONS: Opportunities to Improve Our Nation's Schools

No comparable program.	<u>Purpose</u> Authorizes new program to identify and support innovative approaches to high-quality public school choice.	Similar to Administration proposal. Allows projects for the development and design of new strategies for overcoming transportation barriers.
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Current Law	Administration	House
	<u>Program Authorized</u> Competitive grants to State and local educational agencies of up to three years. Projects could include such choice options as: (1) inter-district approaches; (2) programs involving public school partnerships with institutions of higher education located on college campuses; (3) work site satellite schools at parents' place of employment; and (4) approaches to school desegregation through choice strategies other than magnet schools. <u>Evaluations</u> Authorizes evaluations to determine the extent to which programs: (1) promote educational equity and excellence; (2) are held accountable to the public, (3) are effective in improving public education, and (4) are accessible to all students.	

Title V, Part D, Women's Educational Equity

Authorizes: (1) local projects to develop model equity programs and implement gender equity policies and learning practices and (2) research and development activities to advance gender equity.	Eliminates current requirement that two-thirds of program funds be used for local projects.	Maintains the two-thirds requirement.
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TITLE VI – CLASS-SIZE REDUCTION

<u>Program Authorized</u> Title VI currently authorizes the "Innovative Education Program Strategies" program. (See pp. 18-23 for additional information.) The FY 1999 ED appropriations	Replaces Innovative Education Program Strategies with Class- Size Reduction.	Consolidates Class-Size Reduction activity into Title II Teacher Empowerment authorization.
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Current Law	Administration	House
act authorized, for one year, the Class Size Reduction program under Title VI. Remaining Title VI entries in this column describe the program as authorized in the 1999 appropriation.		
<u>Findings and Purpose</u> None.	Sets out 8 findings in support of the new Title VI and establishes the program's purpose as helping States and LEAs to recruit, train, and hire 100,000 additional teachers to: (1) reduce class sizes nationally, in grades 1 through 3, to an average of 18 students per classroom; and (2) improve teaching in the early grades so that all students can learn to read independently and well by the end of the third grade.	
<u>State Applications</u> No State application is required; however, the Department has required States to submit brief applications prior to receiving their first-year allocation.	Requires applications that include: (1) the State's goals for reducing average class sizes in regular classrooms in grades 1 through 3; (2) descriptions of the SEA's plans for allocating program funds within the State and how the State will use other funds, including other Federal funds, to reduce class sizes and improve teacher quality and reading achievement within the State; and (3) an assurance that the SEA will submit such reports and information as the Secretary may reasonably require.	
<u>Local Applications</u> Requires LEAs to describe, as a part of their applications for Innovative Education Program Strategies funds, their plans to reduce class size by hiring highly qualified teachers.	Requires LEAs to submit an application that describes their plans to reduce class size by hiring highly qualified teachers.	

Current Law	Administration	House
<u>Small LEAs</u> Requires any LEA that receives an allocation that is less than the starting salary for a new teacher to form a consortium with at least one other LEA for the purpose of reducing class size, except that an LEA that has already reduced class size in the early grades to 18 or fewer children and intends to use its entire allocation for professional development is not required to form a consortium.	Allows an LEA that receives an allocation that is less than the starting salary for a new teacher to: (1) form a consortium with one or more LEAs for the purpose of reducing class size; (2) help pay the salary of a full- or part-time teacher hired to reduce class size; or (3) if the subgrant is less than \$10,000, use it for professional development related to teaching in small classes.	
<u>Cost-Sharing Requirement</u> No matching requirement.	No matching requirement for LEAs with child-poverty rates greater than 50 percent. For other LEAs, the maximum Federal share is 65 percent.	
<u>Reporting Requirements</u> Each school receiving program funds, or the LEA serving it, provides an annual report to parents, the general public, and the SEA on student achievement that results from hiring additional highly qualified teachers and reducing class size. States are required to report on program activities as a part of their biennial Title VI performance reports.	No comparable provision. States submit an annual report to ED on activities carried out with program funds.	
<u>Authorization of Appropriations</u> Provides an appropriation only for fiscal year 1999.	Authorizes "such sums" for five fiscal years (2001-2005).	

**TITLE VII – BILINGUAL EDUCATION, LANGUAGE ENHANCEMENT,
AND LANGUAGE ACQUISITION PROGRAMS**

Current Law	Administration	House
Title VII, Part A, Bilingual Education		
<u>State Formula Program</u> No comparable provision.	No comparable provision.	If funds appropriated for Bilingual Education exceed \$220 million (FY 1999 appropriation was \$224 million), a State formula grant program would replace the current discretionary grant program. Funds would be distributed to States based on the State share of the limited English proficient student population except that all States would receive at least as much as they receive in fiscal year 2000 under the Subpart 1, Instructional Services and the SEA grant program in Subpart 2. Also, the formula sets aside 1.5 percent of the appropriation for Puerto Rico, .5 percent for the outlying areas, and .5 percent for entities serving Native Americans and Alaska Natives. States would use funds primarily for subgrants to local school districts for services to students.
<u>Bilingual Education Capacity and Demonstration Grants</u> Authorizes 4 separate discretionary grant that primarily support grants to school districts for instructional services. No comparable provision.	Collapses two of the grant activities, Program Development Grants and Implementation Grants and Enhancement Grants, into a single three-year grant activity. Authorizes competitive priorities for (1) school districts with little prior experience in serving limited English proficient students and that have rapidly growing populations of such students and (2) grant applicants that demonstrate they have an effective program for helping LEP students learn English and achieve to high standards.	Retains authorization for current discretionary programs, but deletes some of the specific program requirements. No comparable provision.

Current Law	Administration	House
Requires grantees to evaluate their projects every two years. The Secretary must terminate “comprehensive” and “systemwide” grants that cannot show that LEP students are making adequate progress in learning English and achieving to high academic standards. Requires school districts to notify parents of children that will participate in a program of the reasons for the selection of the child for participation, the nature of the program, and to provide parents an option to decline the enrollment of their child in the program.	Adds requirements that: 1) applications include baseline data on the performance of limited English proficient students who will participate in the project; and 2) that grantees evaluate the projects annually to, among other things, assess the English language proficiency of participating students. Projects failing to demonstrate continuous and substantial progress in three years are required to submit a plan for project improvement for the Secretary's review. If grantees fail to make progress after implementing the plan, the Secretary is required to terminate the grant. Makes minor changes to current law.	Dilutes current specific evaluation requirements but continues the current requirement that instructional services grants be evaluated every two years. No termination requirement. Requires school districts to obtain informed parental consent prior to placement of a child in a program.
<u>Research, Evaluation, and Dissemination</u> Authorizes grants to SEAs, research and data collection, the National Clearinghouse and Academic Excellence grants. Academic Excellence grants are authorized to SEAs, LEAs, non-profits, and institutions of higher education for the dissemination of information on model instructional and professional development programs.	Continues to authorize current grants but limits Academic Excellence grants to SEAs, for recognizing local educational agencies and other public and non-profit entities whose programs have demonstrated significant progress in assisting limited English proficient students in learning English within three years and meeting the same challenging State content standards expected of all children.	Deletes authorizations for Academic Excellence grants and for the National Clearinghouse for Bilingual Education. Authorizes research through OERI only to identify and disseminate successful models for teaching English and helping limited English proficient students meet challenging State standards. No specific data collection authority.
<u>Professional Development</u> Authorizes four grant programs for assisting institutions of higher education and others to provide preservice and inservice training for teachers preparing to serve limited English proficient students. Projects are to be evaluated every two years. Authorizes postdoctoral fellowships.	Focuses each of the four existing programs on either preservice or inservice training. The Training for all Teachers Program would focus exclusively on the provision of inservice training to teachers and other educational personnel with a BA degree. The Bilingual	Provides a general authorization for professional development grants to LEAs, IHEs, SEAs, and public and private organizations in consortia with LEAs. Retains authorization for postdoctoral fellowships. Projects must be evaluated every two years.

Current Law	Administration	House
	Education Teachers and Personnel Grants would focus exclusively on preservice professional development. The Career Ladder program would focus exclusively on inservice training for educational personnel who do not have a BA degree. The proposal would eliminate the authorization for postdoctoral fellowships under the Bilingual Fellowship program. Projects would be evaluated annually.	
Title VII, Part B Emergency Immigrant Education		
Authorizes formula grants to States for subgrants to local educational agencies to improve the quality of instruction for recent immigrant students in districts where they are concentrated. When the appropriation exceeds \$50 million, States may use up to 20 percent of their award for discretionary grants to LEAs. States can retain 1.5 percent of their award for administrative costs	Authorizes States to award all or any part of their allocation to LEAs on a discretionary basis. Authorizes States to retain 2 percent of their award for administrative costs if they decide to make awards to LEAs on a discretionary basis.	Same as current law.
TITLE VIII – IMPACT AID		
<u>Overview</u> Provides financial assistance to school districts affected by federally connected children or Federal land.	Amends current law to target funds to school districts based on the degree to which they are burdened by Federal activity.	No action as of 10/99.

Current Law	Administration	House
<u>Payments for Federal Property</u> <u>Section 8002 – Eligibility</u> Provides funds to school districts where the Federal Government has acquired, since 1938, 10 percent or more of the assessed value of real property. Includes special provisions that grant eligibility to specific school districts and makes eligible property that does not meet the general standard for eligibility for payments.	Targets funds to school districts where the current estimated assessed value of Federal real property acquired since 1938 is at least 10 percent of the total current assessed value of real property in the school district. Eliminates the special provisions.	
<u>Section 8002 – Formula</u> Provides funds based on a <u>maximum amount</u>, which is the product of : (1) the estimated assessed value of Federal property (based on the highest and best use of the property); and (2) the real property tax rate for current school expenditures.	Retains the calculation of the <u>maximum amount</u>.	
Includes a <u>hold-harmless</u> provision that provides LEAs with at least 85 percent of FY 1996 payments for payments in subsequent years. Includes a <u>priority payments</u> provision that enables some LEAs to receive a larger percentage of their maximum amount than they would otherwise receive and <u>special payments</u> that enable some LEAs to receive a supplemental grant for Federal property if they meet the criteria in the special provisions.	Includes a provision that provides phase-out payments for LEAs that do not meet the new eligibility criteria. These payments would provide LEAs with a minimum of 75 percent of their FY 1999 payment in FY 2001, 50 percent of the FY 1999 payment in FY 2002, and 25 percent of their FY 1999 payment in 2003. Deletes priority and special payments.	

Current Law	Administration	House
<u>Basic Support Payments</u> <u>Section 8003(b) – Eligibility</u> Compensates school districts for “a” and “b” children, those children whose parents either work or reside on Federal property. The “a” children are: (1) children living on Indian lands; (2) children of members of the uniformed services living on Federal property; (3) children of Federal employees who both live and work on Federal property; or (4) children of foreign military officers living on Federal property. The “b” children are other types of federally connected children who reside with their parents who either live or work on Federal property, but not both. At least 400 or 3 percent of students in average daily attendance must be federally connected for a school district to be eligible for payment.	Compensates school districts for “a” children only. Any school district with “a” students is eligible for payment.	
<u>Section 8003(b) – Formula</u> Calculates <u>maximum payments</u> based on the product of the number of weighted eligible students and the highest of four <u>local contribution rate</u> options. The rates are: (1) one-half of the average State per-pupil expenditure (SPPE); (2) one-half of the average US per-pupil expenditure; (3) the local contribution rate of comparable LEAs; and (4) the SPPE multiplied by the local contribution percentage for the State. Includes a mechanism, referred to as the <u>Learning Opportunity Threshold (LOT)</u>, for reducing payments when funds are insufficient to fund maximum payments fully. This mechanism favors school districts that either:	Calculates maximum payments based on the product of the number of weighted eligible students and the highest of three local cost rate options. The options are: (1) the local contribution percentage multiplied by the US average per-pupil expenditure; (2) the local contribution rate of comparable LEAs; and (3) the SPPE multiplied by the local contribution percentage for the State. Revises the LOT to be the sum of: (1) 50 percent; and (2) one-half of the percentage of federally connected students.	

Current Law	Administration	House
(1) have large proportions of federally connected students; or (2) rely on Impact Aid for a large proportion of their funds. The LOT percentage is multiplied by the maximum payment to determine the LOT payment. The LOT percentage is the sum of the percentage of unweighted federally connected students in average daily attendance and the maximum payment as a percentage of current expenditures. Creates several exceptions for a small number of school districts for weights to be assigned to students and use of the LOT. Includes a hold-harmless provision (under Section 8003(e)) that provides for payments of not less than 85 percent of the preceding year's payment for a maximum of two consecutive years.	Clarifies that funds are ratably increased or decreased from the LOT payment (but may not exceed the maximum payment) when the appropriation is insufficient to fund maximum payments fully. Eliminates these exceptions. Eliminates the hold-harmless payment.	
<u>Payments for Children with Disabilities</u> <u>Section 8003(d) – Eligibility</u> Three types of students generate funds: Indian "a's;" military "a's;" and military "b's."	Two types of students generate funds: Indian "a's" and military "a's."	
<u>Section 8003(d) -- Use of funds</u> Funds must be used to provide a free appropriate public education to eligible children in accordance with the Individuals with Disabilities Education Act (IDEA).	Funds may be used to provide either a free appropriate public education or early intervention services in accordance with the IDEA.	

Current Law	Administration	House
<u>Payments for Heavily Impacted LEAs (Section 8003(f))</u> Provides multiple sets of complex eligibility criteria and formulas. Allows LEAs to qualify for these need-based funds even when their tax effort is less than that of comparable school districts.	Provides for a single set of eligibility criteria. LEAs must have an enrollment of at least 40 percent federally connected "a" students and a tax rate of at least 100 percent of comparable LEAs to be eligible. A single formula would be used to determine the maximum payments. It would reflect the unmet cost of educating a student. Unmet cost would be computed by reducing the cost of educating federally connected students by the amount of the LEA's resources available for current expenditures, including its Basic Support Payment and Payment for Children with Disabilities.	
<u>Additional Payments for LEAs with High Concentrations of Children with Severe Disabilities (Section 8003(g))</u> Funds would be paid on behalf of children with severe disabilities.	Repeals this payment authority, which has never been funded.	
<u>Policies and Procedures Relating to Children Residing on Indian Lands (Section 8004)</u> Includes language designed to ensure that: (1) Indian children participate in education programs on an equal basis; and (2) Indian parents and tribes have an opportunity to provide input on the LEA's education programs.	Adds language requiring LEAs that serve children living on Indian lands to put in place a set of policies and procedures to encourage fuller participation by Indian tribes and parents. In addition, the language clarifies that Impact Aid funds may be spent for specific purposes to benefit Indian children.	
<u>Payments for Sudden and Substantial Increases in Attendance of Military Dependents (Section 8006)</u> Provides payments for large rapid increases of military dependents within an LEA.	Repeals this authority, which has never been funded as authorized in 1994.	

Current Law	Administration	House
<u>Construction (Section 8007)</u> Provides payments for construction for LEAs that receive a Basic Support Payment and: (1) have at least 50 percent Indian "a" students; (2) have at least 50 percent military "a" and "b" students; (3) receive a Payment for Heavily Impacted LEAs; or (4) receive a payment for Sudden and Substantial Increases in Attendance of Military Dependents. Funds are distributed based on the weighted student count in the Basic Support Payments formula.	Focuses all funds on predominantly Indian districts. Provides payments for construction and minimal initial equipment purchased in connection with a new building or the renovation of an existing building. An LEA is eligible if it receives a Basic Support payment and has at least 50 percent Indian "a" students. Funds are distributed on a pro rata basis. LEAs are required to provide a 50 percent match and provide a written plan, based on an assessment of construction needs, on how the LEA would use the funds.	
<u>Facilities Maintenance (Section 8008)</u> Enables the Secretary to provide for the upkeep of school facilities that generally serve military "a" and "b" students and are owned by the Federal Government. The Secretary is required to transfer these school facilities to LEAs or other appropriate entities as soon as practicable.	Retains this authority with no substantive changes.	
<u>State Consideration of Payments in Providing State Aid (Equalization Provisions, Section 8009)</u> Prohibits States from reducing State aid based on Impact Aid payments unless the State has equalized current expenditures for education.	Adds a provision that a State's per-pupil expenditure must be at least 80 percent of the U.S. average before it is eligible to reduce State aid based on Impact Aid payments.	

TITLE IX – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

Current Law

Administration

House

Title IX, Part A, Indian Education

<u>Purpose</u> Provides formula grants to LEAs, the Bureau of Indian Affairs (BIA), and tribally controlled schools and discretionary grants to SEAs, LEAs, IHEs, and Indian institutions designed to improve the quality of instruction that Indian students receive.	No change	No change
<u>Formula Grants to Local Educational Agencies</u> If an eligible LEA fails to establish a parent advisory committee, permits an Indian tribe that represents at least half of the LEA's Indian students to apply instead. Authorizes formula grants to schools operated or supported by BIA.	Clarifies that Indian tribes that apply in place of an LEA are treated as LEAs except that they are not subject to statutory requirements relating to parent committees, maintenance of effort, or submission of grant applications for SEA review. Clarifies that BIA schools must submit an application to the Secretary but are not subject to statutory requirements related to parent committees, maintenance of effort, or SEA review of applications. Also, allows BIA to use either Department of Education or BIA eligibility forms to document student eligibility.	Same as the Administration proposal. Same as the Administration proposal.
Authorizes grantees to conduct a range of activities related to improving the quality of education for Indian students.	Adds activities: incorporating Indian-specific content and culturally responsive teaching strategies into curriculum; promoting coordination between tribal, Federal, and State public schools; and gifted and talented education.	Does not add any of the Administration's proposed activities. Adds new activity for "family literacy services."

Current Law	Administration	House
<u>Integration of Services Authorized</u> No comparable program.	No comparable program.	Creates a new program integration authority that would permit integration of federally funded education and related services programs, or portions thereof, serving Indian students into a "single, coordinated, comprehensive program."
<u>Demonstration Grants</u> Authorizes demonstration grants to SEAs, LEAs, tribes and tribal institutions for innovative programs for educationally deprived children and for other purposes.	Adds requirement that applicants demonstrate that their proposed program is research based.	Same as Administration proposal.
<u>Professional Development Grants</u> Requires individuals who receive training to work in a field related to their training and benefiting the Indian community or pay back the amount of their award.	Exempts participants who receive inservice training from the requirement. Adds authority for professional development grants to consortia of tribal colleges and institutions of higher education that award a degree in education.	Same as current law. No comparable provision.
<u>Additional Discretionary Programs</u> Authorizes activities in the areas of: (1) strengthening tribal departments of education; (2) gifted and talented education; (3) postsecondary fellowships; and (4) adult education.	Repeals these unfunded programs, which duplicate other activities.	Same as Administration's proposal.

Title IX, Part B, Native Hawaiian Education

Authorizes seven separate programs for the education of Native Hawaiians and to encourage their participation in program planning and management: (1) Native Hawaiian Education Council and Island Councils; (2) Family-Based Education Centers; (3) Higher Education Program; (4) Gifted and Talented Program; (5) Special Education Program; (6) Curriculum Development, Teacher Training and Recruitment Program; and (7) Community-Based Education Learning Centers.	Consolidates the seven programs into one program authority, while allowing continuation of the full array of activities under current programs.	Repeals Native Hawaiian Education programs.
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Title IX, Part C, Alaska Native Education

Authorizes three separate programs for the education of Alaska Natives: (1) Educational Planning, Curriculum Development, Teacher Training and Recruitment; (2) Home Based Education for Preschool Children; and (3) Student Enrichment.	Consolidates the three programs into one program authority, while allowing continuation of all activities under current programs.	Same as Administration proposal.
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TITLE X – PROGRAMS OF NATIONAL SIGNIFICANCE**Title X, Part A, Fund for the Improvement of Education**

<u>Purpose</u> Authorizes the Secretary to support nationally significant programs and projects to improve the quality of education, help students achieve to high standards, and help achieve the National Education Goals.	Clarifies that this authority is for projects to improve the quality of <u>elementary and secondary</u> education.	No action as of 10/99.
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Current Law	Administration	House
<u>Authorized Activities</u> Authorizes over 20 specific activities.	Simplifies and reduces the list of authorized activities, although the general authority would continue to authorize the activities that have been deleted.	
<u>Program Evaluation</u> Requires the Secretary to ensure that activities are designed so that their effectiveness can be ascertained.	Requires applicants to establish goals and objectives and describe how proposed activities would help meet those goals and objectives. Requires all grantees to evaluate, at the midpoint and end of projects achieving goals and objectives.	
<u>Award Requirements</u> No comparable provisions.	Authorizes the Secretary to require grantees to provide matching funds from non-Federal sources. Also authorizes the Secretary to limit competitions to particular types of entities.	
<u>Elementary School Counseling Demonstrations</u> Authorizes grants of up to \$400,000 to LEAs to initiate or expand elementary school counseling programs.	Repealed.	
<u>Character Education</u> Authorizes up to 10 grants per year to SEAs, in partnership with LEAs, to implement programs that incorporate character education. Limits funding to \$1 million per State.	Authorizes grants to SEAs, LEAs, and consortia of such agencies. Drops limits on the number of grants made per year and funding.	

Current Law	Administration	House
Requires applicants to form and describe partnerships, describe project goals and activities, conduct a project evaluation, and establish a State clearinghouse on character education.	Drops requirement for formal partnership. Requires a description of the linkages among the character education program and existing reform efforts at the State and local level. Drops requirement for each grantee to establish a clearinghouse.	
Lists the elements of character: caring; civic virtue and citizenship; justice and fairness; respect; responsibility; and trustworthiness. No comparable provision.	Eliminates this list. Applicants would have the flexibility to decide what elements of character are important to their community Authorizes the Secretary to support research, development, dissemination, technical assistance, and evaluation activities to improve character education projects being supported. Funds could be used to investigate and evaluate the effectiveness of specific instructional models and practices, to provide assistance directly to grantees, to conduct a national evaluation of the character education program, and to establish a national clearinghouse of information on character education.	
<u>Promoting Scholar-Athlete Competitions</u> Authorizes grants to reimburse an organization for the costs of conducting scholar-athlete games.	Repealed.	
<u>Smaller Learning Communities</u> Authorizes grants to LEAs to create smaller learning communities.	Repealed, but activities to create smaller learning communities are explicitly authorized under FIE.	

Current Law	Administration	House
<u>National Student and Parent Mock Election</u> Authorizes grants to national nonprofit nonpartisan organizations to promote voter participation by carrying out voter education activities with students and their parents.	Repealed.	
<u>Model Projects</u> Authorizes grants to cultural institutions to develop and expand model projects of outreach activities for at-risk children.	Repealed.	

Title X, Part B, Gifted and Talented Children

Authorizes grants or contracts to public and private agencies to support activities that meet the educational needs of gifted and talented students. Requires a National Center for Research and Development in the Education of Gifted and Talented Children and Youth. Mandates an evaluation of the program.	Makes minor revisions. Requires the National Center to focus on dissemination of the results of Center activities to schools with high percentages of economically disadvantaged students. Authorizes, rather than mandates, program evaluation.	Retains an authority for competitive grants, but requires a portion of any increase over the FY 2000 level to be used to increase the size of awards to SEAs. Establishes a formula grant program once the appropriation reaches \$50 million, with funds awarded to SEAs on the basis of the number of children aged 5 to 17. SEAs would award 95 percent of the funds competitively to LEAs. Continues authority for the National Center.
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Title X, Part C, International Education Program

<u>Administrative Amendments</u> Resides in Title VI of the Goals 2000: Education America Act (P.L. 103-227)	Transfers the International Education Program to Part C of Title X of the ESEA.	No action as of 10/99.
<u>Program Focus – Assessment and Information</u> Requires the Secretary to support research that assesses the education systems of other foreign countries, particularly Great Britain, France, Germany, and Japan.	No changes.	

Current Law	Administration	House
<u>Program Focus – International Education Exchange</u> Requires the Secretary to support education exchange activities in civics, government, and economic education between the United States and eligible countries in	Extends eligibility to the Republic of Ireland, Northern Ireland, and “any other emerging democracy in a developing country.”	
Central and Eastern Europe, the Commonwealth of Independent States, and any former Soviet republic. Awards are intended to make American curricular innovations in civics and economics available to educators in eligible countries, as well as to create programs that provide American students with exposure to the history and experiences of eligible countries.		

Title X, Part D, Arts in Education

Provides grants to the John F. Kennedy Center for Performing Arts for its education program and to Very Special Arts for its programs to encourage greater involvement of persons with disabilities in the arts. All program funds go to these two organizations in years in which the appropriation is \$9 million or less. Also authorizes national demonstration and Federal leadership activities to encourage the integration of the arts into the school curriculum.	Eliminates required set-aside for the Kennedy Center and Very Special Arts. Adds an authorized activity to “support model arts and cultural programs for at-risk youth, particularly programs that use arts and culture to promote students’ academic progress.”	No action as of 10/99.
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Title X, Part E, Inexpensive Book Distribution Program

Awards funds to Reading is Fundamental to provide, through aid to local nonprofit groups and volunteer organizations, reading motivation activities.	No change.	No action as of 10/99.
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Title X, Part F, Civic Education

<u>Program Focus – Instruction on History & Democracy</u> To educate students in public and private schools about the history and principles of the Constitution and the Bill of Rights, and to foster civic competence and	No changes.	No action as of 10/99.
responsibility. Activities include courses on the Constitution, simulated congressional hearings, and a national competition of simulated hearings amongst secondary school students.		
<u>Program Focus – Instruction in Civics, Government & the Law</u> Authorizes awards to SEAs, LEAs, and other public and private non-profit agencies, organizations, and institutions to assist students in achieving State content standards in civics, government, and the law. Funding could be used for curricular development, professional development, increased community involvement in civics education, or technical assistance.	Repealed.	

Title X, Part G, 21st Century Community Learning Centers

<u>Purpose</u> Authorizes the Secretary to award grants to rural and inner-city public schools or consortia of schools to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community.	Clarifies that the eligible recipients of grants are Community-Based Organizations LEAs, applying on behalf of schools. Requires that funds be targeted to communities with a substantial need for expanded learning opportunities, as evidenced by a high percentage of low-achieving students and lack of resources. Expands list of acceptable locations to include small cities, in addition to inner cities and rural areas.	No action as of 10/99.
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Current Law	Administration	House
<u>Application Requirements</u> Requires the application to include: a comprehensive plan; an evaluation of needs, resources, goals, and objectives for the proposed project; and a description of project activities and collaborative efforts.	Requires grantees to provide at least half of the cost of the project from other sources – in cash or in kind. Requires grantees to expend, from non-Federal sources, at least as much each year as in the preceding year. Requires information on how the applicant will continue the project after the grant ends.	
<u>Priority</u> Requires the Secretary to give priority to projects that offer a broad selection of services that address the needs of the community.	Adds a new priority for projects that offer significant, expanded learning opportunities for children and youth in the community.	
<u>Community – Based Organizations</u> No comparable provision	Authorizes the Secretary to reserve up to 10 percent of the funds appropriated in any fiscal year to make grants to community-based organizations. Requires an application submitted by a community-based organization to contain evidence that the affected LEAs concur with the proposed project.	
<u>Allowable Activities</u> Provides a list of 13 allowable activities, of which at least four must be included in a funded project.	Requires that all projects offer significant expanded learning opportunities, such as before and after school, for children and youth in the community. The list of 13 activities would remain allowable uses of funds, but none would be mandatory.	

Current Law	Administration	House
<u>Definition of "Community learning center"</u> Defines "community learning center" as an entity within a public school building that provides a variety of services for residents of all ages and is operated by a local educational agency in conjunction with other public and private agencies and organizations.	Modifies the definition to require the entity to provide expanded learning opportunities and permit the entity to provide services that address other needs. Would mandate that a center operated by a local educational agency be located within a public elementary or secondary school building.	

Title X, Part H, High School Reform

<u>Program Authorized</u> No comparable program.	Supports the planning and implementation of educational reforms in high schools, particularly high-poverty urban and rural high schools. Authorizes competitive awards to LEAs. Requires, to the extent possible, that a majority of awards are made to assist high schools that participate in Title I programs or serve a high-poverty attendance area. Grants are for up to 3 years.	No action as of 10/99.
	<u>Program Focus</u> Carry out reforms to ensure that each high school assisted: (1) is a place where students receive individual attention and support; (2) provides all students with challenging coursework; (3) motivates all students to learn; (4) provides students with a continuous and integrated education; (5) helps students achieve their academic and career goals; and (6) functions as a center for the community.	

Current Law

Administration

House

	<u>Incentive Payments</u> Authorizes incentive payments to teachers and administrators in selected grantee schools if their students demonstrate significant gains in achievement.	
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Title X, Part I, Elementary School Foreign Language Assistance Program

<u>Program authorized</u> Authorizes three-year discretionary grants to SEAs and LEAs to pay the Federal share of the cost of innovative elementary and secondary foreign language programs. At least 75 percent of funds must be used for programs at the elementary level. Also authorizes a Foreign Language Incentive formula grants to schools operating foreign language programs that develop communicative competency.	Same. All activities must be at the elementary level, except that LEAs may include support for secondary school instruction, so long as that instruction is part of an articulated elementary-through-secondary school foreign language program. Repealed.	Does not reauthorize the current Title VII, Part B Foreign Language Assistance program.
<u>Eligible Applicants</u> No comparable requirements. LEAs may receive grants if the Secretary determines that the program shows promise of being continued beyond the grant period and demonstrates approaches that can be disseminated.	States that have, or are establishing, State standards for foreign language instruction or that require foreign language instruction in all public elementary schools. LEAs that propose programs likely be continued beyond the grant period, demonstrate approaches that can be disseminated, include performance measurements and assessment systems, and use curriculum that is aligned with State standards.	

Current Law	Administration	House
<u>Authorized activities</u> No comparable provisions.	SEAs may use grants for activities such as developing foreign language standards and developing new certification requirements for elementary school foreign language teachers. LEAs may use funds for activities such as: professional development and coordination of elementary programs with secondary school programs.	
<u>Reports</u> No comparable provisions.	SEAs must submit an annual report that provides information on the project's progress in reaching its goals. LEAs must annually report on student gains in comprehending, speaking, reading, and writing a foreign language as compared to State foreign language standards.	

Title X, Part J, National Writing Project

National Writing Project <u>Program Focus</u> Authorizes the Secretary to make a grant to the National Writing Project, a nonprofit educational organization that has as its primary purpose the improvement of the quality of student writing and learning, and the teaching of writing in the Nation's classrooms.	No changes.	Reauthorizes current program.
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Current Law	Administration	House
<u>Classroom Teacher Grants</u> Permits up to 5% of the amount appropriated for the entire National Writing Project to fund grants for classroom teachers. These grants would cover the Federal share of the cost of enabling classroom teachers to conduct classroom research, publish models of student writing, conduct “best practice” research, and other activities to improve the teaching of writing. Grants would not exceed \$2,000, and would supplement State and local funds allocated for these purposes.	Repealed.	
<u>Program Evaluation</u> <i>Requires</i> the Secretary to conduct an independent evaluation, by grant or contract, of the <i>teacher training</i> programs administered pursuant to this <i>Act</i>, including the amount of funds expended by the National Writing Project. Requires the results of the evaluation to be provided to Congress.	<i>Permits</i> the Secretary to conduct an independent evaluation of the program administered pursuant to this <i>part</i>.	

Title X, Part J – Rural Education Initiative

<u>Program authorized</u> Authorizes the Secretary to make competitive grants to rural LEAs to assist in local school improvement efforts. If the amount available for this subpart is \$50 million or greater, the Secretary must ensure that at least one eligible LEA in each State receives an award. Makes eligible an LEA that (1)(A) has at least 15 percent of its students eligible to be counted under Part A of Title I and (B) is not in a metropolitan statistical area or (2)(A) serves fewer than 2,500 students and (B) does not serve schools in a metropolitan statistical area	Repeals current Part J.	<u>Small and Rural School Program</u> (Subpart I) <u>Program authorized</u> Allows an eligible LEA to use “applicable funds” for activities that support local or statewide educational reform efforts to improve academic achievement and the quality of instruction. Also authorizes the Secretary to make formula grants to eligible LEAs to support local or statewide educational reform efforts to improve academic achievement and the quality of instruction.
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Current Law	Administration	House
Authorizes 10 uses of funds, including programs to (1) increase the academic achievement of rural students and prepare them to enter postsecondary institutions; (2) provide teachers with professional development opportunities; (3) recruit and retain qualified teachers (4) improve the access of rural schools to educational technology; and (5) decrease the use of drugs and alcohol. Authorizes separate grants to IHEs or consortia of IHEs or partnerships between an IHE and rural schools and LEAs to undertake local school improvement activities.		
		<u>Eligibility</u> Makes eligible an LEA that (1) serves fewer than 600 students; and has a USDA Rural-Urban Continuum Code of 6, 7, 8, or 9; or (2) serves fewer than 600 students and receives a waiver from the Secretary from the Continuum Code requirement.
		<u>Applicable funding</u> Funds received under Titles II, IV, and VI and Parts A and C of Title VII and Part I of Title X.
		<u>Formula allocation</u> \$20,000 plus \$100 per child for every child over 50 in average daily attendance with a maximum total award of \$60,000, minus the amount of applicable funding received the in previous fiscal year. Authorizes a ratable reduction in the amount of awards if insufficient funds are appropriated .

Current Law	Administration	House
		<u>Accountability</u> Requires that LEAs administer assessments that meet the Title I requirements. Requires that LEAs using funds for alternative uses meet the Title I adequate yearly progress requirements.
		<u>Low-Income and Rural School Program</u> <u>Program authorized</u> Formula awards to States to allow eligible LEAs to carry out authorized activities.
		<u>Federal formula allocations</u> 0.5 percent for BIA schools; formula grants to States based on each State's share of average daily attendance in eligible districts.
		<u>Eligibility</u> Makes eligible an LEA with (1) a poverty rate of at least 20 percent and (2) is a non-metropolitan county with a population of less than 20,000.
		<u>Within-State allocations</u> SEA may reserve up to 5 percent of its allocation for administrative expenses. SEA must award at least 95 percent of its allocation to eligible LEAs either (1) competitively or (2) by a formula based on average daily attendance.

Current Law	Administration	House
		Eligible LEAs in States that choose not to participate in the program may apply directly to the Secretary. The Secretary may award competitively the amount of the nonparticipating State's allocation.
		<u>Uses of funds</u> Educational technology; professional development; technical assistance; teacher recruitment and retention; parental involvement activities; or academic enrichment programs.
		<u>Special rule</u> An LEA may not receive an award under the Small and Rural Schools and the Low-Income and Rural Schools program in the same fiscal year.

TITLE XI – GENERAL PROVISIONS

Title XI, Part B, Improving Education through Accountability

<u>Statewide Accountability System and Plan</u> No comparable provision.	Requires each State that receives assistance under ESEA to: • Develop and implement a statewide system for holding LEAs and schools accountable for student performance by: (1) identifying LEAs and schools in need of improvement; (2) intervening in those schools and LEAs to improve teaching and learning; and (3) implementing corrective actions if necessary. •	No action as of 10/99.
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Current Law	Administration	House
	- Develop and submit to the Secretary an accountability plan that addresses the requirements for: (1) turning around failing schools; (2) student progress and promotion policy; (3) ensuring teacher quality; (4) having a sound discipline policy; and (5) producing State, LEA, and school report cards. In addition, the plan must have the concurrence of the Governor and SEA. - Report annually to the Secretary on State progress toward implementing the accountability plans. (Plans must be approved by the Secretary by July 1, 2000.)	
<u>Social Promotion and Retention</u>	Requires States to have a policy that is designed to ensure that students have progressed through school on a timely basis having met challenging standards and end the practices of social promotion and retention. The policy must include: providing educational interventions needed to ensure all students meet challenging academic standards; requiring students to demonstrate that they have met the standards at 3 key transition points, one of which must be graduation from secondary school; requiring LEAs to provide all students with qualified teachers who are supported by high-quality professional development; and providing students who have not met the standards with appropriate interventions to help them meet the standards. This policy must be fully implemented within 4 years.	
<u>Qualified Teachers</u>	Requires States to have a policy that is designed to ensure that there is a qualified teacher in every classroom by requiring that: (1) at least 95 percent of teachers within	

Current Law	Administration	House
	the State are certified or have a baccalaureate and are enrolled in a certification program; (2) at least 95 percent of the teachers in secondary schools within the State are teaching a subject in which they have an academic major or demonstrated competency; (3) unqualified teachers are not disproportionately concentrated in particular LEAs; and (4) the certification process for new teachers includes an assessment of content knowledge and teaching skills.	
<u>Discipline</u>	Requires States to have a policy that requires LEAs and schools to implement sound and equitable discipline policies to ensure a safe, orderly, and drug-free learning environment in every school.	
<u>State Report Cards</u>	Requires States to have a policy that requires an annual state-level report card containing data on: (1) student performance on statewide assessments in reading and mathematics, as well as any other subjects for which the State requires assessments; (2) attendance and graduation rates for public schools in the State; (3) average class size in each district in the State; (4) the incidence of school violence and drug and alcohol abuse, and the number of instances in which a student possessed a firearm at school; and (5) the professional qualifications of teachers in the State. A State may include other information that it deems appropriate to reflect school quality and student achievement. The State report card must provide statistically sound data, disaggregated for gender, race, ethnic group, migrant status, students with disabilities, economically disadvantaged students, and students with limited English proficiency. State report cards must be posted on the Internet, disseminated to all LEAs and schools in the State, and made available to the public.	

Current Law	Administration	House
<u>Local Report Cards</u>	Requires States to have a policy that requires LEAs and schools to produce report cards containing the same information required of States. In addition, LEA report cards must include: (1) the number of low-performing schools; and (2) information on how students in the LEA performed on statewide assessments compared to other students in the State. School report cards must identify whether the school has been identified as low-performing and how its students have performed on statewide assessments compared to other students in the LEA. LEA report cards must be distributed to all schools served by the LEA and made widely available to the public; school report cards must be made available to all parents in the school and broadly available to the public.	
<u>Sanctions</u>	Provides sanctions the Secretary may impose on a State that fails to substantially carry out one of the accountability provisions or meet a performance indicator in its plan.	
<u>Rewards and Recognition</u>	Requires the Secretary to establish a system for recognizing and rewarding States determined to have demonstrated significant, statewide achievement gains in core subjects, as measured by NAEP for three consecutive years, have closed the gap between high- and low-performing students, and have in place strategies for continuous improvement. Authorizes appropriations for this purpose.	

Current Law

Administration

House

Title XI, Part C, America's Education Goals

Authorizes the establishment of a panel to: (1) report annually to the President, Secretary, and Congress on progress toward achieving the National Education Goals; (2) review voluntary national content and student performance standards; (3) report on promising or effective actions being taken at the national, State, and local levels, and in the public and private sectors, to achieve the National Goals; and (4) help build a nationwide, bipartisan consensus for the reforms necessary to achieve the Goals.	Renames the Panel as the America's Education Goals Panel. Makes necessary updates and clarifications.	No action as of 10/99.
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TITLE XII – OTHER AMENDMENTS

Education For Homeless Children And Youth (McKinney Act)

<u>(McKinney Act) Statement of Policy</u> Focus is on ensuring that all homeless children and youth have equal access to the same free, appropriate public education available to other children.	Expands on the current purpose to ensure that homeless children are not segregated based on their status as homeless. Prohibits a State receiving funds under this subtitle from segregating a homeless child or youth, either in a separate school or in a separate program within a school, except for short periods of time because of health and safety emergencies or to provide short-term services to meet the unique needs of homeless children and youth.	Same as Administration policy, however allows States with existing segregated schools to continue to remain eligible to receive funds.
<u>State Activities</u> Requires States to estimate numbers of homeless children and youth in the State and the number of homeless children and youth served by the program.	Eases burden on States by requiring, in place of the State data collection, that the Secretary periodically collect and disseminate data and information on the number and location of homeless children and youth, the services they receive, and the extent to which such needs are being met.	Same as Administration proposal.

Current Law	Administration	House
<u>State Plan</u> Included in the plan are requirements that LEAs comply with the parents' interests, to the extent feasible, when determining the school that a homeless child will attend.	Requires school districts to maintain homeless children in their school of origin to the greatest extent feasible.	Same as Administration proposal.
<u>Grants to LEAs</u> Authorizes States to award grants to LEAs that submit an application on the basis of need, but does not specify whether these grants are to be awarded competitively.	Clarifies that subgrants to local educational agencies are to be awarded competitively on the basis of the quality of the program and the need for assistance.	Same as Administration proposal.
<u>LEA Responsibilities</u> Requires every LEA that receives a subgrant to designate a homeless liaison to ensure that homeless children are enrolled in, and succeed in, school and that homeless families and children receive equitable access to education and other support services.	Requires all districts in which homeless children reside or attend school to designate a homeless liaison responsible for ensuring that homeless children are regularly attending school and are receiving equitable access to high-quality education and support services. Also requires school districts to post public notices regarding the educational rights of homeless children and youth in family shelters, soup kitchens, health clinics, and elsewhere.	Maintains requirement for a State coordinator; does not include Administration's proposal for a coordinator in districts in which homeless children reside or attend school. Same as Administration proposal.