



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

*Reading /
Article on GEP
proposal*TO Bob Shireman / Bill Kincaid

PHONE _____ FAX _____

FROM Ann R. L.PHONE 401-2993 FAX 202-401-0596

PAGE(S) TO FOLLOW _____

MESSAGE: P.S. - ED Daily piece**CONFIDENTIALITY NOTICE**

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

EDUCATION DAILY

The education community's independent daily news service

In This Issue

Vol. 30, No. 194 • Tuesday, October 7, 1997

Homemade Energy Experiments
Shed Light On SciencePage 4

Localities Get \$16 Million
In School-To-Work GrantsPage 6

House GOP Literacy Bill Focuses On Teachers

Touting their record on education reform so far this year, House Republicans yesterday previewed their own plans to improve childhood literacy—casting aside President Clinton's proposal to mobilize a million reading tutors.

An as-yet-unintroduced GOP bill would fund competitive training grants for teachers in research-based reading instruction; provide grants to families to hire reading tutors if their children are still having trouble after several years of schooling; and encourage phonics in federally funded literacy programs.

An outline of the plan released yesterday afternoon had no details on how the money would be allocated, saying only that the grants to families would "be awarded based on random selection of those students who are eligible."

The House Education and the Workforce Committee is scheduled to release and take up the bill Thursday. At hearings this summer, GOP legislators hinted that they would focus on teacher training in their literacy bill (ED, July 11).

Clinton's America Reads proposal, which would spend \$2.75 billion over five years to train tutors to ensure children
(more on p. 3)

30
Years of Excellence
EDUCATION
DAILY

House GOP Literacy Bill Focuses On Teachers (Cont. from p. 1)

can read by the end of third grade, was unpopular with the GOP from the outset, partly because it would use tutors from AmeriCorps, the president's pet community service project that House Republicans have tried to eliminate.

But Congress and the White House last summer committed to a budget deal that includes \$260 million for some sort of literacy program. Both the House and Senate spending plans for the fiscal year that started last week would provide that amount in fiscal 1999 if Congress authorizes a reading program by April. The House bill would shift the funding to special education if a reading program is not approved.

The Education Department's senior adviser for the America Reads initiative, Carol Rasco, said yesterday that ED has been having "constructive discussions" with House GOP education staff and is "cautiously optimistic" that they can reach an agreement. She would not comment on the specific language.

More Choices

After months of hearings, the House education policy committee also plans to introduce and vote on a bill Thursday that would channel competitive funding for charter schools to the states that give the experimental campuses the most flexibility (ED, Sept. 17).

The House fiscal 1998 education funding bill would provide \$100 million for charter schools while the Senate bill would level fund that program at \$51 million. However, Senate appropriators have publicly promised to seek \$75 million during bicameral talks to iron out differences in the appropriations plans (ED, Sept. 5).

Also on Thursday, the House's tax-writing panel is slated to take up a plan to allow families to invest in tax-free savings accounts for K-12 education expenses, including private and parochial schools. Faced with the threat of a presidential veto, a similar provision was taken out of the massive tax reform bill (ED, Aug. 22).

The three bills slated for action are designed to spearhead an aggressive Republican push this month on education.

In addition to action on literacy, charter schools and education savings accounts, Rep.

Bill Goodling, R-Pa., chairman of the House education policy committee, is expected to introduce legislation to provide vouchers to low-income students, but it's still being drafted. House Speaker Newt Gingrich has called for a national school choice experiment (ED, Sept. 10).

House Republicans will likely pass a bill this week to provide vouchers for low-income students in the District of Columbia, but a similar effort was stalled in the Senate last week (ED, Oct. 1). Clinton has promised to veto any D.C. funding bill that includes those vouchers.

"We think this is the best way to hold schools accountable," said House Majority Leader Richard Armey, R-Texas. "Public schools will benefit because they will improve their performance."

"We need to put the consumerism back into education," said Rep. Deborah Pryce, R-Ohio.

The House is expected to vote on a resolution to recommend steering funds directly to the classroom—which Goodling said should send a message to cut bureaucracy—and a bill to allow borrowers in the Direct Student Loan program to consolidate their debt into the Family Education Loan program (ED, Sept. 25).

Tooting Their Own Horn

At a news conference yesterday, House GOP leaders took credit for the recent flurry of education legislation, even though some items on their self-graded "report card" stemmed from Clinton's ideas.

For instance, they pat themselves on the back for passing tax credits for higher education—a Clinton proposal initially derided by many Republicans as an incentive for colleges to raise their fees.

And they list reauthorization of the Individuals with Disabilities Education Act (IDEA) as an accomplishment, after that effort died in the 104th Congress (ED, June 5).

Other self-proclaimed GOP accomplishments include:

- Tax-free savings accounts for postsecondary education and penalty-free withdrawals from Individual Retirement Accounts for education;

House GOP Literacy Bill Focuses On Teachers (Cont.)

- A commission to study the rise of college costs, which is scheduled to issue its report in December; and
- Hearings nationwide to examine wasteful federal education spending (ED, Oct. 3).

Some of the House-passed bills touted by Republicans—addressing vocational education, juvenile justice and job training—have yet to see fruition in the Senate.

The House's ban on further spending for Clinton's voluntary national testing—also on the

GOP accomplishment list—is tied up in negotiations over the fiscal 1998 education spending bill because the Senate version would allow the tests to go forward under the supervision of a reconfigured independent, bipartisan board.

More House-Senate conference meetings to reconcile the two versions of the spending bills, H.R. 2264 and S. 1061, have not been scheduled. Congress will be out of session next week, but last week passed a stop-gap funding measure to keep federal money flowing at fiscal 1997 levels until Oct. 23.

—Laureen Lazarovici



UNITED STATES DEPARTMENT OF EDUCATION-

OFFICE OF THE SECRETARY

*Reading / Possible
Amendments*

FAX TRANSMITTAL

TO Bob Sherman / Bill Kinsland

PHONE _____

FAX 5581 (Bill)
456-2223FROM Ann O'Z

PHONE _____

FAX 202-401-0596

PAGE(S) TO FOLLOW _____

MESSAGE:

① 3 pages from Alex② My recommendations based on conversation
with you③ arguments based on our conversation④ numbers pieceCONFIDENTIALITY NOTICE

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Amendment to H.R. 2614
Offered by

On page 13, strike lines 16 through "section." on line 22 and insert the following:

"(A) In General.—The Secretary shall convene a panel to evaluate applications under this section."

Peer Review fix.

**Amendment to H.R. 2614
Offered by Mr. Martinez**

On page 27, line 24, strike all that follows through page 31, line 5.

*This is to Strike the
f.s.*

Amendment to H.R. 2614
Offered by Mr. Payne

On Page 31, line 7 insert the following:

"(a) In General. — The Secretary shall reserve (2) percent of the funds appropriated for this [Title] for the purpose of conducting a national assessment of the programs assisted under this Title. In developing the criteria for this assessment, the Secretary shall receive recommendations from the peer review panel established under section 15103(f)."

and redesignate all subsections accordingly.

*This is the national
evaluation piece. Is
there anything else
we should say?*

Evaluation Component

Strike section 15106 replace with Mr. Payne's amendment

Peer Review Panel

Strike section 15103(e)(1)(A) on page 11 lines 23-25 and page 12 lines 1-9 and replace with:

“(A) In General -- The Secretary, in consultation with the National Institute for Literacy, the National Research Council of the National Academy of Sciences, and the National Institute for Child Health and Human Development, shall convene a panel to evaluate applications under this section. The panel shall include representatives of the Secretary, the National Institute for Literacy, the National Research Council of the National Academy of Sciences, and the National Institute of Child Health and Human Development.”

Strike section 15103(e)(3)(A) on page 13 lines 1-4

Tutorial Assistance Grants

Strike section 15105

Support for this Evaluation amendment:

Goodling's staff has expressed concerns that if a National Evaluation component is added than too much money would be allocated for administration at the Federal level, which in turn means that less money would be available to local communities for grants. A National Evaluation could be conducted with the funds that Goodling set aside for the State evaluations (2% for each State). The National Evaluation will allow the Secretary to evaluate the effectiveness of the program in its entirety rather than having a twenty or so disparate evaluations from the State-level.

Support for the Peer Review Panel Amendment:

The Secretary is ultimately accountable for all grants that are awarded by the Department of Education. While it is important that he consults with experts in the Federal Government as well as outside experts, it is crucial that he convenes any and all panels that make recommendations on the grant process. The Secretary must carry out the grant process under this Title as enacted and should have all authority to ensure that the grant process will be conducted in a timely and efficient manner. Convening a Peer Review Panel to develop a model application for the States to use in applying for grants, in addition to taking authority and accountability away from the Secretary, would also be an very timely process.

Tutorial Assistance Grants

Tutorial Assistance Grants would be disconnected to reading programs within the school, would use Federal dollars to pay for private tutoring programs, would shift accountability from the local educational agencies to a plethora of tutoring programs, would be burdensome on local education agencies, and would not be cost-effective.

America Reads Challenge
Local Reading Subgrants vs. Tutorial Assistance Grants

Local Reading Subgrants

This portion of the budget is allocated for developing, carrying out, or expanding three main activities: Local Education Agency (LEA) reading programs, family literacy programs, and professional development activities in reading. Eighty percent of the \$222.3 million in funds allocated to Local Reading Program Subgrants would support the development of local reading programs that strengthen in- and out-of-school instruction and learning (\$177,840 million). The estimated per site cost for local reading programs, based on a one-to-one tutor/student ratio, fifty children per program site, and 90 minutes of tutoring per child per week, is \$29,632. According to these figures the America Reads Challenge Program would be able to provide grants to approximately 6000 sites and serve over 300,000 children:

\$16,382	half-time reading specialist
\$12,750	half-time volunteer coordinator
\$ 500	materials (\$10 per child)
\$29,632	total per site cost of local reading programs @ 50 students per site
\$ 593	per student cost

Tutorial Assistance Grants

In this alternative proposal, schools may apply to Reading and Literacy Partnerships for funds to provide tutorial assistance to children who lack essential phonics or decoding skills. Parents would choose from a provider list identified by schools, and tutorial services would be provided on a fee-for-service basis. Tutors would be certified reading specialists. The cost estimate is based on the average fees charged by fee-for-service tutoring programs for one-to-one tutor/student instruction, fifty children per program site, and 90 minutes of tutoring per child per week.¹ This alternative proposal would provide grants to approximately 1650 sites and serve approximately 82,700 students.

\$ 125	registration fees and diagnostic tests (ranges from \$60-\$190)
\$ 2025	(based on 45 weeks @ \$45 per 90 minutes tutoring session per week)
\$ 2150	per student cost
\$107,500	per site cost of tutorial assistance grants @ 50 students per site

¹ Cost estimates based on the average fees charged for reading tutor services for one-on-one instruction by reading specialists for 90 minutes per week by: Sylvan Learning Center, Huntington Learning Center, Certified Learning Centers, Inc., and Trust Tutoring (International Montessori Trust).

House Ready Legistar

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: _____

FROM: Ann O'LearyPHONE NUMBER: 456-5581MESSAGE: _____

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800 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

November 10, 1997

Ms. Karen Jurgensen
Editor of the Editorial Page
USA Today
1000 Wilson Blvd.
Arlington, VA 22229

Contact: Ann O'Leary 202/401-2993
pager: 1-800-759-8888, pin #207-4642

Dear Ms. Jurgensen:

USA Today's editorial, "Why use volunteers when pros are available?" inaccurately portrayed the U.S. Department of Education's position on reading legislation, misrepresented the Clinton Administration's plans to use tutors to help children learn to read, and misstated the research findings on the effectiveness of volunteer reading tutors.

On November 8, the House passed the "Reading Excellence Act," a bill which results from, and builds on, President Clinton's America Reads Challenge. The legislation was passed with full bipartisan approval and the backing of the Clinton Administration. The Administration worked hard in a strongly bipartisan manner to craft legislation that put children first, and, contrary to USA Today's representation, is not "opposed" to the Reading Excellence Act.

The President's America Reads Challenge Act, as introduced, called for funds to recruit, mobilize, organize and, most importantly, train reading tutors to supplement the work of teachers. The Clinton Administration supported the Reading Excellence Act because it provides support in the home, the community, and the classroom for children to learn to read. It strengthens parent involvement through an emphasis on family literacy; provides funds to use well-trained tutors to help children develop their reading skills; and requires schools to provide quality training for teachers in the area of reading.

Contrary to USA Today's editorial, research shows that volunteer tutors do help improve children's reading skills when volunteers are well-trained and the tutoring curriculum is closely linked with the classroom -- concepts supported by the President's America Reads Challenge. The tutorial assistance grants in the Reading Excellence Act, unfortunately, do not adequately ensure that tutoring programs reflect the efforts of classroom instruction. As the bill moves forward, we will continue to work closely with Congress to make this vital connection.

Sincerely,

Carol H. Rasco

Senior Advisor to the Secretary
Director of the America Reads Challenge

**UNITED STATES
DEPARTMENT OF EDUCATION***House Reading Legislation*
NEWS

FOR RELEASE
November 8, 1997

Contact: Diane Jones 401-3292
Pgr. 800-SKY-8888, #113-5829
Julie Green, 401- 2571
Pgr. 800-SKY-8888, #565-1891

STATEMENT BY U. S. SECRETARY OF EDUCATION RICHARD W. RILEY
On passage of the Reading Excellence Act in the U.S. House of Representatives

I am pleased that Congress is supporting the President's goal of ensuring that every child reads well and independently by the end of the third grade. The Reading Excellence Act builds on President Clinton's America Reads Challenge, and is the result of close bipartisan cooperation to improve the reading skills of America's children.

This legislation will provide well-trained tutors for children who need extra help in reading; will promote family literacy programs to help parents be their child's first teacher; and will improve teachers' ability to teach reading effectively.

We recognize that this bill is a step forward, and we will continue to work closely with Congress to strengthen this legislation as it moves to the Senate.

###



*America Reads / FY 98
Appropriation Negotiations,
America Reads Legislation*



Ann_O'Leary @ ed.gov
09/16/97 06:51:00 PM

Record Type: Record

To: Robert M. Shireman

cc:

Subject: America Reads FY 1998 Funding

Bob -

Attached and below, please find a funding proposal for \$60 million in flexible funding for FY 1998. I have run the proposal by both Mike Smith and Carol who approve and agree with the breakdown. Everyone seems to agree that it could be done relatively easily through Title I Demonstration Programs.

On the breakdown of funds for existing federally funded programs, I have started a proposal, but the general consensus around here is that it doesn't make much sense to go that route. The effort would be very disjointed. I will continue to work on it if you think that it is the only hope of getting FY 1998 funds, but hopefully we could get funds to provide money under the Title I Demos.

Please let me know your thoughts.

-Ann

=====

America Reads Challenge
Proposal for FY 1998 Funding

Funding Priorities for \$60 Million in Flexible Funds

Summer 1998 America Reads/READ*WRITE*NOW pilot sites:
Provide \$32 million through Title I Demonstration Programs to implement pilot reading sites, at least one in each State, in line with the specifications of the America Reads Challenge Act.

Grants for Exemplary National and Regional Reading Programs:
Provide \$13 million through Title I Demonstration Programs to award grants to (1) large-scale local reading programs that will serve as effective models for helping large numbers of children read well and independently by the end of the third grade;
(2) national or regional networks that provide information to interested persons on how parents and families can help their children read better and that support the efforts of parents and families to provide a solid foundation for reading;
(3) reading programs conducted by national organizations in more than one State; or

(4) other local, regional, or national activities that promote the most effective and promising practices for helping all children read well and independently by the end of the third grade.

Grants to organizations to support Federal Work Study America Reads Tutors:

Provide \$5 million through Title I Demonstration Programs to provide grants to national or regional organizations to develop training materials, disseminate information, or provide direct training to Federal Work Study students to tutor children in reading.

Dissemination of Information on Reading Research -

Provide \$2.5 million to the National Institute for Literacy (NIFL) and \$2.5 million to the OERI to work together to disseminate information on reading research in consultation with the OERI expert panel, the University of Michigan Reading Research Center, the National Academy of Science, the NICHD.

Technical Assistance for Local Reading Programs -

Provide \$5 million to the Comprehensive Technical Assistance Centers to enhance their capacity to provide technical assistance in the implementation of research-based reading programs to SEAs, LEAs, and schools in the area of reading.

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

October 8, 1997

The Honorable William F. Goodling
Chairman, Committee on Education and the Workforce
U.S. House of Representatives
Washington, D.C. 20515

Dear Chairman Goodling:

It is the Administration's goal to work with you to enact a bill that will offer all children a chance to participate in extended learning time opportunities where they can practice and further develop their reading skills. Such programs would include family literacy, in addition to after-school, summer and weekend volunteer tutoring programs, which are built on, and connected with, solid reading programs in our Nation's schools.

The President's America Reads Challenge, announced more than a year ago, reflects these goals and I believe that H.R. 2614, the "Reading Excellence Act," is a positive step to meeting these objectives. I welcome your efforts to go the extra step of stimulating States and schools to ensure that teachers are using the best available research on reading instruction. This is consistent with the Title I requirement, enacted in 1994, that schools use "effective means" in order to help students reach the standards that are expected of all students.

While I appreciate the efforts you have made to work with us on this legislation, I am concerned with several of its provisions, notably the requirements for tutorial assistance grants, and regret that I cannot support the bill in its current form.

The tutorial assistance grants are unnecessarily costly, bureaucratic and disconnected. In order to receive these funds, schools involved would be forced to use paid tutors instead of using well-trained volunteers who would be available at one-third the cost. Fewer children would be served under this model and there would be no guarantee that the tutoring programs would be connected to or supportive of the school's reading program. Furthermore, unlike the model put forth in the Administration's America Reads Challenge Act, these grants would lead to fragmentation of services and would not encourage the entire community to mobilize and organize around the need to improve their children's reading skills. While we support local flexibility for program design, it is not appropriate to impose these very specific and costly provisions on States or school districts who want to participate in America Reads.

I am also concerned that some provisions and definitions in the bill are far too prescriptive in a number of areas, that the lines for accountability for grant making are blurred, and that there is no national evaluation component. I further object to the new mandate imposed on schools participating in the Federal Work-Study program.

These outstanding issues prevent the Administration from supporting the "Reading Excellence Act" at this time, but I urge you to continue to work with us in this bipartisan process to help meet the need to improve the reading skills of our Nation's children.

Page 2 - The Honorable William F. Goodling

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Dick Riley", with a stylized flourish at the end.

Richard W. Riley



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO Bob Shireman

PHONE _____

FAX 456-2222

FROM Ann O'Leary

PHONE 401-2993

FAX 202-401-0596

PAGE(S) TO FOLLOW 40+

MESSAGE: _____

Bob -

Could you please get a
copy of this draft down to
Bill Kincaid? Thank you.
- Ann

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GOODLING-READING

[STAFF DISCUSSION DRAFT]

#2

9/29/97

Comments,
10/1/97

105TH CONGRESS
1ST SESSION

H. R.

*to support extended learning-time opportunities for
children, to ensure that all children can read well
and independently by the end of third grade,*

IN THE HOUSE OF REPRESENTATIVES

Mr. GOODLING introduced the following bill; which was referred to the
Committee on _____

A BILL

To improve the reading and literacy skills of children and
families by improving in-service instructional practices
for teachers who teach reading, to stimulate the develop-
ment of more high-quality family literacy programs, and
for other purposes.

- 1 *Be it enacted by the Senate and House of Representa-*
- 2 *tives of the United States of America in Congress assembled,*
- 3 SECTION 1. SHORT TITLE.
- 4 This Act may be cited as the "Reading Excellence
- 5 Act".

1 TITLE I—READING GRANTS

2 SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.

3 The Elementary and Secondary Education Act of
4 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
5 the end the following:

6 "TITLE XV—READING GRANTS

7 "SEC. 15101. PURPOSE.

8 "The purposes of this title are as follows:

9 "(1) To teach every child to read—*in the early childhood*

10 "(A) as soon as they are ready to read; or *years*

11 "(B) as soon as possible once they enter

12 school, but not later than 3d grade.

13 "(2) To improve the reading skills of students,
14 and the in-service instructional practices for teachers
15 who teach reading, through the use of findings from
16 reliable, replicable research on reading, including
17 phonics.

18 "(3) To expand the number of high-quality
19 family literacy programs. *→ who are inappropriately referred to*

20 "(4) To reduce the number of children *partici-*
21 *pating in* special education *(due to reading problems)*.

22 "SEC. 15102. DEFINITIONS.

23 "For purposes of this title:

24 (2) *(1)* ELIGIBLE RESEARCH INSTITUTION.—The
25 term 'eligible research institution' means an institu-

tion of higher education at which reliable, replicable research on reading has been conducted.

(3) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.—The term 'eligible professional development provider' means a ~~person who~~ ^{r of} provides professional development in reading instruction to teachers ^{that is} based on reliable, replicable research on reading.

"(3) FAMILY LITERACY SERVICES.—The term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

"(A) Interactive literacy activities between parents and their children.

"(B) Equipping parents to partner with their children in learning.

(20) "(C) Parent literacy training ^{→, as may be needed,} that leads to economic self-sufficiency.

22 "(D) Appropriate instruction for children
23 of parents receiving parent literacy services.

(24) 5 "(4) READING.—The term 'reading' means—
→ "(4) PARENT. The term 'parent' includes other adult primary caregivers.

“(i) using the knowledge of the relationships between letters and sounds to accurately and fluently identify printed words, both silently and aloud; ~~(and)~~

“(ii) establishing the ability to quickly and accurately apply decoding skills to automatically recognize words; and

“(B) critical thinking about written materials based on understanding the meaning of text.

6. (5) READING READINESS.—The term 'reading readiness' means skills that—
and knowledge

(A) build vocabulary;
 (B) teach the relationships between
 sounds and the alphabet; and
 (C) increase phonemic awareness.

7 (b) RELIABLE, REPLICABLE RESEARCH.—The term 'reliable, replicable research' means ^{objective} prospective and valid research ~~prospective, experimental, longitudinal studies~~ that—

"(A) include ~~large~~ samples of subjects,

“(B) rely on measurements that meet established standards of reliability and validity;

so that the studies can
be replicated

101
[15102(4YA) -
(6YA)]

DRAFT
October 2, 1997
8:00 AM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Definition of "reading readiness"

On page 4, replace lines 15 - 18 with the following:

- 1 "(A) provide experiences and opportunities for
- 2 language development;
- 3 "(B) create appreciation of the written word;
- 4 "(C) develop printed awareness of printed language
- 5 and the alphabet; and
- 6 "(D) develop understanding that language is made
- 7 up of words, syllables, and phonemes.

* * * * *

1 “(C) test competing theories, where mul-
2 tiple theories exist; and

3 “(D) are subjected to peer review before
4 their results are published.

5 ^{STATE}
⑤ “SEC. 15103. GRANTS TO READING AND LITERACY PART-
6 [^]
NERSHIPS.

7 “(a) PROGRAM AUTHORIZED.—The Secretary may
8 ^{State}
⑧ make grants on a competitive basis to reading and literacy
9 [^]
partnerships for the purpose of permitting such partner-
10 ships to make subgrants under sections 15104 and 15105.

11 ~~“(b) READING AND LITERACY PARTNERSHIPS.—~~

12 “(1) REQUIRED PARTICIPANTS.—

13 “(A) IN GENERAL.—In order to receive a
14 grant under this section, a State shall establish
15 a reading and literacy partnership consisting of
16 the following participants:

17 “(i) The Governor of the State.

18 “(ii) The chairman and the ranking
19 member of the each committee of the State
20 legislature that is responsible for education
21 policy.

22 “(iii) Representatives, selected by the
23 Governor, of—

24 “(I) the State educational agency
25 of the State;

See pp.
5-A and
5-B

5A

DRAFT
October 2, 1997
8:15 AM

Amendment to 9/22 discussion draft of the Reading Excellence Act

Composition and selection of State partnership

Strike out from page 5, line 11 through p. 7, line 24 and insert the following:

1 "(1) COMPOSITION. In order to receive a grant under
2 this section, a State shall establish a reading and literacy
3 partnership consisting of the Governor, the chief State school
4 officer, and other members that the Governor and chief State
5 school officer jointly select, such as the chairmen and ranking
6 minority members of State legislative committees with
7 responsibility for education, parents of school-age children, the
8 State directors of relevant State and Federal programs,
9 institutions of higher education that prepare individuals to
10 teach, the State Commission on National and Community Service,
11 local educational agencies (particularly those with one or more
12 schools identified for program improvement under section 1116 of
13 this Act), institutions of higher education in the State
14 (especially those institutions engaged in research on reading and
15 in the preparation of reading teachers), private nonprofit or
16 for-profit professional development providers, providers of
17 family literacy services or adult education, community-based
18 organizations, and volunteer organizations involved in reading
19 programs.

20 "(2) PRE-EXISTING PARTNERSHIP. If, before the
21 enactment of the Reading Excellence Act, a State established a
22 literacy consortium that has, as a central part of its mission,

(5-B)

1 the promotion of literacy for children from birth through third
2 grade, but that does not meet the requirements of paragraph (1),
3 the State may use that consortium as its reading and literacy
4 partnership under this title, notwithstanding that paragraph.

* * * * *

“(II) 1 or more local educational agencies of the State, including at least one local educational agency that has at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency;

“(III) 1 or more institutions of higher education operating a program of teacher preparation in the State;

“(IV) 1 or more eligible research institutions;

“(V) 1 or more private nonprofit or for-profit eligible professional development providers providing instruction based on reliable, replicable research on reading; and

“(VI) 1 or more family literacy service providers or adult education providers.

“(B) AGREEMENT.—The contractual agreement that establishes a reading and literacy partnership—

“(i) shall specify—

1 “(I) the nature and extent of the
2 association among the required par-
3 ticipants referred to in subparagraph
4 (A); and

5 “(II) the roles and duties of each
6 such participant; and

7 “(ii) shall remain in effect during the
8 entire grant period proposed in the part-
9 nership’s grant application under sub-
10 section (d).

11 “(2) OPTIONAL PARTICIPANTS.—A reading and
12 literacy partnership may include the following:

13 “(A) Individuals and nonprofit organiza-
14 tions (other than persons described in para-
15 graph (1)) involved in the professional develop-
16 ment of teachers based on reliable, replicable
17 research on reading.

18 “(B) Teachers who teach reading.

19 “(C) Parents of public and private school
20 students.

21 “(D) Parents who educate their children in
22 their home.

23 “(E) Representatives of volunteer organi-
24 zations that tutor reading.

See
pp 3-A
and 3-B

1 ~~“(3) FUNCTIONS.—The functions of a reading~~
2 ~~and literacy partnership shall include the following:~~

3 ~~“(A) Preparation and submission of an ap-~~
4 ~~plication under subsection (d).~~

5 ~~“(B) If the partnership is successful in re-~~
6 ~~ceiving a grant under this title—~~

7 ~~“(i) solicitation of applications for~~
8 ~~subgrants under sections 15104 and~~
9 ~~15105;~~

10 ~~“(ii) making such subgrants in ac-~~
11 ~~cordance with this title; and~~

12 ~~“(iii) submitting performance reports~~
13 ~~in accordance with subsection (g).~~

14 ~~“(4) FISCAL AGENT.—The State educational~~
15 ~~agency shall act as the fiscal agent for the reading~~
16 ~~and literacy partnership for the purposes of receipt~~
17 ~~of funds from the Secretary, disbursement of funds~~
18 ~~to subgrantees under sections 15104 and 15105,~~
19 ~~and accounting for such funds.~~

20 ~~“(c) MULTI-STATE PARTNERSHIP ARRANGE-~~
21 ~~MENTS.—A reading and literacy partnership that satisfies~~
22 ~~the requirements of subsection (b) may join with other~~
23 ~~such partnerships (in the development) of a single applica-~~
24 ~~tion that satisfies the requirements of subsection (d) and~~

25 ~~(includes the) identification of which State educational~~

(8-A)

DRAFT
October 2, 1997
8:30 AM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Functions of State partnership

On page 8, replace lines 1 - 13 with the following:

- 1 "(3) FUNCTIONS. Each State reading and literacy
- 2 partnership shall prepare and submit the State's application for
- 3 a grant under subsection (d) and, if the State receives a grant
- 4 under this section--
- 5 "(A) solicit applications for, and award,
- 6 subgrants under section 15104 [and 15105];
- 7 "(B) oversee the performance of those subgrants
- 8 and submit performance reports in accordance with subsection (g);
- 9 and
- 10 "(C) if sufficient funds are available--
- 11 "(i) work to enhance the capacity of agencies
- 12 in the State to disseminate reliable and replicable research on
- 13 reading to schools, classrooms, and providers of early education
- 14 and child care;
- 15 "(ii) facilitate the provision of technical
- 16 assistance to subgrantees under section 15104 [and 15105] by
- 17 providing them information about technical assistance providers;
- 18 and

A handwritten '8-B' inside a hand-drawn circle, located in the top right corner of the page.

- 1 "(iii) build on, and promote coordination
- 2 among, literacy programs in the State, in order to increase their
- 3 effectiveness and to avoid duplication of their efforts.

* * * * *

1 agency, from among the States joining, shall act as the
2 fiscal agent for the multi-State arrangement. For pur-
3 poses of the other provisions of this title, any such multi-
4 State arrangement shall be considered to be a reading and
5 literacy partnership.

6 “(d) APPLICATIONS.—A reading and literacy part-
7 nership that desires to receive a grant under this section
8 shall submit an application to the Secretary at such time,
9 in such manner, and including such information as the
10 Secretary may require. The application—

11 “(1) shall describe how the partnership will en-
12 sure that 95 percent of the grant funds are used to
13 make subgrants under sections 15104 and 15105;

14 “(2) shall be integrated, to the maximum extent
15 possible, with State plans ^{and programs} under this Act, the Indi-
16 viduals with Disabilities Education Act, and, to the
17 extent appropriate, the Adult Education Act;

18 “(3) shall contain a proposed grant period for
19 the grant under this section;

20 3 “(4) shall describe—

21 “(A) ~~the contractual~~ agreement that estab-
22 lishes the partnership, including at least the ele-
23 ments of the agreement referred to in sub-
24 section (b)(1)(B);

→ identify the members of the partnership

①

¹⁰
describe
“(B) how the partnership will assess, on a
regular basis, the extent to which the activities

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effective in achieving the purposes of this title;

⑥

describe
“(C) what evaluation instruments the part-

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9

nership will use to determine the success of per-
sons to whom subgrants under sections 15104
and 15105 are made in achieving the purposes
of this title;

10

⑪

describe
“(D) how subgrants made by the partner-

12

13

14

15

ship under such sections will meet the require-
ments of this title, including how the partner-
ship will ensure that subgrantees will use prac-
tices based on reliable, replicable research on
reading; and

16

⑰

describe
“(E) how the partnership will, to the ex-

18

19

tent practicable, make grants to subgrantees in
both rural and urban areas;

⑳

“(5) shall include an assurance that each *local educational agency* sub-

㉑

~~granted~~ to whom the partnership makes a subgrant
under section 15104—

22

23

24

“(A) will carry out family literacy pro-
grams based on the Even Start family literacy

㉔

~~programs~~ authorized under part B of title I of

model

1 this Act to enable parents to be their child's
 2 first and most important teacher, and making
 3 payments for the receipt of technical assistance
 4 for the development of such programs;

5 "(B) will carry out programs to assist
 6 those kindergarten students who are not ready
 7 ^{make the} to transition to 1st grade, particularly students
 8 experiencing difficulty with reading skills;

9 "(C) will provide additional support before
 10 school, after school, on weekends, or during the
 11 summer, for students in grades 1 through 3
 12 who are experiencing difficulty reading; and

13 "(D) will carry out professional develop-
 14 ^{and other appropriate instructional staff} ment for the classroom teacher on the teaching
 15 of reading based on reliable, replicable research
 16 on reading; and

17 "(6) shall describe how the partnership will en-
 18 sure that a portion of the grant funds that the part-
 19 nership receives in each fiscal year will be used to
 20 make subgrants under section 15105.

21 "(e) PEER REVIEW PANEL.—

22 "(1) COMPOSITION OF PEER REVIEW PANEL.—

23 "(A) IN GENERAL.—The ^{Secretary,} ~~(National Insti-~~
 24 ~~tute for Literacy]~~ in consultation with the Na-
 25 tional Research Council of the National Acad-

National Institute for
 Literacy,

101
 [15103(dx5x13)
 10/1/17

11A**DRAFT**October 1, 2997
12:30 PM**Amendment to 9/29 staff discussion draft of the Reading
Excellence Act****Use of tutors**

On page 11, revise subparagraph (C) [lines 9-12] to read as follows:

- 1 "(C) will use appropriately trained and supervised
2 individuals, including tutors, to provide additional support
3 during non-instructional time, such as before school, after
4 school, on weekends, or during the summer, for students in
5 grades 1 through 3 who are experiencing difficulty reading; and

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12 → *and*
emy of Sciences, [^]the National Institute of Child
Health and Human Development, ~~[and the Sec-
retary]~~ shall convene a panel to evaluate appli-
cations under this section. The panel shall in-
clude representatives of the ^{*Secretary, the*} National Institute
for Literacy, the National Research Council of
the National Academy of Sciences, ^{*and*} the National
Institute of Child Health and Human Develop-
ment, ~~[and the Secretary]~~

“(B) EXPERTS.—The panel shall include
experts who are competent, by virtue of their
training, expertise, or experience, to evaluate
applications under this section, and experts who
provide professional development to teachers of
reading to children and adults, based on reli-
able, replicable research on reading.

“(C) LIMITATION.—Not more than $\frac{1}{3}$ of
the panel may be composed of individuals who
are employees of the Federal Government.

“(2) PAYMENT OF FEES AND EXPENSES OF
CERTAIN MEMBERS.—The Secretary shall use funds
reserved under section 15108(b)(1) to pay the ex-
penses and fees of panel members who are not em-
ployees of the Federal Government.

~~“(3) DUTIES OF PANEL”~~

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~~“(A) MODEL APPLICATION FORMS.—The peer review panel shall develop a model application form for reading and literacy partnerships desiring to apply for a grant under this section.~~

(3) “(B) SELECTION OF APPLICATIONS.—

A “(i) RECOMMENDATIONS OF PANEL.—

i “(i) IN GENERAL.—The Secretary shall receive grant applications from reading and literacy partnerships under this section and shall provide the applications to the peer review panel for evaluation. With respect to each application, the peer review panel shall ~~either~~ initially recommend the application for funding ^{for} or disapprove ^{el} ~~the application~~.

ii “(ii) PRIORITY.—In recommending applications to the Secretary, the panel shall give priority to applications from States that have modified, are modifying, or plan to modify, State teacher certification in the area of reading to reflect reliable, replicable research, except that nothing in this Act shall be construed to establish a

national system of teacher certification.

iii
 (III) RANKING OF APPLICATIONS.—

With respect to each application recommended for funding, the panel shall assign the application a rank, relative to other recommended applications, based on the priority described in ~~subclause (ii)~~ ⁱⁱ, the extent to which the application furthers the purposes of this part, and the overall quality of the application.

iv (IV) RECOMMENDATION OF

AMOUNT.—With respect to each application recommended for funding, the panel shall make a recommendation to the Secretary with respect to the amount of the grant that should be made.

B (i) SECRETARIAL SELECTION.—

i (i) IN GENERAL.—Subject to *subparagraph (C)*
~~clause (ii)~~, the Secretary shall determine which applications ~~recommended by the peer review panel under clause (i)~~ shall receive funding and ~~may~~

and based on the review panel's recommendations,

→ the amount of the

1

(make a grant, ~~(in an amount deter-~~
~~mined appropriate by the Secretary,~~)

2

3

to any reading and literacy partner-
ship whose application ^{is approved} ~~(has been rec-~~
~~ommended by the peer review panel)~~.

4

5

6

In determining grant amounts, the

7

Secretary shall take into account the

8

total amount of funds available for all

9

grants under this section and the

10

types of activities proposed to be car-

11

ried out by the partnership.

(12)

ii ← "(II) EFFECT OF RANKING BY

13

PANEL.—In making grants under this

14

section, the Secretary shall select ap-

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plications according to the ranking of

16

the applications by the peer review

17

panel, except in cases where the Sec-

18

retary determines, for good cause,

(19)

that a variation from ^{that} ~~(such)~~ order is
appropriate.

20

(21)

C ← "(iii) MINIMUM GRANT AMOUNTS.—

22

Each reading and literacy partnership se-

23

lected to receive a grant under this section

24

shall receive an amount for each fiscal year

25

that is not less than \$100,000.

1 “(C) ASSISTING PARTNERSHIPS.—The
2 peer review panel shall assist any reading and
3 literacy partnership selected to receive a grant
4 under this section, and that requests such as-
5 sistance—

6 “(i) in determining whether applica-
7 tions for subgrants submitted to the part-
8 nership meet the requirements of this title
9 relating to reliable, replicable research on
10 reading; and

11 “(ii) in the development of subgrant
12 application forms.

13 ~~“(D) EVALUATING RESEARCH.—In carry-~~
14 ~~ing out its duties under this title, the peer re-~~
15 ~~view panel shall use, as the criteria by which it~~
16 ~~judges reliable, replicable research, the findings~~
17 ~~of any panel convened by the National Institute~~
18 ~~of Child Health and Human Development and~~
19 ~~the Secretary to assess the current status of re-~~
20 ~~search-based knowledge on reading develop-~~
21 ~~ment, including the effectiveness of various ap-~~
22 ~~proaches to teaching children to read.~~

23 “(f) LIMITATION ON ADMINISTRATIVE EXPENSES.—

24 A reading and literacy partnership that receives a grant

MOVED
TO
P. 31

1 under this section may use not more than 3 percent of
2 the grant funds for administrative costs.

3 “(g) REPORTING.—

4 “(1) IN GENERAL.—A reading and literacy
5 partnership that receives a grant under this section
6 shall submit performance reports to the Secretary
7 pursuant to a schedule to be determined by the Sec-
8 retary, but not more frequently than annually. Such
9 reports shall include—

10 “(A) the results of use of the evaluation in-
11 struments referred to in subsection (d)(4)(C);

12 “(B) the process used to select sub-
13 grantees;

14 “(C) a description of the subgrantees re-
15 ceiving funds under this title; and

16 “(D) with respect to subgrants under sec-
17 tion 15104, the model or models of reading in-
18 struction, based on reliable, replicable research
19 on reading, selected by subgrantees.

20 “(2) PROVISION TO PEER REVIEW PANEL.—The
21 Secretary shall provide the reports submitted under
22 paragraph (1) to the peer review panel convened
23 under subsection (e). The panel shall use such re-
24 ports in recommending applications for funding
25 under this section.

1 "SEC. 15104. CLASSROOM TEACHER SUBGRANTS.

2 "(a) IN GENERAL.—

3 "(1) SUBGRANTS.—A reading and literacy part-
4 nership that receives a grant under section 15103
5 shall make subgrants on a competitive basis to the
6 following.

7 ~~"(A) Schools that are identified for school~~
8 ~~improvement under section 1116(c).~~

9 ~~"(B) Local educational agencies that have one or~~
10 ~~more than 1 school that is identified for school~~
11 ~~improvement under section 1116(c) in the geo-~~
12 ~~graphic area served by the agency.~~ *of this act, for age*
in these schools
[use in
Covered by
(2)]

13 "(2) ROLE OF LOCAL EDUCATIONAL AGEN-
14 CIES.—A local educational agency that receives a
15 subgrant under this section shall use the subgrant in
16 a manner consistent with this section to advance re-
17 form of reading instruction in any school selected by
18 the agency ~~(that is in the geographic area served by~~
19 ~~the agency and)~~ that is identified for school improve-
20 ment under section 1116(c) at the time the agency
21 receives the subgrant.

22 "(b) GRANT PERIOD.—A subgrant under this section
23 shall be for a period of 3 years and may not be revoked
24 or terminated on the ground that a school ceases, during
25 the grant period, to be identified for school improvement
26 under section 1116(c).

19

→ local educational agency that

(1) "(c) APPLICATIONS.—A ~~person who~~ desires to receive
2 a subgrant under this section shall submit an application
3 to the ^{State} reading and literacy partnership ~~(for the person's~~
4 ~~State~~ at such time, in such manner, and including such
5 information as the partnership may require. The applica-
6 tion—

7 "(1) shall select 1 or more models of reading
8 instruction, developed using reliable, replicable re-
9 search on reading, as a model for implementing and
10 improving reading instruction for—

→ which will be used teachers

11 ~~"(A) in the case of an applicant that is a~~
12 ~~school, all children in the school and, where ap-~~
13 ~~propriate, their parents, and~~

14 ~~"(B) in the case of an applicant that is a~~
15 ~~local educational agency,~~ all children in each of
16 the schools selected by the agency under sub-
17 section (a) ~~(2)~~ and, where appropriate, their
18 parents;

19 "(2) shall describe each such model;

20 "(3) shall demonstrate that a person respon-
21 sible for the development of each such model, or a
22 person with experience or expertise about such
23 model and its implementation, has agreed to work
24 with the applicant in connection with such imple-
25 mentation and improvement efforts;

see p.
20-A

“(4) shall provide an assurance that the applicant will use, in connection with such implementation and improvement efforts, all funds made available to the applicant (or, in the case of an applicant that is a local educational agency, all funds made available to schools selected by the applicant under subsection (a)(2)) for professional development, parental involvement activities, program improvement, and technical assistance, and allocated for the area of reading for grades kindergarten through 6, under title I of this Act, the Individuals with Disabilities Education Act, and any other law providing Federal financial assistance for professional development for teachers of such grades, except that such assurance shall not be required to include funds made available under part B of title I of this Act unless the applicant has established a contractual association in accordance with subsection (d)(1)(B) with an eligible entity under such part B;

“(5) shall describe the amount and nature of funds from any other public or private sources, including funds received under this Act and the Individuals with Disabilities Education Act, that will be ~~combined~~ with funds received under the subgrant;

(20A)

DRAFT

October 2, 1997

8:30 AM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Local application: coordination of funds; IDEA

On page 20, revise paragraphs (4) and (5) [lines 1-24] to read as
follows:

1 "(4) describe--

2 "(A) how the applicant will coordinate the use of
3 funds available under this title with funds available from other
4 appropriate sources, in order to build on existing activities and
5 to ensure the effective integration of reading instruction,
6 professional development, parental involvement, technical
7 assistance, and other activities that can help meet the purposes
8 of this title; and

9 "(B) the amount of funds from those other sources,
10 such as title I and other provisions of this Act and the
11 Individuals with Disabilities Education Act, that (consistent
12 with applicable law) will be jointly used with funds received
13 under this title;

14 "(5) describe the applicant's strategies for minimizing
15 the number of children with reading difficulties who are
16 inappropriately referred to special education;

* * * * *

1 “(6) shall include an assurance that the appli-
2 cant—

3 “(A) will carry out family literacy pro-
4 grams based on the Even Start family literacy
5 ^{modd}
6 ~~(programs)~~ authorized under part B of title I of
7 this Act to enable parents to be their child's
8 first and most important teacher, and making
9 payments for the receipt of technical assistance
10 for the development of such programs;

11 “(B) will carry out programs to assist
12 ^{for the}
13 [^] ~~to~~ transition to 1st grade, particularly students
14 experiencing difficulty with reading skills;

15 “(C) will provide additional support for
16 students in grades 1 through 3, who are experi-
17 encing difficulty reading, before school, after
18 ~~school~~, on weekends, or during the summer; and

19 “(D) will carry out professional develop-
20 ment for the classroom teacher ^{and other instructional staff} on the teaching
21 of reading based on reliable, replicable research
22 on reading; ~~and~~

23 ⁽⁸⁾ ~~(7)~~ shall indicate the amount of the subgrant
24 funds (if any) that the applicant will use for carry-
25 ing out tutorial assistance activities described in sec-
 tion 15105(b).

all p.
21-A

all p.
21-B

[21-A]**DRAFT**

October 1, 1997

12:30 PM

**Amendment to 9/29 staff discussion draft of the Reading
Excellence Act**

Local applications: use of tutors

On page 21, revise subparagraph (C) [lines 14-17] to read as
follows:

- 1 "(C) will use appropriately trained and supervised
2 individuals, including tutors, to provide additional support
3 during non-instructional time, such as before school, after
4 school, on weekends, or during the summer, for students in
5 grades 1 through 3 who are experiencing difficulty reading; and

* * * * *

21-B

DRAFT
October 1, 1997
1:00 PM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Links to community-based organizations

On page 21, line 21, strike out "and".

On page 21, line 22, redesignate paragraph (7) as paragraph (8)
and insert the following paragraph (7) after line 21:

1 "(7) shall demonstrate that the applicant has reached
2 an agreement with one or more community-based organizations or
3 programs (such as a Head Start program, a State or federally
4 funded preschool program, or a family literacy program) under
5 which--

6 "(A) the organization or program agrees to work
7 with children to improve their reading skills, using the same
8 model or models of reading instruction to be used by the
9 applicant; and

10 "(B) the applicant agrees to train personnel from
11 the organization or program to work with children and parents who
12 will be served under this title.

* * * * *

1 “(d) PRIORITY.—In approving applications under
2 this section, a reading and literacy partnership shall give

3 priority to applications submitted by applicants who *f*

4 ~~(1)~~ demonstrate that they have established *f*

5 ~~“(A) (a contractual association)~~ *an agreement* with one or

6 more Head Start programs under the Head

7 Start Act under which—

8 *A* ~~“(i)~~ the Head Start programs agree to

9 select the same model or models of reading

10 instruction, as a model for implementing

11 and improving the reading readiness of

12 children participating in the program, as

13 was selected by the applicant; and

14 *B* ~~“(ii)~~ the applicant agrees—

15 *i* ~~“(I)~~ to share with the Head Start

16 programs an appropriate amount of

17 their information resources with re-

18 spect to the model, such as curricula

19 materials; and

20 *ii* ~~“(II)~~ to train personnel from the

21 Head Start programs; or

22 ~~“(B) (a contractual association)~~ *an agreement* with one or

23 more community-based organizations, and *in*

24 particular *community-based* organizations using

25 volunteers, working with children to improve

1 their reading skills, State- or federally-funded
2 preschool programs, or family literacy pro-
3 grams, under which—

4 A (2) the organizations or programs
5 agree to select the same model or models
6 of reading instruction, as a model for im-
7 plementing and improving reading instruc-
8 tion in the organization or program's pro-
9 grams, as was selected by the applicant;
10 and

11 B (i) the applicant agrees to train per-
12 sonnel from the organization or program
13 who work with children and parents in
14 schools receiving funds under the subgrant; → ○

15 (and)

16 ~~(2) demonstrate that they will use the~~
17 ~~subgrant to assist students who have been evaluated~~
18 ~~under section 614 of the Individuals with Disabilities~~
19 ~~Education Act, but who have not been determined to~~
20 ~~be a child with a disability (as defined in section 602~~
21 ~~of such Act), pursuant to section 614(b)(5) of such~~
22 ~~Act, because of a lack of instruction in reading.~~

23 “(e) USE OF FUNDS.—

24 “(1) IN GENERAL.—Subject to paragraph (2),
25 an applicant who receives a subgrant under this sec-

see
§15104(c)(5)
[p. 20-A]
and
§15104(c)(1)(J)
[p. 26-A]

tion may use the subgrant funds to carry out activities described in the subgrant application, including the following:

that are authorized by this title and

"(A) Making reasonable payments for technical and other assistance to a person responsible for the development of a model of reading instruction, or a person with experience or expertise about such model and its implementation, who has agreed to work with the recipient in connection with the implementation of the model.

in agreement

"(B) Carrying out ~~a contractual~~ agreement described in subsection (d).

"(C) Professional development (including training of volunteers), purchase of curricular and other supporting materials, and technical assistance.

"(D) Providing, on a voluntary basis, training to parents of children enrolled in a school ~~(receiving the subgrant or)~~ selected under subsection (a)(2) on how to help their children with school work, particularly in the development of reading skills. Such training may be provided directly by the subgrant recipient, or through a grant or contract with another per-

1 son. Such training shall be consistent with
2 reading reforms taking place in the school set-
3 ting.

4 "(E) Carrying out family literacy programs
5 based on the Even Start family literacy ~~pro-~~^{model}
6 ~~grams~~ authorized under part B of title I of this
7 Act to enable parents to be their child's first
8 and most important teacher, and making pay-
9 ments for the receipt of technical assistance for
10 the development of such programs.

11 "(F) Providing instruction for parents of
12 children enrolled in a school ~~receiving the~~
13 ~~subgrant or~~ selected under subsection (a)(2),
14 and others who volunteer to be reading tutors
15 for such children, in the instructional practices
16 based on reliable, replicable research on reading
17 used by the applicant.

18 "(G) Programs to assist those kinder-
19 garten students enrolled in a school ~~receiving~~
20 ~~the subgrant or~~ selected under subsection (a)(2)
21 ^{make the} who are not ready to transition to 1st grade,
22 particularly students experiencing difficulty
23 with reading skills.

24 ~~"(H) Providing additional support for stu-~~
25 ~~dents enrolled in a school receiving the~~

SEP
p. 25-A

25-A**DRAFT**

October 1, 1997

12:30 PM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Local use of funds: use of tutors

Replace page 25, line 24 through p. 26, line 4 with the
following:

- 1 "(H) Using appropriately trained and supervised
- 2 individuals, including tutors, to provide additional support
- 3 during non-instructional time, such as before school, after
- 4 school, on weekends, or during the summer, for students in
- 5 grades 1 through 3 who are experiencing difficulty reading.

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~~subgrant or~~ selected under subsection (a)(2), in grades 1 through 3, who are experiencing difficulty reading, before school, after school, on weekends, or during the summer.

"(I) Carrying out the tutorial assistance activities described in section 15105(b) for children enrolled in a school ~~(receiving the subgrant or~~ selected under subsection (a)(2).

"(2) LIMITATION ON ADMINISTRATIVE EXPENSES.—A recipient of a subgrant under this section may use not more than 3 percent of the subgrant funds for administrative costs.

"(f) TRAINING NON-RECIPIENTS.—A recipient of a subgrant under this section may train, on a fee-for-service basis, personnel from schools, or local educational agencies, that are not receiving such a subgrant in the instructional practices based on reliable, replicable research on reading used by the recipient. Such a non-recipient school may use funds received under title I of this Act, and other appropriate Federal funds used for reading instruction, to pay for such training, to the extent consistent with the law under which such funds were received.

"SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.

"(a) IN GENERAL.—

all
p. 26-A

76-A

DRAFT

October 1, 1997

11:00 AM

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

Use of funds for children described in §614(b)(5) of the IDEA

On page 26, after line 8, insert the following as an additional
permissible use of funds at the local level

- 1 "(J) Providing reading assistance to students with
2 reading difficulties who have been evaluated under section 614 of
3 the Individuals with Disabilities Education Act, but who, in
4 accordance with section 614(b)(5) of that Act, have not been
5 identified as children with disabilities.

* * * * *

1 “(1) SUBGRANTS.—A reading and literacy part-
2 nership that receives a grant under section 15103
3 shall make subgrants on a competitive basis to ^{local educational agencies} ~~the~~ _{with}
4 following: ←

5 ~~(A)~~ Schools that receive funds from ~~the~~ ^{under}
6 local educational agency ~~(pursuant to)~~ part A of
7 ^{of this Act} title I and are located in an area designated as --
8 “(A) an empowerment zone under subchapter U of
9 chapter 1 of the Internal Revenue Code of
10 1986; or

11 ^(B)
12 ~~“(A) Schools that receive funds from a~~
13 ~~local educational agency pursuant to part A of~~
14 ~~title I and are located in an area designated as~~
15 an enterprise zone under section 701(a)(1) of
16 the Housing and Community Development Act
17 of 1987.

18 “(2) APPLICATIONS.—A ^{local educational agency} ~~school~~ that desires to
19 receive a subgrant under this section shall submit an
20 application to the ^{State} reading and literacy partnership
21 ~~[for the State in which the school is located]~~ at such
22 time, in such manner, and including such informa-
23 tion as the partnership may require. The application ^{agency}
24 shall include an assurance that the ~~school~~ will use
the subgrant funds to carry out the tutorial assist-

1 ance activities described in subsection (b) for chil-
2 dren enrolled in the school ^{one or more} as described in paragraph (1)

3 “(b) TUTORIAL ASSISTANCE ACTIVITIES.—The tuto-
4 rial assistance activities described in this subsection are
5 the provision of tutorial assistance to children who have
6 difficulty reading, including difficulty mastering essential
7 phonic, decoding, or vocabulary skills, through the accom-
8 plishment of each of the following:

9 “(1) The promulgation, maintenance, and ap-
10 prova of a list of tutorial assistance providers who
11 are— *Doesn't "promulgation" necessarily*
 include "approval"?

12 “(A) located in a geographic area conven-
13 ient to the school; and

14 “(B) capable of providing tutoring in read-
15 ing to children who have difficulty reading,
16 using instructional practices based on the prin-
17 ciples of reliable, replicable research.

18 “(2) The development of procedures for the re-
19 ceipt of applications for tutorial assistance, from
20 parents who are seeking such assistance for their
21 child or children, that select a tutorial assistance
22 provider from the list referred to in paragraph (1)
23 with whom the child or children are enrolled, or will
24 enroll, for tutoring in reading.

1 “(3) The development of a selection process for
2 funding applications under paragraph (2), to be
3 used in cases where insufficient funds are available
4 to provide assistance with respect to all complete ap-
5 plications received from eligible parents, based on—

6 ~~“(A) the needs of the students for tutorial assistance;~~
7 B ← ~~“(A) a random selection principle; or~~ or

8 ~~“(B) the date of the submission of the ap-
9 plications, with applications selected in the
10 order in which they are received)”~~

11 ~~“(4) The development of a methodology by~~ for
12 ~~which~~ payments are made directly to tutorial assist-
13 ance providers identified in applications under para-
14 graph (2) that are selected for funding, and the
15 making of such payments.

16 “SEC. 15106. PROGRAM EVALUATION.”

→ STATE EVALUATION. --(1)

17 “(a) IN GENERAL.—Each reading and literacy part-
18 nership that receives a grant under this title shall reserve
19 not more than 2 percent of such grant funds for the pur-
20 pose of evaluating the success of the partnership's sub-
21 grantees in meeting the purposes of this title. At a mini-
22 mum, the evaluation shall measure the extent to which
23 students who are the intended beneficiaries of the sub-
24 grants made by the partnership have improved their read-
ing.

1 “(b) CONTRACT.—A reading and literacy partnership
2 shall carry out the evaluation under this section by enter-
3 ing into a contract with an eligible research institution
4 under which the institution will perform the evaluation.

5 2“(d) SUBMISSION TO PEER REVIEW PANEL.—A
6 reading and literacy partnership shall submit the findings
7 from the evaluation under this section to the peer review
8 panel convened under section 15103(e).

9 “SEC. 15107. INFORMATION DISSEMINATION.

10 “(a) IN GENERAL.—~~(The Secretary shall transfer)~~ *From*

11 funds made available under section 15108(b)(1), *to* the
12 National Institute for Literacy *shall* disseminate information
13 on reliable, replicable research on reading and information
14 on subgrantee projects under section 15104 or 15105 that
15 have proven effective. At a minimum, the institute shall
16 disseminate such information to all recipients of Federal
17 financial assistance ~~(for reading instruction)~~ under ~~(titles I~~
18 ~~and VII of)~~ this Act, the Head Start Act, ~~(and~~ the Individ-

19 uals with Disabilities Education Act. *the Adult Education Act, and the National Service laws*
20 “(b) COORDINATION.—In carrying out this section,
21 the National Institute for Literacy *shall*

22 “(1) ~~shall~~ use, to the extent practicable, infor-
23 mation networks developed and maintained through
24 other public and private persons, including the Sec-

all p. 30-A

30-A**DRAFT**October 1, 1997
Noon

Amendment to 9/29 staff discussion draft of the Reading
Excellence Act

National evaluation

On page 30, insert the following after line 8:

1 "(b) NATIONAL EVALUATION.--(1) The Secretary shall use funds
2 available under section 15108(b)(2) to evaluate the performance
3 and determine the effectiveness of programs assisted under this
4 title.

5 "(2) Each State partnership that receives a grant under
6 this title shall cooperate with the evaluation carried out under
7 paragraph (1).

* * * * *

See §15108(b)(2) [p. 31] for reservation of up to 3 percent for
the national evaluation.

1 retary, the National Center for Family Literacy, and
 2 the Readline Program; ~~and~~ *the Office of Educational Research and Improvement*
 3 "(2) ~~shall~~ work in conjunction with any panel
 4 convened by the National Institute of Child Health
 5 and Human Development and the Secretary to as-
 6 sess the current status of research-based knowledge
 7 on reading development, including the effectiveness
 8 of various approaches to teaching children to read,
 9 with respect to determining the criteria by which the
 10 National Institute for Literacy judges reliable,
 11 replicable research and the design of strategies to
 12 disseminate such information; *and*

see p. 31-A

13 "SEC. 15108. AUTHORIZATION OF APPROPRIATIONS; RES-
 14 ERVATIONS FROM APPROPRIATIONS; SUN-
 15 SET.

16 "(a) AUTHORIZATION.—There are authorized to be
 17 appropriated to carry out this title \$260,000,000 for fiscal
 18 years 1998, 1999, and 2000.

19 "(b) RESERVATIONS.—From amount appropriated
 20 under subsection (a), the Secretary—

21 "(1) shall reserve \$_____ to carry out sections

22 15103(e)(2) and 15107; ~~and~~

23 "(2) shall reserve \$10,000,000 to carry out sec-

24 tion 1202(c). *(3)*

*(2) shall reserve not more than three percent to
 carry out section 15106 (b); and*

[see p. 30-A]

*101
 (15107(b)(2) -
 15108(b))*

(3)

X6

31-A

1

~~“(E) ASSISTING PARTNERSHIPS.—The~~

2

~~peer review panel shall~~ assist any reading and

3

literacy partnership selected to receive a grant

4

under this section, and that requests such as-

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sistance—

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“(A)(i) in determining whether applica-

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tions for subgrants submitted to the part-

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nership meet the requirements of this title

9

relating to reliable, replicable research on

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reading; and

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“(B)(ii) in the development of subgrant

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application forms.

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“(D) EVALUATING RESEARCH.—In carry-

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ing out its duties under this title, the peer re-

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view panel shall use, as the criteria by which it

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judges reliable, replicable research, the findings

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of any panel convened by the National Institute

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of Child Health and Human Development and

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the Secretary to assess the current status of re-

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search-based knowledge of reading develop-

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ment, including the effectiveness of various ap-

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proaches to teaching children to read.

23

“(f) LIMITATION ON ADMINISTRATIVE EXPENSES.—

24

A reading and literacy partnership that receives a grant

Handwritten signature and initials, possibly "WMA" or "WMA (f)", with a date "10/1" written above.

1 “(c) SUNSET.—[Notwithstanding section 422(a) of
2 the General Education Provisions Act, this title is re-
3 pealed, effective September 30, 2000, and is not subject
4 to extension under such section].”.

5 **TITLE II—AMENDMENTS TO**
6 **EVEN START FAMILY LIT-**
7 **ERACY PROGRAMS**

8 **SEC. 201. RESERVATION FOR GRANTS.**

9 Section 1202(c) of the Elementary and Secondary
10 Education Act of 1965 (20 U.S.C. 6362(c)) is amended
11 to read as follows:

12 “(c) RESERVATION FOR GRANTS.—

13 “(1) GRANTS AUTHORIZED.—From funds re-
14 served under section 15108(b)(2), the Secretary
15 shall award grants, on a competitive basis, to States
16 to enable such States to plan and implement, state-
17 wide family literacy initiatives to coordinate and in-
18 tegrate existing Federal, State, and local literacy re-
19 sources consistent with the purposes of this part.
20 Such coordination and integration shall include
21 funds available under the Adult Education Act,
22 Head Start, this part, part A of this title, and part
23 A of title IV of the Social Security Act.

24 “(2) CONSORTIA.—

101 [15108(c)]

"(C) coordination with TITLE IV. The consortium established under this section shall coordinate its activities with the activities of the State reading and literacy partnership established under Title IV of this Act, if the State receives a grant under that title."

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"(A) ESTABLISHMENT.—To receive a grant under this subsection, a State shall establish a consortium ~~(made up)~~ of ~~representatives from~~ ~~(all)~~ State-level programs under ~~(the following laws)~~

- ~~(i)~~ This title
- ~~(ii)~~ The Head Start Act, and
- ~~(iii)~~ The Adult Education Act, and from all
- ~~(iv)~~ Other State preschool programs and programs providing literacy services to adults.

"(B) PLAN.—To receive a grant under this subsection, the consortium established by a State shall create a plan to use a portion of the State's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in such State.

"(3) READING INSTRUCTION.—Statewide family literacy initiatives implemented under this subsection shall base reading instruction on reliable, replicable research on reading (as such terms are defined in section 15102) of this Act

"(4) TECHNICAL ASSISTANCE.—The Secretary shall provide, directly or through a grant or contract

201
[1202(CX2XA) -
1457

1 with an organization with experience in the develop-
2 ment and operation of successful family literacy
3 services, technical assistance to States receiving a
4 grant under this subsection.

5 “(5) MATCHING REQUIREMENT.—The Sec-
6 retary shall not make a grant to a State under this
7 subsection unless the State agrees that, with respect
8 to the costs to be incurred by the eligible consortium
9 in carrying out the activities for which the grant was
10 awarded, the State will make available non-Federal
11 contributions in an amount equal to not less than
12 the Federal funds provided under the grant.”.

13 SEC. 202. DEFINITIONS.

14 Section 1202(e) of the Elementary and Secondary
15 Education Act of 1965 (20 U.S.C. 6362(e)) is amended—

16 (1) by redesignating paragraphs (3) and (4) as
17 paragraphs (4) and (5), respectively; and

18 (2) by inserting after paragraph (2) the follow-
19 ing:

20 “(3) the term ‘family literacy services’ means
21 services provided to participants on a voluntary basis
22 that are of sufficient intensity in terms of hours,
23 and of sufficient duration, to make sustainable
24 changes in a family (such as eliminating or reducing

1 welfare dependency) and that integrate all of the fol-
2 lowing activities:

3 "(A) Interactive literacy activities between
4 parents and their children.

5 "(B) Equipping parents to partner with
6 their children in learning.

7 "(C) Parent literacy training that leads to
8 economic self-sufficiency.

9 "(D) Appropriate instruction for children
10 of parents receiving parent literacy services."

11 **SEC. 203. EVALUATION.**

12 Section 1209 of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 6369) is amended—

14 (1) in paragraph (1), by striking "and" at the
15 end;

16 (2) in paragraph (2), by striking the period at
17 the end and inserting "; and"; and

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

19 "(3) to provide States and eligible entities re-
20 ceiving a subgrant under this part, directly or
21 through a grant or contract with an organization
22 with experience in the development and operation of
23 successful family literacy services, technical assist-
24 ance to ensure local evaluations undertaken under
25 section 1205(10) provide accurate information on

1 the effectiveness of programs assisted under this
2 part.”.

3 **SEC. 204. INDICATORS OF PROGRAM QUALITY.**

4 (a) IN GENERAL.—The Elementary and Secondary
5 Education Act of 1965 is amended—

6 (1) by redesignating section 1210 as section
7 1212; and

8 (2) by inserting after section 1209 the follow-
9 ing:

10 **“SEC. 1210. INDICATORS OF PROGRAM QUALITY.**

11 “Each State receiving funds under this part shall de-
12 velop, based on the best available research and evaluation
13 data, indicators of program quality for programs assisted
14 under this part. Such indicators shall be used to monitor,
15 evaluate, and improve such programs within the State.
16 Such indicators shall include the following:

17 “(1) With respect to eligible participants in a
18 program who are adults—

19 “(A) achievement in the areas of reading,
20 writing, English language acquisition, problem
21 solving, and numeracy;

22 “(B) receipt of a high school diploma or a
23 general equivalency diploma;

204(a) (new 12/10/11)

1 “(C) entry into a postsecondary school, job
2 retraining program, or employment or career
3 advancement, including the military; and

4 “(D) such other indicators as the State
5 may develop.

6 “(2) With respect to eligible participants in a
7 program who are children—

8 “(A) improvement in ability to read on
9 grade level or reading readiness;

10 “(B) school attendance;

11 “(C) grade retention and promotion; and

12 “(D) such other indicators as the State
13 may develop.”.

14 (b) STATE LEVEL ACTIVITIES.—Section 1203(a) of
15 the Elementary and Secondary Education Act of 1965 (20
16 U.S.C. 6363(a)) is amended—

17 (1) in paragraph (1), by striking “and” at the
18 end;

19 (2) in paragraph (2), by striking the period at
20 the end and inserting “; and”; and

21 (3) by adding at the end the following:

22 “(3) carrying out section 1210(a).”.

23 (c) AWARD OF SUBGRANTS.—Paragraphs (3) and (4)
24 of section 1208(b) of the Elementary and Secondary Edu-

204(a) [new 1210(1)(C)] - (3)

(b) [1202(a)]

1 cation Act of 1965 (20 U.S.C. 6368) are amended to read
2 as follows:

3 “(3) CONTINUING ELIGIBILITY.—In awarding
4 subgrant funds to continue a program under this
5 part for the second, third, or fourth year, the State
6 educational agency shall evaluate the program based
7 on the indicators of program quality developed by
8 the State under section 1210. Such evaluation shall
9 take place after the conclusion of the startup period,
10 if any.

11 “(4) INSUFFICIENT PROGRESS.—The State
12 educational agency may refuse to award subgrant
13 funds if such agency finds that the eligible entity
14 has not sufficiently improved the performance of the
15 program, as evaluated based on the indicators of
16 program quality developed by the State under sec-
17 tion 1210, after—

18 “(A) providing technical assistance to the
19 eligible entity; and

20 “(B) affording the eligible entity notice
21 and an opportunity for a hearing.”.

22 SEC. 205. RESEARCH

23 ~~“(a) IN GENERAL.—~~The Elementary and Secondary
24 Education Act of 1965, as amended by section 204 of this

204(c) [1208(b)(3)-(4)]

205(a)

1 Act, is further amended by inserting after section 1210
2 the following:

3 "SEC. 1211. RESEARCH.

4 "(a) IN GENERAL.—The Secretary shall carry out,
5 through grant or contract, research into the components
6 of successful family literacy services, to use—

7 "(1) to improve the quality of existing pro-
8 grams assisted under this part or other family lit-
9 eracy programs carried out under this Act or the
10 Adult Education Act; and

11 "(2) to develop models for new programs to be
12 carried out under this Act or the Adult Education
13 Act.

14 "(b) DISSEMINATION.—The National Institute for
15 Literacy shall disseminate, pursuant to section 15107, the
16 results of the research described in subsection (a) to
17 States and recipients of subgrants under this part."

18 **TITLE III—ALLOCATION OF**
19 **FUNDS FOR FEDERAL WORK-**
20 **STUDY PROGRAMS**

21 **SEC. 301. ALLOCATION OF FUNDS.**

22 Section 442(a) of the Higher Education Act of 1965
23 (42 U.S.C. 2752^(a)) is amended by adding at the end the
24 following:

205(a) [211]

301 [HEA, 442(a)]

DRAFT*DRAFT*DRAFT*DRAFT*

October 8, 1997

The Honorable William Goodling
Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Goodling:

It is the Administration's goal to work with you to enact a bill that will offer all children a chance to participate in extended learning-time opportunities where they can practice and further develop their reading skills. Such programs would include after-school, summer, and weekend volunteer tutoring programs, which are built on, and connected with, solid reading programs in our Nation's schools.

While I appreciate the efforts you have made to work with us on H.R. 2614, the "Reading Excellence Act," I am concerned with several of its provisions and regret that I cannot support it. While there are several substantive issues that need to be resolved, the main issue that prevents us from supporting this bill, as introduced, is the authority for the tutorial assistance subgrants.

Administration of the tutorial assistance subgrants would put an unnecessary burden on local educational agencies. In order to receive these funds, schools involved would be forced to use paid tutors instead of using well trained volunteers who would be available at one-third the cost. Fewer children would be served under this model and there would be no guarantee that the tutoring programs would be connected to or supportive of the school's reading program. Furthermore, unlike the model put forth in the Administration's America Reads Challenge Act, these grants would lead to fragmentation of services and would not encourage the entire community to mobilize and organize around the need to improve their children's reading skills.

Other areas in the bill with which I am concerned include the prescriptiveness of the definitions for "reading" and "reading readiness," the role of the National Institute for Literacy (NIFL) in convening a peer review panel to review State grants, and the absence of a national evaluation component.

These outstanding issues prevent the Administration from supporting "The Reading Excellence Act" at this time, but I urge you to continue to work with us in this bipartisan process to help meet the need to improve the reading skills of our Nation's children.

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program.

Sincerely,

Richard W. Riley

DRAFT*DRAFT*DRAFT*DRAFT*

October 8, 1997

The Honorable William Goodling
Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, D.C. 20515

Dear Chairman Goodling:

As you move to mark-up H.R. 2614, "The Reading Excellence Act," I write to commend you for the bipartisan efforts you have demonstrated in working with the Administration to meet the President's goal of ensuring that every child can read well and independently by the end of the third grade. It is the Administration's goal to create a bill that will offer every child a chance to participate in extended learning time opportunities where they can practice and further develop their reading skills. Such programs would include after-school, summer and weekend volunteer tutoring programs, which are built on, and connected with, solid reading programs in our Nation's schools.

While I appreciate the efforts you have made to work with us on this bill, I remain extremely concerned with several provisions of the bill. As it is now written, the Administration cannot support, "The Reading Excellence Act." While there are several issues that need to be resolved, the main issue that has lead us to this impasse is the authority for the tutorial assistance subgrants.

The tutorial assistance subgrants would put an unnecessary burden on local educational agencies by forcing them to use paid tutors -- at more than three times the cost -- instead of using well-trained volunteers from the community in order to receive these funds. Fewer children would be served under this model and there would be no guarantee that the tutoring programs would be connected to the school's reading program. Furthermore, these grants would lead to fragmentation of services and not encourage the entire community to mobilize and organize around the need to improve their children's reading skills.

Additionally, there are other areas in the bill with which I am extremely concerned: the prescriptiveness of your definitions for reading and reading readiness, the role of the National Institute for Literacy (NIFL) in convening a peer review panel to review State grants, and the absence of a national evaluation component.

These outstanding issues prevent the Administration from supporting "The Reading Excellence Act" at this time, but I urge you to continue to work with us in this bipartisan process to help meet the need to improve the reading skills of our Nation's children.

Thank you for your attention to these matters.

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program.

Sincerely,

Richard W. Riley



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FOR RELEASE
October 9, 1997

Contact: Diane Jones, 401-3292
Erica Lepping, 401-2571

STATEMENT BY U. S. SECRETARY OF EDUCATION RICHARD W. RILEY
On Chairman Goodling's Action to Halt Mark-Up of Child Literacy Bill

"I was disappointed to learn that Chairman Goodling chose to pull the America Reads/children's literacy bill that we have been working on with his Committee. Chairman Goodling and I agree that reading is the foundation for all other learning and is the most basic skill children need to succeed. Without reading, children often fall further behind in school, lose interest, give up, and drop out. Every child in America should master this first basic skill, and the President is committed to achieving this national goal.

"Earlier this year, Congress agreed to a bi-partisan balanced budget; within that agreement they committed to fund "a child literacy initiative consistent with the President's America Reads Challenge program." Chairman Goodling supported this balanced budget agreement, and the American people expect the Congress to fulfill its part of the bargain. The ultimate accountability for a child's ability to read is taking a challenging national test. We hope that Chairman Goodling would connect his strong interest in literacy with this voluntary national test.

"Reading is a bi-partisan issue. We think it is important to help children read well and independently. We can do that by raising standards for all children and giving them the extra help they need to become good readers that the America Reads Challenge would provide. Trying to stop the voluntary national tests and the reading initiative is hardly the right way to help any child become a better reader.

"We need to pass a bi-partisan bill for our Nation's children. We will continue to work closely with the Chairman and the Committee, and we urge them to work with us in this bi-partisan process. We continue to be optimistic that Congress will do what is right for America's children."

###

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 RON KIND, WISCONSIN
 LORETTA SANCHEZ, CALIFORNIA
 HAROLD S. FORD, JR., TENNESSEE
 DENNIS J. KUCINICH, OHIO

MAJORITY — (202) 225-4527
 (TTY) — (202) 226-3372
 MINORITY — (202) 226-3725
 (TTY) — (202) 226-3116

**FOR IMMEDIATE RELEASE
 Oct. 9, 1997**

**CONTACT: Jay Diskey
 (202) 225-4527**

**STATEMENT FROM CHAIRMAN BILL GOODLING (R-PA)
 ON FEDERAL EDUCATION TESTS
 AND MARKUP OF THE "READING EXCELLENCE ACT"**

"Knowing the President shares our interest in a new reading program for America's children, I was prepared to have the Committee mark up a Republican literacy initiative today. However, because of the Administration's continued attempts to forge ahead with federal testing despite the objections of the U.S. House of Representatives, I have stopped this Committee's work on any reading initiatives.

"As I have said on many occasions, President Clinton's plan for two new federal education tests will not boost the academic performance of a single American child. Americans should not be misled into thinking that more testing will lead to better students. The President's plan is a waste of taxpayers' money and will not do anything except increase federal involvement in our schools. The Administration is trying to set national standards by hastily developing new tests in Washington. That is a huge folly. The President should halt the U.S. Department of Education's obnoxious attempts to implement federal testing without Congressional approval.

"We strongly support high academic standards, but strongly oppose new national tests. House Republicans would rather send federal dollars to the classroom, bolster basic academics and seek ways to increase parental involvement."

###

LE01
 1438

Bill Kincaid

HR 2614 IH

105th CONGRESS

1st Session

To improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

October 6, 1997

Mr. GOODLING introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes.

[Italic->] Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, [<-Italic]

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Reading Excellence Act'.

TITLE I--READING GRANTS

SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended by adding at the end the following:

'TITLE XV--READING GRANTS

'SEC. 15101. PURPOSE.

'The purposes of this title are as follows:

'(1) To teach every child to read in their early childhood years--

'(A) as soon as they are ready to read; or

'(B) as soon as possible once they enter school, but not later than 3d grade.

'(2) To improve the reading skills of students, and the in-service instructional practices for teachers who teach reading, through the use of findings from reliable, replicable research on reading, including phonics.

'(3) To expand the number of high-quality family literacy programs.

'(4) To reduce the number of children who are inappropriately referred to special education due to reading difficulties.

Goodling
Reading
Bill

SEC. 15102. DEFINITIONS.

For purposes of this title:

(1) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER- The term 'eligible professional development provider' means a provider of professional development in reading instruction to teachers that is based on reliable, replicable research on reading.

(2) ELIGIBLE RESEARCH INSTITUTION- The term 'eligible research institution' means an institution of higher education at which reliable, replicable research on reading has been conducted.

(3) FAMILY LITERACY SERVICES- The term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Equipping parents to partner with their children in learning.

(C) Parent literacy training, including training that contributes to economic self-sufficiency.

(D) Appropriate instruction for children of parents receiving parent literacy services.

(4) READING- The term 'reading' means the process of comprehending the meaning of written text by depending on--

(A) the ability to use phonics skills, that is, knowledge of letters and sounds, to decode printed words quickly and effortlessly, both silently and aloud;

(B) the ability to use previously learned strategies for reading comprehension; and

(C) the ability to think critically about the meaning, message, and aesthetic value of the text.

(5) READING READINESS- The term 'reading readiness' means activities that--

(A) provide experience and opportunity for language development;

(B) create appreciation of the written word;

(C) develop an awareness of printed language, the alphabet, and phonemic awareness; and

(D) develop an understanding that spoken and written language is made up of phonemes, syllables, and words.

(6) RELIABLE, REPLICABLE RESEARCH- The term 'reliable, replicable research' means objective, valid, scientific studies that--

- `(A) include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn;
- `(B) rely on measurements that meet established standards of reliability and validity;
- `(C) test competing theories, where multiple theories exist;
- `(D) are subjected to peer review before their results are published; and
- `(E) discover effective strategies for improving reading skills.

`SEC. 15103. GRANTS TO READING AND LITERACY PARTNERSHIPS.

`(a) PROGRAM AUTHORIZED- The Secretary may make grants on a competitive basis to reading and literacy partnerships for the purpose of permitting such partnerships to make subgrants under sections 15104 and 15105.

`(b) READING AND LITERACY PARTNERSHIPS-

`(1) COMPOSITION-

`(A) REQUIRED PARTICIPANTS- In order to receive a grant under this section, a State shall establish a reading and literacy partnership consisting of at least the following participants:

- `(i)** The Governor of the State.
- `(ii)** The chief State school officer.
- `(iii)** The chairman and the ranking member of each committee of the State legislature that is responsible for education policy.
- `(iv)** A representative, selected jointly by the Governor and the chief State school officer, of at least 1 local educational agency that has at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

`(B) OPTIONAL PARTICIPANTS- A reading and literacy partnership may include additional participants, who shall be selected jointly by the Governor and the chief State school officer, which may include--

- `(i)** State directors of appropriate Federal or State programs with a strong reading component;
- `(ii)** a parent of a public or private school student or a parent who educates their child or children in their home;
- `(iii)** a teacher who teaches reading; or
- `(iv)** a representative of (I) an institution of higher education operating a program of teacher

preparation in the State; (II) a local educational agency; (III) an eligible research institution; (IV) a private nonprofit or for-profit eligible professional development provider providing instruction based on reliable, replicable research on reading; (V) a family literacy service provider; (VI) an adult education provider; or (VII) a community-based organization or volunteer organization that is involved in reading programs.

`(2) AGREEMENT- The contractual agreement that establishes a reading and literacy partnership--

`(A) shall specify--

`(i) the nature and extent of the association among the participants referred to in paragraph (1); and

`(ii) the roles and duties of each such participant;
and

`(B) shall remain in effect during the entire grant period proposed in the partnership's grant application under subsection (e).

`(3) FUNCTIONS- Each reading and literacy partnership for a State shall prepare and submit an application under subsection (e) and, if the partnership receives a grant under this section--

`(A) shall solicit applications for, and award, subgrants under sections 15104 and 15105;

`(B) shall oversee the performance of the subgrants and submit performance reports in accordance with subsection (h); and

`(C) if sufficient grant funds are available under this title--

`(i) work to enhance the capacity of agencies in the State to disseminate reliable, replicable research on reading to schools, classrooms, and providers of early education and child care;

`(ii) facilitate the provision of technical assistance to subgrantees under sections 15104 and 15105 by providing them information about technical assistance providers; and

`(iii) build on, and promote coordination among, literacy programs in the State, in order to increase their effectiveness and to avoid duplication of their efforts.

`(4) FISCAL AGENT- The State educational agency shall act as the fiscal agent for the reading and literacy partnership for the purposes of receipt of funds from the Secretary, disbursement of funds to subgrantees under sections 15104 and

15105, and accounting for such funds.

`(c) PRE-EXISTING PARTNERSHIP- If, before the date of the enactment of the Reading Excellence Act, a State established a consortium, partnership, or any other similar body, that includes the Governor and the chief State school officer and has, as a central part of its mission, the promotion of literacy for children in their early childhood years through the 3d grade, but that does not satisfy the requirements of subsection (b)(1), the State may elect to treat that consortium, partnership, or body as the reading and literacy partnership for the State notwithstanding such subsection, and it shall be considered a reading and literacy partnership for purposes of the other provisions of this title.

`(d) MULTI-STATE PARTNERSHIP ARRANGEMENTS- A reading and literacy partnership that satisfies the requirements of subsection (b) may join with other such partnerships in other States to develop a single application that satisfies the requirements of subsection (e) and identifies which State educational agency, from among the States joining, shall act as the fiscal agent for the multi-State arrangement. For purposes of the other provisions of this title, any such multi-State arrangement shall be considered to be a reading and literacy partnership.

`(e) APPLICATIONS- A reading and literacy partnership that desires to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and including such information as the Secretary may require. The application--

`(1) shall describe how the partnership will ensure that 95 percent of the grant funds are used to make subgrants under sections 15104 and 15105;

`(2) shall be integrated, to the maximum extent possible, with State plans and programs under this Act, the Individuals with Disabilities Education Act, and, to the extent appropriate, the Adult Education Act;

`(3) shall describe how the partnership will ensure that professional development funds available at the State and local levels are used effectively to improve instructional practices for reading and are based on reliable, replicable research on reading;

`(4) shall describe--

`(A) the contractual agreement that establishes the partnership, including at least the elements of the agreement referred to in subsection (b)(2);

`(B) how the partnership will assess, on a regular basis, the extent to which the activities undertaken by the partnership and the partnership's subgrantees under this

title have been effective in achieving the purposes of this title;

`(C) what evaluation instruments the partnership will use to determine the success of local educational agencies to whom subgrants under sections 15104 and 15105 are made in achieving the purposes of this title;

`(D) how subgrants made by the partnership under such sections will meet the requirements of this title, including how the partnership will ensure that subgrantees will use practices based on reliable, replicable research on reading; and

`(E) how the partnership will, to the extent practicable, make grants to subgrantees in both rural and urban areas;

`(5) shall include an assurance that each local educational agency to whom the partnership makes a subgrant under section 15104--

`(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and will make payments for the receipt of technical assistance for the development of such programs;

`(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

`(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

`(D) will carry out professional development for the classroom teacher and other appropriate teaching staff on the teaching of reading based on reliable, replicable research on reading; and

`(6) shall describe how the partnership will ensure that a portion of the grant funds that the partnership receives in each fiscal year will be used to make subgrants under section 15105.

`(f) PEER REVIEW PANEL-

`(1) COMPOSITION OF PEER REVIEW PANEL-

`(A) IN GENERAL- The National Institute for Literacy, in consultation with the National Research Council of the

National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary, shall convene a panel to evaluate applications under this section. At a minimum the panel shall include representatives of the National Institute for Literacy, the National Research Council of the National Academy of Sciences, the National

Institute of Child Health and Human Development, and the Secretary.

`(B) EXPERTS- The panel shall include experts who are competent, by virtue of their training, expertise, or experience, to evaluate applications under this section, and experts who provide professional development to teachers of reading to children and adults, based on reliable, replicable research on reading.

`(C) LIMITATION- Not more than 1/3 of the panel may be composed of individuals who are employees of the Federal Government.

`(2) PAYMENT OF FEES AND EXPENSES OF CERTAIN MEMBERS- The Secretary shall use funds reserved under section 15108(b)(1) to pay the expenses and fees of panel members who are not employees of the Federal Government.

`(3) DUTIES OF PANEL-

`(A) MODEL APPLICATION FORMS- The peer review panel shall develop a model application form for reading and literacy partnerships desiring to apply for a grant under this section.

`(B) SELECTION OF APPLICATIONS-

`(i) RECOMMENDATIONS OF PANEL-

`(I) IN GENERAL- The Secretary shall receive grant applications from reading and literacy partnerships under this section and shall provide the applications to the peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

`(II) PRIORITY- In recommending applications to the Secretary, the panel shall give priority to applications from States that have modified, are modifying, or provide an assurance that not later than 1 year after receiving a grant under this section the State will modify, State teacher certification in the area of reading to reflect reliable, replicable research, except that nothing in this Act shall be construed to establish a national system of teacher certification.

`(III) RANKING OF APPLICATIONS- With respect to each application recommended for funding, the panel shall assign the application a rank, relative to other recommended applications, based on the priority described in subclause (II), the extent to which the

application furthers the purposes of this part, and the overall quality of the application.

`(IV) RECOMMENDATION OF AMOUNT- With respect to each application recommended for funding, the panel shall make a recommendation to the Secretary with respect to the amount of the grant that should be made.

`(ii) SECRETARIAL SELECTION- .

`(I) IN GENERAL- Subject to clause (iii), the Secretary shall determine, based on the peer review panel's recommendations, which applications from reading and literacy partnerships shall receive funding and the amounts of such grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this section and the types of activities proposed to be carried out by the partnership.

`(II) EFFECT OF RANKING BY PANEL- In making grants under this section, the Secretary shall select applications according to the ranking of the applications by the peer review panel, except in cases where the Secretary determines, for good cause, that a variation from that order is appropriate.

`(iii) MINIMUM GRANT AMOUNTS- Each reading and literacy partnership selected to receive a grant under this section shall receive an amount for each fiscal year that is not less than \$100,000.

`(g) LIMITATION ON ADMINISTRATIVE EXPENSES- A reading and literacy partnership that receives a grant under this section may use not more than 3 percent of the grant funds for administrative costs.

`(h) REPORTING-

`(1) IN GENERAL- A reading and literacy partnership that receives a grant under this section shall submit performance reports to the Secretary pursuant to a schedule to be determined by the Secretary, but not more frequently than annually. Such reports shall include--

`(A) the results of use of the evaluation instruments referred to in subsection (e)(4)(C);

`(B) the process used to select subgrantees;

`(C) a description of the subgrantees receiving funds under this title; and

`(D) with respect to subgrants under section 15104, the model or models of reading instruction, based on reliable, replicable research on reading, selected by subgrantees.

`(2) PROVISION TO PEER REVIEW PANEL- The Secretary shall provide the reports submitted under paragraph (1) to the peer review panel convened under subsection (f). The panel shall use such reports in recommending applications for funding under

this section.

SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.

(a) IN GENERAL-

(1) SUBGRANTS- A reading and literacy partnership that receives a grant under section 15103 shall make subgrants, on a competitive basis, to local educational agencies that have at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

(2) ROLE OF LOCAL EDUCATIONAL AGENCIES- A local educational agency that receives a subgrant under this section shall use the subgrant in a manner consistent with this section to advance reform of reading instruction in any school selected by the agency that is identified for school improvement under section 1116(c) at the time the agency receives the subgrant.

(b) GRANT PERIOD- A subgrant under this section shall be for a period of 3 years and may not be revoked or terminated on the ground that a school ceases, during the grant period, to be identified for school improvement under section 1116(c).

(c) APPLICATIONS- A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application--

(1) shall select 1 or more models of reading instruction, developed using reliable, replicable research on reading, as a model for implementing and improving reading instruction by all teachers and for all children in each of the schools selected by the agency under subsection (a)(2) and, where appropriate, their parents;

(2) shall describe each such model;

(3) shall demonstrate that a person responsible for the development of each such model, or a person with experience or expertise about such model and its implementation, has agreed to work with the applicant in connection with such implementation and improvement efforts;

(4) shall describe--

(A) how the applicant will ensure that funds available under this title, and funds available for reading for grades kindergarten through grade 6 from other appropriate sources, are effectively integrated and coordinated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this title; and

`(B) the amount of funds available for reading for grades kindergarten through grade 6 from appropriate sources other than this title, including title I of this Act (except that such description shall not be required to include funds made available under part B of title I of this Act unless the applicant has established a contractual association in accordance with subsection (d)(2) with an eligible entity under such part B), the Individuals with Disabilities Education Act, and any other law providing Federal financial assistance for professional development for teachers of such grades who teach reading, which will be used to help achieve the purposes of this title;

`(5) shall describe the amount and nature of funds from any other public or private sources, including funds received under this Act and the Individuals with Disabilities Education Act, that will be combined with funds received under the subgrant;

`(6) shall include an assurance that the applicant--

`(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, will make payments for the receipt of technical assistance for the development of such programs;

`(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

`(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

`(D) will carry out professional development for the classroom teacher and other teaching staff on the teaching of reading based on reliable, replicable research on reading;

`(7) shall describe how the local educational agency provides instruction in reading to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading; and

`(8) shall indicate the amount of the subgrant funds (if any) that the applicant will use to carry out the duties described in section 15105(b)(2).

`(d) PRIORITY- In approving applications under this section, a reading and literacy partnership shall give priority to applications submitted by applicants who demonstrate that they have established--

`(1) a contractual association with one or more Head Start programs under the Head Start Act under which--

`(A) the Head Start programs agree to select the same model or models of reading instruction, as a model for implementing and improving the reading readiness of children participating in the program, as was selected by the applicant; and

`(B) the applicant agrees--

`(i) to share with the Head Start programs an appropriate amount of their information resources with respect to the model, such as curricula materials; and

`(ii) to train personnel from the Head Start programs; or

`(2) a contractual association with one or more community-based organizations, and in particular community-based organizations using volunteers, working with children to improve their reading skills, State- or federally-funded preschool programs, or family literacy programs, under which--

`(A) the organizations or programs agree to select the same model or models of reading instruction, as a model for implementing and improving reading instruction in the organization or program's programs, as was selected by the applicant; and

`(B) the applicant agrees to train personnel from the organization or program who work with children and parents in schools receiving funds under the subgrant.

`(e) USE OF FUNDS-

`(1) IN GENERAL- Subject to paragraph (2), an applicant who receives a subgrant under this section may use the subgrant funds to carry out activities that are authorized by this title and described in the subgrant application, including the following:

`(A) Making reasonable payments for technical and other assistance to a person responsible for the development of a model of reading instruction, or a person with experience or expertise about such model and its implementation, who has agreed to work with the recipient in connection with the implementation of the model.

`(B) Carrying out a contractual agreement described in subsection (d).

`(C) Professional development (including training of volunteers), purchase of curricular and other supporting materials, and technical assistance.

`(D) Providing, on a voluntary basis, training to parents of children enrolled in a school selected under subsection (a)(2) on how to help their children with school work, particularly in the development of reading skills. Such training may be provided directly by the subgrant recipient, or through a grant or contract with another person. Such training shall be consistent with reading reforms taking place in the school setting.

`(E) Carrying out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and making payments for the receipt of technical assistance for the development of such programs.

`(F) Providing instruction for parents of children enrolled in a school selected under subsection (a)(2), and others who volunteer to be reading tutors for such children, in the instructional practices based on reliable, replicable research on reading used by the applicant.

`(G) Programs to assist those kindergarten students enrolled in a school selected under subsection (a)(2) who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills.

`(H) Providing additional support for students, enrolled in a school selected under subsection (a)(2), in grades 1 through 3, who are experiencing difficulty reading, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer using supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading.

`(I) Carrying out the duties described in section 15105(b)(2) for children enrolled in a school selected under subsection (a)(2).

`(J) Providing reading assistance to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading.

`(2) LIMITATION ON ADMINISTRATIVE EXPENSES- A recipient of a subgrant under this section may use not more than 3 percent of the subgrant funds for administrative costs.

`(f) TRAINING NON-RECIPIENTS- A recipient of a subgrant under this section may train, on a fee-for-service basis, personnel from schools, or local educational agencies, that are not receiving such a subgrant in the instructional practices based on reliable, replicable research on reading used by the recipient. Such a non-recipient school may use funds received under title I of this Act, and other appropriate Federal funds used for reading instruction, to pay for such training, to the extent consistent with the law under which such funds were received.

`SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.

`(a) IN GENERAL-

`(1) SUBGRANTS- A reading and literacy partnership that receives a grant under section 15103 shall make subgrants on a competitive basis to local educational agencies that have at least 1 school in the geographic area served by the agency that--

`(A) is located in an area designated as an empowerment zone under subchapter U of chapter 1 of the Internal Revenue Code of 1986; or

`(B) is located in an area designated as an enterprise zone under section 701(a)(1) of the Housing and Community Development Act of 1987.

`(2) APPLICATIONS- A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application shall include an assurance that the agency will use the subgrant funds to carry out the duties described in subsection (b) for children enrolled in 1 or more schools selected by the agency and described in paragraph (1).

`(b) USE OF FUNDS-

`(1) IN GENERAL- A local educational agency that receives a subgrant under this section shall carry out, using the funds provided under the subgrant, each of the duties described in paragraph (2).

`(2) DUTIES- The duties described in this paragraph are the provision of tutorial assistance in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, through the following:

`(A) The promulgation, maintenance, and approval of a list of tutorial assistance providers who are--

`(i) located in a geographic area convenient to the school; and

`(ii) capable of providing tutoring in reading to

children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research.

`(B) The development of procedures for the receipt of applications for tutorial assistance, from parents who are seeking such assistance for their child or children, that select a tutorial assistance provider from the list referred to in subparagraph (A) with whom the child or children are enrolled, or will enroll, for tutoring in reading.

`(C) The development of a selection process for funding applications under subparagraph (B) that limits the provision of assistance to children who have difficulty reading, including difficulty mastering essential phonic, decoding, or vocabulary skills.

`(D) The development of procedures for funding applications under subparagraph (B), to be used in cases where insufficient funds are available to provide assistance with respect to all complete applications received from eligible parents of children described in subparagraph (C), that--

`(i) gives priority to children who are determined, through State or local reading assessments, to be most in need of tutorial assistance; and

`(ii) gives priority, in cases where children are determined, through State or local reading assessments, to be equally in need of tutorial assistance, based on--

`a random selection principle; or

`(E) The development of a methodology by which payments are made directly to tutorial assistance providers identified in applications under subparagraph (B) that are selected for funding, and the making of such payments.

`SEC. 15106. PROGRAM EVALUATION.

`(a) IN GENERAL- Each reading and literacy partnership that receives a grant under this title shall reserve not more than 2 percent of such grant funds for the purpose of evaluating the success of the partnership's subgrantees in meeting the purposes of this title. At a minimum, the evaluation shall measure the extent to which students who are the intended beneficiaries of the subgrants made by the partnership have improved their reading.

`(b) CONTRACT- A reading and literacy partnership shall carry out the evaluation under this section by entering into a contract with an eligible research institution under which the institution will perform the evaluation.

`(c) SUBMISSION TO PEER REVIEW PANEL- A reading and literacy

partnership shall submit the findings from the evaluation under this section to the peer review panel convened under section 15103(e).

SEC. 15107. INFORMATION DISSEMINATION.

(a) IN GENERAL- From funds reserved under section 15108(b)(1), the National Institute for Literacy shall disseminate information on reliable, replicable research on reading and information on subgrantee projects under section 15104 or 15105 that have proven effective. At a minimum, the institute shall disseminate such information to all recipients of Federal financial assistance under titles I and VII of this Act, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education Act.

(b) COORDINATION- In carrying out this section, the National Institute for Literacy--

(1) shall use, to the extent practicable, information networks developed and maintained through other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline Program;

(2) shall work in conjunction with any panel convened by the National Institute of Child Health and Human Development and the Secretary and any panel convened by the Office of Educational Research and Improvement to assess the current status of research-based knowledge on reading development, including the effectiveness of various approaches to teaching children to read, with respect to determining the criteria by which the National Institute for Literacy judges reliable, replicable research and the design of strategies to disseminate such information; and

(3) shall assist any reading and literacy partnership selected to receive a grant under section 15103, and that requests such assistance--

(A) in determining whether applications for subgrants submitted to the partnership meet the requirements of this title relating to reliable, replicable research on reading; and

(B) in the development of subgrant application forms.

SEC. 15108. AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS FROM APPROPRIATIONS; SUNSET.

(a) AUTHORIZATION- There are authorized to be appropriated to carry out this title \$260,000,000 for fiscal years 1998, 1999, and 2000.

(b) RESERVATIONS- From amount appropriated under subsection (a), the Secretary--

(1) shall reserve \$5,075,000 to carry out sections 15103(f)(2) and 15107, of which \$5,000,000 shall be reserved

for section 15107; and

`(2) shall reserve \$10,000,000 to carry out section 1202(c).

`(c) SUNSET- Notwithstanding section 422(a) of the General Education Provisions Act, this title is repealed, effective September 30, 2000, and is not subject to extension under such section.'

TITLE II--AMENDMENTS TO EVEN START FAMILY LITERACY PROGRAMS

SEC. 201. RESERVATION FOR GRANTS.

Section 1202(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(c)) is amended to read as follows:

`(c) RESERVATION FOR GRANTS-

`(1) GRANTS AUTHORIZED- From funds reserved under section 15108(b)(2), the Secretary shall award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education Act, Head Start, this part, part A of this title, and part A of title IV of the Social Security Act.

`(2) CONSORTIA-

`(A) ESTABLISHMENT- To receive a grant under this subsection, a State shall establish a consortium of State-level programs under the following laws:

`(i) This title.

`(ii) The Head Start Act.

`(iii) The Adult Education Act.

`(iv) All other State-funded preschool programs and programs providing literacy services to adults.

`(B) PLAN- To receive a grant under this subsection, the consortium established by a State shall create a plan to use a portion of the State's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in such State.

`(C) COORDINATION WITH TITLE XV- The consortium shall coordinate its activities with the activities of the reading and literacy partnership for the State established under section 15103, if the State receives a grant under such section.

`(3) READING INSTRUCTION- Statewide family literacy initiatives implemented under this subsection shall base reading instruction on reliable, replicable research on reading (as such terms are defined in section 15102).

`(4) TECHNICAL ASSISTANCE- The Secretary shall provide, directly or through a grant or contract with an organization

with experience in the development and operation of successful family literacy services, technical assistance to States receiving a grant under this subsection.

`(5) MATCHING REQUIREMENT- The Secretary shall not make a grant to a State under this subsection unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.'

SEC. 202. DEFINITIONS.

Section 1202(e) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(e)) is amended--

(1) by redesignating paragraphs (3) and (4) as paragraphs (4) and (5), respectively; and

(2) by inserting after paragraph (2) the following:

`(3) the term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

`(A) Interactive literacy activities between parents and their children.

`(B) Equipping parents to partner with their children in learning.

`(C) Parent literacy training, including training that contributes to economic self-sufficiency.

`(D) Appropriate instruction for children of parents receiving parent literacy services.'

SEC. 203. EVALUATION.

Section 1209 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6369) is amended--

(1) in paragraph (1), by striking 'and' at the end;

(2) in paragraph (2), by striking the period at the end and inserting `; and'; and

(3) by adding at the end the following:

`(3) to provide States and eligible entities receiving a subgrant under this part, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure local evaluations undertaken under section 1205(10) provide accurate information on the effectiveness of programs assisted under this part.'

SEC. 204. INDICATORS OF PROGRAM QUALITY.

(a) IN GENERAL- The Elementary and Secondary Education Act of 1965 is amended--

(1) by redesignating section 1210 as section 1212; and

(2) by inserting after section 1209 the following:

`SEC. 1210. INDICATORS OF PROGRAM QUALITY.

`Each State receiving funds under this part shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this part. Such indicators shall be used to monitor, evaluate, and improve such programs within the State. Such indicators shall include the following:

`(1) With respect to eligible participants in a program who are adults--

`(A) achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;

`(B) receipt of a high school diploma or a general equivalency diploma;

`(C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and

`(D) such other indicators as the State may develop.

`(2) With respect to eligible participants in a program who are children--

`(A) improvement in ability to read on grade level or reading readiness;

`(B) school attendance;

`(C) grade retention and promotion; and

`(D) such other indicators as the State may develop.'.

(b) STATE LEVEL ACTIVITIES- Section 1203(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6363(a)) is amended--

(1) in paragraph (1), by striking 'and' at the end;

(2) in paragraph (2), by striking the period at the end and inserting `; and'; and

(3) by adding at the end the following:

`(3) carrying out section 1210.'.

(c) AWARD OF SUBGRANTS- Paragraphs (3) and (4) of section 1208(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368) are amended to read as follows:

`(3) CONTINUING ELIGIBILITY- In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall evaluate the program based on the indicators of program quality developed by the State under section 1210. Such evaluation shall take place after the conclusion of the startup period, if any.

`(4) INSUFFICIENT PROGRESS- The State educational agency may

refuse to award subgrant funds if such agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1210, after--

`(A) providing technical assistance to the eligible entity; and

`(B) affording the eligible entity notice and an opportunity for a hearing.'.

SEC. 205. RESEARCH.

The Elementary and Secondary Education Act of 1965, as amended by section 204 of this Act, is further amended by inserting after section 1210 the following:

`SEC. 1211. RESEARCH.

`(a) IN GENERAL- The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, to use--

`(1) to improve the quality of existing programs assisted under this part or other family literacy programs carried out under this Act or the Adult Education Act; and

`(2) to develop models for new programs to be carried out under this Act or the Adult Education Act.

`(b) DISSEMINATION- The National Institute for Literacy shall disseminate, pursuant to section 15107, the results of the research described in subsection (a) to States and recipients of subgrants under this part.'.

TITLE III--FUNDS FOR FEDERAL WORK-STUDY PROGRAMS

SEC. 301. USE OF WORK-STUDY FUNDS FOR TUTORING AND LITERACY.

Section 443 of the Higher Education Act of 1965 (42 U.S.C. 2753) is amended--

(1) in subsection (b)(2)--

(A) by striking 'and' at the end of subparagraph (A)

(B) by redesignating subparagraph (B) as subparagraph (C); and

(C) by inserting after subparagraph (A) the following new subparagraph:

`(B) in academic year 1998 and succeeding academic years, an institution shall use at least 2 percent of the total amount of funds granted to such institution under this section for such academic year in accordance with subsection (d); and'; and

(2) by adding at the end the following new subsection:

`(d) TUTORING AND LITERACY ACTIVITIES-

`(1) USE OF FUNDS- In any academic year to which subsection (b)(2)(B) applies, an institution shall use the amount required to be used in accordance with this subsection to compensate

(including compensation for time spent in directly related training and travel) students--

`(A) employed as a reading tutor for children who are in preschool through elementary school; or

`(B) employed in family literacy projects.

`(2) PRIORITY FOR SCHOOLS- An institution shall--

`(A) give priority, in using such funds, to the employment of students in the provision of tutoring services in schools that--

`(i) are identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act of 1965; or

`(ii) are selected by a local educational agency under section 15104(a)(2) of such Act; and

`(B) ensure that any student compensated with such funds who is employed in a school selected under section 15104(a)(2) of the Elementary and Secondary Education Act of 1965 is trained in the instructional practices based on reliable, replicable research on reading used by the school pursuant to such section 15104.

`(3) FEDERAL SHARE- The Federal share of the compensation of work study students compensated under this subsection may exceed 75 percent.

`(4) WAIVER- The Secretary may waive the requirements of this subsection if the Secretary determines that enforcing such requirements would cause a hardship for students at the institution.'

TITLE IV--REPEALS

SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION PROGRAMS.

(a) ADULT EDUCATION ACT- The following provisions are repealed:

(1) BUSINESS, INDUSTRY, LABOR, AND EDUCATION PARTNERSHIPS FOR WORKPLACE LITERACY- Section 371 of the Adult Education Act (20 U.S.C. 1211).

(2) ENGLISH LITERACY GRANTS- Section 372 of the Adult Education Act (20 U.S.C. 1211a).

(3) EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS- Section 373 of the Adult Education Act (20 U.S.C. 1211b).

(4) ADULT LITERACY VOLUNTEER TRAINING- Section 382 of the Adult Education Act (20 U.S.C. 1213a).

(b) CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

ACT- The following provisions are repealed:

(1) OTHER STATE-ADMINISTERED PROGRAMS- Part B of title II of the Carl D. Perkins Vocational and Applied Technology Education Act (20

U.S.C. 2381 et seq.).

(5) BUSINESS-LABOR-EDUCATION PARTNERSHIP FOR TRAINING- Part D of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2391 et seq.).

(6) SUPPLEMENTARY STATE GRANTS FOR FACILITIES AND EQUIPMENT AND OTHER PROGRAM IMPROVEMENT ACTIVITIES- Part F of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2395 et seq.).

(7) COMMUNITY EDUCATION EMPLOYMENT CENTERS AND VOCATIONAL

EDUCATION LIGHTHOUSE SCHOOLS- Part G of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2396 et seq.).

(8) DEMONSTRATION PROGRAMS- Part B of title IV of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2411 et seq.).

(9) CERTAIN BILINGUAL PROGRAMS- Subsections (b) and (c) of section 441 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2441).

(c) COMMUNITY SCHOOL PARTNERSHIPS- The Community School Partnership Act (contained in part B of title V of the Improving America's Schools Act of 1994 (20 U.S.C. 1070 note) is repealed.

(d) EDUCATIONAL RESEARCH, DEVELOPMENT, DISSEMINATION, AND IMPROVEMENT ACT OF 1994- Section 941(j) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(j)) is repealed.

(e) ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965- The following provisions are repealed:

(1) INNOVATIVE ELEMENTARY SCHOOL TRANSITION PROJECTS- Section 1503 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6493).

(2) SCHOOL DROPOUT ASSISTANCE- Part C of title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7261 et seq.).

(3) IMPACT AID PROGRAM- Section 8006 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7706) is repealed.

(4) SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN- Subpart 2 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7831 et seq.).

(5) SPECIAL PROGRAMS RELATING TO ADULT EDUCATION FOR INDIANS- Subpart 3 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7851 et seq.).

(6) FEDERAL ADMINISTRATION- Subpart 5 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20

U.S.C. 7871 et seq.).

(7) DEFINITIONS; AUTHORIZATION OF APPROPRIATIONS-

(A) DEFINITIONS- Section 9161 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7881).

(B) AUTHORIZATION OF APPROPRIATIONS- Subsections (b) and (c) of section 9162 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7882).

(8) DE LUGO TERRITORIAL EDUCATION IMPROVEMENT PROGRAM- Part H of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8221).

(9) EXTENDED TIME FOR LEARNING AND LONGER SCHOOL YEAR- Part L of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8351).

(10) TERRITORIAL ASSISTANCE- Part M of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8371).

(f) FAMILY AND COMMUNITY ENDEAVOR SCHOOLS- The Family and Community Endeavor Schools Act (42 U.S.C. 13792) is repealed.

(g) GOALS 2000: Educate America Act- Section 601(b) of the Goals 2000: Educate America Act (20 U.S.C. 5951(b)) is repealed.

(h) HIGHER EDUCATION ACT OF 1965- The following provisions are repealed:

(1) STATE AND LOCAL PROGRAMS FOR TEACHER EXCELLENCE- Part A of title V of the Higher Education Act of 1965 (20 U.S.C. 1102 et seq.).

(2) NATIONAL TEACHER ACADEMIES- Part B of title V of the Higher Education Act of 1965 (20 U.S.C. 1103 et seq.).

(3) CLASS SIZE DEMONSTRATION GRANT- Subpart 3 of part D of title V of the Higher Education Act of 1965 (20 U.S.C. 1109 et seq.).

(4) MIDDLE SCHOOL TEACHING DEMONSTRATION PROGRAMS- Subpart 4 of part D of title V of the Higher Education Act of 1965 (20 U.S.C. 1110 et seq.).

(5) SMALL STATE TEACHING INITIATIVE- Subpart 3 of part F of title V of the Higher Education Act of 1965 (20 U.S.C. 1115).

(6) EARLY CHILDHOOD EDUCATION TRAINING- Subpart 5 of part F of title V of the Higher Education Act of 1965 (20 U.S.C. 1117 et seq.).

(7) GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION TRAINING FOR INCARCERATED YOUTH OFFENDERS- Part E of title X of the Higher Education Act of 1965 (20 U.S.C. 1135g).

(i) HIGHER EDUCATION AMENDMENTS OF 1992- Part E of title XV of the Higher Education Amendments of 1992 (20 U.S.C. 1070) is repealed.

(j) REHABILITATION ACT OF 1973- The following provisions are repealed:

(1) CAREER ADVANCEMENT TRAINING CONSORTIA- Subsection (e) of

section 302 of such Act (29 U.S.C. 771a(e)).

(2) VOCATIONAL REHABILITATION SERVICES FOR INDIVIDUALS WITH DISABILITIES- Section 303 of such Act (29 U.S.C. 772).

(3) LOAN GUARANTEES FOR COMMUNITY REHABILITATION PROGRAMS- Section 304 of such Act (29 U.S.C. 773).

(4) COMPREHENSIVE REHABILITATION CENTERS- Section 305 of such Act (29 U.S.C. 775).

(5) SPECIAL DEMONSTRATION PROGRAMS- Subsections (b) and (e) of section 311 of such Act (29 U.S.C. 777a(b) and (e)).

(6) READER SERVICES FOR INDIVIDUALS WHO ARE BLIND- Section 314 of such Act (29 U.S.C. 777d).

(7) INTERPRETER SERVICES FOR INDIVIDUALS WHO ARE DEAF- Section 315 of such Act (29 U.S.C. 777e).

(8) COMMUNITY SERVICE EMPLOYMENT PILOT PROGRAMS FOR INDIVIDUALS WITH DISABILITIES- Section 611 of such Act (29 U.S.C. 795).

(9) BUSINESS OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES- Part D of title VI of the Rehabilitation Act of 1973 (29 U.S.C. 795r).

(10) CERTAIN DEMONSTRATION ACTIVITIES-

(A) TRANSPORTATION SERVICE GRANTS- Subsection (a) of section 802 of such Act (29 U.S.C. 797a(a)).

(B) PROJECTS TO ACHIEVE HIGH QUALITY PLACEMENTS- Subsection (b) of section 802 of such Act (29 U.S.C. 797a(b)).

(C) EARLY INTERVENTION DEMONSTRATION PROJECTS- Subsection (c) of section 802 of such Act (29 U.S.C. 797a(c)).

(D) TRANSITION DEMONSTRATION PROJECTS- Subsection (d) of section 802 of such Act (29 U.S.C. 797a(d)).

(E) BARRIERS TO SUCCESSFUL REHABILITATION OUTCOMES FOR MINORITIES- Subsection (e) of section 802 of such Act (29 U.S.C. 797a(e)).

(F) STUDIES, SPECIAL PROJECTS, AND DEMONSTRATION PROJECTS TO STUDY MANAGEMENT AND SERVICE DELIVERY- Subsection (f) of section 802 of such Act (29 U.S.C. 797a(f)).

(G) NATIONAL COMMISSION ON REHABILITATION SERVICES- Subsection (h) of section 802 of such Act (29 U.S.C. 797a(h)).

(H) MODEL PERSONAL ASSISTANCE SERVICES SYSTEMS- Subsection (i) of section 802 of such Act (29 U.S.C. 797a(i)).

(I) DEMONSTRATION PROJECTS TO UPGRADE WORKER SKILLS- Subsection (j) of section 802 of such Act (29 U.S.C. 797a(j)).

(J) MODEL SYSTEMS REGARDING SEVERE DISABILITIES-

Subsection (k) of section 802 of such Act (29 U.S.C. 797a(k)).

(11) CERTAIN TRAINING ACTIVITIES-

(A) DISTANCE LEARNING THROUGH TELECOMMUNICATIONS-

Subsection (a) of section 803 of such Act (29 U.S.C. 797b(a)).

(B) TRAINING REGARDING IMPARTIAL HEARING OFFICERS-

Subsection (d) of section 803 of such Act (29 U.S.C. 797b(d)).

(C) RECRUITMENT AND RETENTION OF URBAN PERSONNEL-

Subsection (e) of section 803 of such Act (29 U.S.C. 797b(e)).

(k) STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT- Subtitle A of title VII of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11421 et seq.) is repealed.

(l) TECHNOLOGY-RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988- Subtitle B of title II of the Technology-Related Assistance for Individuals With Disabilities Act of 1988 is repealed (29 U.S.C. 2241 et seq.).

(m) NATIONAL LITERACY ACT OF 1991- Section 304 of the National Literacy Act of 1991 (20 U.S.C. 1213c note) is repealed.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE GENERAL COUNSEL

*Reading Legislation /
Work Study*

September 29, 1997

NOTE TO: Carol Rasco, OS
Ann O'Leary, OS
Sandra Cook, OLCA

RE: Work-study provision in Goodling's draft Reading
Excellence Act

Attached, for your consideration, are OPE's comments on the work-study provision in Representative Goodling's draft Reading Excellence Act, and a draft bill on this point that one of my OGC colleagues had previously prepared in case we needed it.

ED's draft bill would have done two things:

(1) Institutional community service requirement. Current law (§443(b)(2)(A) of the HEA) requires each institution participating in the Federal work-study program (FWS) to use at least 5 percent of its FWS allocation to pay students who are employed in "community service", a term defined in §441(c) to include literacy training and tutoring, among other things. Our draft bill would have changed this to be 5 percent of the school's grant or half of the institution's allocation in excess of its 1996 amount, whichever is greater. I.e., for any year in which a school's allocation was more than 10 percent above its 1996 amount, the new requirement would be triggered. The national total for 1997 was \$830 million, an increase of nearly one third over the 1996 level of \$616 million. The 1998 amount is likely to be somewhere between the Senate figure of \$830 million and the House mark of \$860 million.

(2) Institutional share of reading tutor compensation. Current law (§443(b)(5)) prohibits a school from using FWS funds to pay more than 75 percent of a student's compensation, but allows the Secretary to increase this percentage in order to further the purpose of the work-study program. (It is this authority that ED used in 1996 to permit schools to pay up to 100 percent of the compensation of students who are employed as reading tutors for preschool and elementary school children.) Our draft bill would have established an across-the-board rule of 100 percent compensation for these student tutors.

Goodling's draft bill

Representative Goodling's draft bill takes a rather different approach, by looking at the overall program at the national

level, rather than by changing the rules that apply to each institution.

First, half of any increase at the national level over the 1997 amount (\$830 million) would be set aside and separately allocated to only those schools that agree to use those funds to pay students to be reading tutors or to work in family literacy projects. Schools that do not receive any of these earmarked funds would not be affected by the bill in using their work-study funds.

Second, an institution that receives these funds would have to give priority, in using those funds, to students participating in literacy projects carried out under the bill's new ESEA program of school-based literacy grants. In addition, the institution would have to ensure that each student who is employed in one of those projects is trained in instructional practices based on reliable, replicable research on reading used by the school.

Finally, institutions could, but would not have to, use these FWS funds to exceed the normal 75 percent limit on a student's compensation.

A handwritten signature in cursive script, appearing to read "Paul R", is written over a horizontal line.

Paul Riddle

Attachments

cc: Jack Kristy
Lori Templeman
Leslie Somerville

Author: Lori Templeman at WDCE04

Date: 9/25/97 11:04 AM

Priority: Normal

TO: Paul Riddle

Subject: Allocation of Funds for Federal Work-Study Programs

----- Forwarded w/Changes -----

Author: David Bergeron at WDCA07 9/25/97 11:03 AM

TO: Lori Templeman at WDCE04

CC: Harold McCullough at WDCQ02

CC: Sally Kirkgassler at WDCA03

CC: Maureen McLaughlin at WDCA01

Subject: Allocation of Funds for Federal Work-Study Programs

----- Message Contents -----

fyi, ope weighs in!

Forward Header

Subject: Allocation of Funds for Federal Work-Study Programs

Author: David Bergeron at WDCA07

Date: 9/25/97 11:03 AM

Lori--

Harold and I discussed the draft language and have the following comments.

We applaud the goal of the draft bill of encouraging institutions to get more work-study students involved as reading tutors. However, we are concerned that the bill would require the Secretary to allocate 50 percent of the funds appropriated over \$830 million to institutions that agree to use the funds to pay reading tutors. Such an approach would prevent the Secretary in the future from responding to other needs. In the past, such provisions have permitted, but not required, the Secretary to allocate funds for a specific purpose. Thus, this approach would significantly limit Secretarial discretion.

Along similar lines, the draft bill would give priority to tutors working in specific schools. This is not consistent with the Department's current approach of trying to encourage institutions to get tutors into as many schools as possible without such restrictions as to where they tutor. We believe that this approach is preferable.

We are concerned that the law specifically requires institutions to train students in the instructional practices based on reliable, replicable research on reading. This impose a great burden on institutions that doesn't seem to us as necessary.

Finally, we recognize that the scope would be expanded to include family literacy projects. This seems to us to be an appropriate expansion but is not consistent with the Administration's current America Reads approach.

READING AND
WORK STUDY

A BILL

To amend the Higher Education Act of 1965 to provide that the share of Federal Work Study Program funds that an institution of higher education shall be required to use to compensate students employed in community service jobs shall be increased, and that the institutional share of the compensation of such students employed as reading tutors for children in preschool through elementary school shall be waived, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "America Reads Federal Work Study Amendments of 1997".

COMMUNITY SERVICE EMPLOYMENT; FEDERAL SHARE

SEC. 111. Section 443(b) of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.) is amended--

(1) in paragraph (2)(A), by inserting a comma and "or at least one half of the amount of funds granted to such institution in a fiscal year that is in excess of the amount granted to such institution in fiscal year 1996, whichever is greater," immediately following "any fiscal year"; and

(2) by amending paragraph (5) to read as follows:

"(5) provide that the Federal share of the compensation of students employed in the work-study program in accordance with the agreement shall not exceed 75 percent for academic year 1993-1994 and succeeding academic years, except that--

"(A) the Federal share of the compensation of students employed as reading tutors for children who are in preschool through elementary school shall be 100 percent, provided that the work performed by such students is for the institution, a

Federal, State or local public agency, or a private nonprofit organization; and

“(B) the Federal share may otherwise exceed 75 percent of compensation if the Secretary determines, pursuant to regulations promulgated by the Secretary establishing objective criteria for such determinations, that a Federal share in excess of such amount is required in furtherance of the purpose of this part;”.

Issues

Gov / SBA

- State legal issues on bid. - req'd
- Community - a/k/a

What w/ CBO

- Not unless we support TAB

Funding Components of America Reads under Existing Authorities

The bulk of the Education Department's America Reads money is for grants to States for local reading efforts. The **FY 99** funds would be for that purpose, giving Congress the opportunity to enact a specific authorization. If the authorization is not enacted, the funds would become available for child and family literacy under a flexible authority (preferably Title I Demonstration or FIE*).

It is important that some other activities begin **in FY 98**, including:

1. Creating a training and improvement infrastructure for the thousands of work-study and other tutors who are already beginning to participate in America Reads, and to provide professional development for teachers and reading specialists: \$10 million.
2. Creating and expanding model tutoring programs (including family literacy) that build on in-school reading instruction: \$40 million.
3. Improving in-school reading instruction through the dissemination of research materials on best practices and methods for teaching reading: \$10 million.

Options for authorities to use:

- A. All \$60 million in Title I Demonstration or FIE.
- B. Training funds (1) in Eisenhower Federal activities, and the remainder in Title I Demonstration or FIE.
- C. Training funds (1) in Eisenhower Federal activities, dissemination (3) in the National Institute for Literacy, and the remainder in Title I Demonstration or FIE.

If Title I Demonstration and FIE are both problematic, funding for model programs (2) could be accomplished through appropriations language clarifying:

- Extended Time for Learning program;
- Reading is Fundamental ("Inexpensive Book Distribution").

*A portion of the total, perhaps \$60 million or more, could be appropriated for the Even Start Grants to Statewide Family Literacy Initiatives (notwithstanding the limitation in statute).

DRAFT AMENDMENTS, 9-25-97; 4⁰⁰ PM

[STAFF DISCUSSION DRAFT]

Reading / ED Draft Amendments

To add 'community'

104TH CONGRESS
1ST SESSION

H. R. _____

IN THE HOUSE OF REPRESENTATIVES

Mr. GOODLING introduced the following bill; which was referred to the
Committee on _____

A BILL

To improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as "Reading Excellence Act".

1 “(D) are subjected to peer review before
2 their results are published.

3 **“SEC. 15103. GRANTS TO READING AND LITERACY PART-**
4 **NERSHIPS.**

5 “(a) PROGRAM AUTHORIZED.—The Secretary may
6 make grants on a competitive basis to reading and literacy
7 partnerships for the purpose of permitting such partner-
8 ships to make subgrants under sections 15104 and 15105.

9 “(b) READING AND LITERACY PARTNERSHIPS.—

10 ~~“(1) REQUIRED PARTICIPANTS.—~~

11 “(A) IN GENERAL.—In order to receive a
12 grant under this section, a State shall establish
13 a reading and literacy partnership consisting of
14 the following participants:

15 “(i) The Governor of the State.

16 “(ii) The chairman and the ranking
17 member of the each committee of the State
18 legislature that is responsible for education
19 policy.

20 “(iii) Representatives, selected by the
21 Governor, of—

22 “(I) the State educational agency
23 of the State;

24 “(II) 1 or more local educational
25 agencies of the State, including at

*See #1
following
p. 2*

1 least one local educational agency that
2 has at least 1 school that is identified
3 for school improvement under section
4 1116(c) in the geographic area served
5 by the agency;

6 “(III) 1 or more institutions of
7 higher education operating a program
8 of teacher preparation in the State;

9 “(IV) 1 or more eligible research
10 institutions;

11 “(V) 1 or more private nonprofit
12 or for-profit eligible professional devel-
13 opment providers providing instruc-
14 tion based on reliable, replicable re-
15 search on reading; and

16 “(VI) 1 or more family literacy
17 service providers or adult education
18 providers.

19 “(B) AGREEMENT.—The contractual
20 agreement that establishes a reading and lit-
21 eracy partnership—

22 “(i) shall specify—

23 “(I) the nature and extent of the
24 association among the required par-

1 participants referred to in subparagraph

2 (A); and

3 “(II) the roles and duties of each

4 such participant; and

5 “(ii) shall remain in effect during the

6 entire grant period proposed in the part-

7 nership's grant application under sub-

8 section (d).

9 “(2) OPTIONAL PARTICIPANTS.—A reading and
10 literacy partnership may include the following:

11 “(A) Individuals and nonprofit organiza-
12 tions (other than persons described in para-
13 graph (1)) involved in the professional develop-
14 ment of teachers based on reliable, replicable
15 research on reading.

16 “(B) Teachers who teach reading.

17 “(C) Parents of public and private school
18 students.

19 “(D) Parents who educate their children in
20 their home.

21 “(E) Representatives of volunteer organi-
22 zations that tutor reading.

23 “(3) FUNCTIONS.—The functions of a reading
24 and literacy partnership shall include the following:

1 “(A) Preparation and submission of an ap-
2 plication under subsection (d).

3 “(B) If the partnership is successful in re-
4 ceiving a grant under this title—

5 “(i) solicitation of applications for
6 subgrants under sections 15104 and
7 15105;

8 “(ii) making such subgrants in ac-
9 cordance with this title; and

10 “(iii) submitting performance reports
11 in accordance with subsection (g).

12 “(4) FISCAL AGENT.—The State educational
13 agency shall act as the fiscal agent for the reading
14 and literacy partnership for the purposes of receipt
15 of funds from the Secretary, disbursement of funds
16 to subgrantees under sections 15104 and 15105,
17 and accounting for such funds.

18 “(c) MULTI-STATE PARTNERSHIP ARRANGE-
19 MENTS.—A reading and literacy partnership that satisfies
20 the requirements of subsection (b) may join with other
21 such partnerships in the development of a single applica-
22 tion that satisfies the requirements of subsection (d) and
23 includes the identification of which State educational
24 agency, from among the States joining, shall act as the
25 fiscal agent for the multi-State arrangement. For pur-

#1

DRAFT
September 25, 1997
3:30 PM

Amendment to 9/22 discussion draft of the Reading Excellence Act

Composition, selection, and duties of State partnership

Strike out from page 5, line 10 through p. 8, line 11 and insert the following:

1 "(1) COMPOSITION. In order to receive a grant under
2 this section, a State shall establish a reading and literacy
3 partnership consisting of the following:

4 "(A) The Governor.

5 "(B) The chief State school officer.

6 "(C) The State directors of--

7 "(i) curriculum and instruction;

8 "(ii) professional development programs that
9 address reading, such as the program under Title II of the
10 Elementary and Secondary Education Act of 1965;

11 "(iii) Title I of the Elementary and
12 Secondary Education Act of 1965; and

13 "(iv) special education.

14 "(D) The State Commission on National and
15 Community Service.

16 "(E) At least one of each of the following,
17 jointly selected by the Governor and the chief State school
18 officer:

19 "(i) Local educational agencies in the State
20 with at least one school identified for school improvement under
21 section 1116 of the Elementary and Secondary Education Act
22 of 1965.

1 "(ii) Institutions of higher education in the
2 State, especially those institutions (if any) engaged in research
3 on reading and in the preparation of reading teachers.

4 "(iii) Private nonprofit or for-profit
5 professional development providers.

6 "(iv) Community-based organizations involved
7 in reading programs.

8 "(v) Providers of family literacy services or
9 adult education.

10 "(2) PRE-EXISTING PARTNERSHIP. If, prior to the
11 enactment of the Reading Excellence Act, a State established a
12 literacy consortium that has, as a central part of its mission,
13 the promotion of literacy for children from birth through third
14 grade, but that does not meet the requirements of paragraph (1),
15 the State may use that consortium as its reading and literacy
16 partnership under this title, notwithstanding that paragraph.

17 "(3) FUNCTIONS. Each State reading and literacy
18 partnership shall prepare and submit the State's application for
19 a grant under subsection (d) and, if the State receives a grant
20 under this section--

21 "(A) solicit applications for, and award,
22 subgrants under section 15104;

23 "(B) oversee the performance of those subgrants
24 and submit performance reports in accordance with subsection (g);

25 "(C) work to enhance the capacity of agencies in
26 the State to disseminate reliable and replicable research on

1 reading to schools, classrooms, and providers of early education
2 and child care;

3 "(D) facilitate the provision of technical
4 assistance to subgrantees under section 15104 by providing them
5 information about technical assistance providers;

6 "(E) build on, and promote coordination among, all
7 literacy programs in the State, in order to increase their
8 effectiveness and to avoid duplication of their efforts.

* * * * *

1 programs authorized under part B of title I of
2 this Act to enable parents to be their child's
3 first and most important teacher, and making
4 payments for the receipt of technical assistance
5 for the development of such programs;

6 "(B) will carry out programs to assist
7 those kindergarten students who are not ready
8 to transition to 1st grade, particularly students
9 experiencing difficulty with reading skills;

10 ~~"(C) will provide additional support for~~
11 ~~students in grades 1 through 3, who are experi-~~
12 ~~encing difficulty reading, before school, after~~
13 ~~school, on weekends, or during the summer; and~~

14 "(D) will carry out professional develop-
15 ment for the classroom teacher on the teaching
16 of reading based on reliable, replicable research
17 or reading; ~~and~~ → see #3

18 ~~"(E)~~ "(F) shall indicate the amount of the subgrant
19 funds (if any) that the person will use for carrying
20 out tutorial assistance activities described in section
21 15105(b).

22 "(d) PRIORITY.—In approving applications under
23 this section, a reading and literacy partnership shall give
24 priority to applications submitted by applicants who

see #2,
next page

(#2)

DRAFT
September 25, 2997
3:30 PM

**Amendment to 9/22 staff discussion draft of the Reading
Excellence Act**

Use of tutors

On page 21, revise subparagraph (C) [lines 10-13] to read as
follows [added language is underlined]

1 "(C) will use appropriately trained and supervised
2 individuals, including tutors, to provide additional support,
3 before school, at lunchtime, after school, on weekends, or during
4 the summer, for students in grades 1 through 3 who are
5 experiencing difficulty reading; and

* * * * *

13

DRAFT
September 25, 1997
3:30 PM

Amendment to 9/22 staff discussion draft of the Reading
Excellence Act

Links to community-based organizations

On page 21, line 17, strike out "and":

On page 21, line 18, redesignate paragraph (7) as paragraph (8)
[unless the tutorial voucher piece is dropped] and insert the
following paragraph (7) after line 17:

1 "(7) shall demonstrate that the applicant has reached
2 an agreement with one or more community-based organizations or
3 programs (such as a Head Start program, a State or federally
4 funded preschool program, or a family literacy program) under
5 which--

6 "(A) the organization or program agrees to work
7 with children to improve their reading skills, using the same
8 model or models of reading instruction to be used by the
9 applicant; and

10 "(B) the applicant agrees to train personnel from
11 the organization or program to work with children and parents who
12 will be served under this title.

* * * * *

Revise p. 21, line 22 through p. 23, line 8 to delete paragraph 2
and make conforming amendments to the remaining text.

1 “(1) demonstrate that they have established aⁿ
2 ~~contractual association~~ ^{agreement} with one or more Head Start
3 programs under the Head Start Act under which—

4 (1) “(A) the Head Start programs agree to se-
5 lect the same model or models of reading in-
6 struction, as a model for implementing and im-
7 proving the reading readiness of children par-
8 ticipating in the program, as was selected by
9 the applicant; and

10 (2) “(B) the applicant agrees—

11 (A) “(i) to share with the Head Start pro-
12 grams an appropriate amount of their in-
13 formation resources with respect to the
14 model, such as curricula materials; and

15 (B) “(ii) to train personnel from the Head
16 Start programs ~~(C) (i)~~

17 ~~“(2) demonstrate that they have established a~~
18 ~~contractual association with one or more community-~~
19 ~~based organizations, and in particular community-~~
20 ~~based organizations using volunteers, working with~~
21 ~~children to improve their reading skills, State- or~~
22 ~~federally-funded preschool programs, or family lit-~~
23 ~~eracy programs, under which—~~

24 “(A) the organizations or programs agree
25 to select the same model or models of reading

1 instruction, as a model for implementing and
2 improving reading instruction in the organiza-
3 tion or program's programs, as was selected by
4 the applicant; and

5 "(B) the applicant agrees to train person-
6 nel from the organization or program who work
7 with children and parents in schools receiving
8 ~~funds under the subgrant.~~

9 "(e) USE OF FUNDS.—

10 "(1) IN GENERAL.—Subject to paragraph (2),
11 an applicant who receives a subgrant under this sec-
12 tion may use the subgrant funds to carry out activi-
13 ties described in the subgrant application, including
14 the following:

15 "(A), Making reasonable payments for
16 technical and other assistance to a person re-
17 sponsible for the development of a model of
18 reading instruction, or a person with experience
19 or expertise about such model and its imple-
20 mentation, who has agreed to work with the re-
21 cipient in connection with the implementation of
22 the model.

23 "(B) Carrying out a contractual agreement
24 described in subsection (d).



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

Reading Legislation / IDEA 18822

URGENT

September 30, 1997

MEMORANDUM

TO: Judy Heumann, OSERS
Greg March, OSERS
Tom Hehir, OSERS/OSEP
Joleta Reynolds, OSERS/OSEP

Carol Cichowski, OUS/BS
Theda Zawaiza, OLCA
Susan Craig
Suzanne Sheridan

FROM: Paul Riddle
Division of Legislative Counsel

SUBJECT: Goodling's draft bill on reading and §614(b)(5) of the IDEA

Paul R

Attached, for your review, are two IDEA-related provisions added by House staff yesterday to the draft of Representative Goodling's alternative to the Administration's America Reads proposal. (Title I of his draft would create a new ESEA program of competitive State grants for reading/literacy, authorized at \$260 million for FYs 98 and 99.)

The first provision (ESEA §15101(4), p. 2) would state that one of the program's purposes would be to reduce the number of children participating in special education due to reading problems. (We informally advised House staff yesterday that we thought it would be better to talk about identification or referral rather than participation.)

The second provision (ESEA, §15104(d)(2)) would require each State partnership, in awarding subgrants for local projects, to give priority to projects that will use their funds to assist students who have been evaluated under §614 of the IDEA but who, because of a lack of instruction in reading, have not been identified as children with disabilities, in accordance with §614(b)(5). As you may recall, §614(b)(5) (also attached) precludes identifying a child as disabled if the "determinant factor" is "lack of instruction in reading or math or limited English proficiency".

We understand that Representative Goodling is eager to move this bill, and we will be meeting again with House staff this afternoon to discuss it. It would therefore be very helpful if you could review the attached provisions and let me know by noon today if you have any objections, comments, or suggestions for improvement. You can reach me at 401-6269, by fax at 401-5391, or by e:mail.

Thanks.

Attachments

cc: Ann O'Leary, OS
Sandra Cook, OLCA

GOODLING-READING

[STAFF DISCUSSION DRAFT]

#2

9/29/97

105TH CONGRESS
1ST SESSION

H. R. _____

IN THE HOUSE OF REPRESENTATIVES

Mr. GOODLING introduced the following bill; which was referred to the
Committee on _____

A BILL

To improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 SECTION 1. SHORT TITLE.

4 This Act may be cited as the "Reading Excellence
5 Act".

1 **TITLE I—READING GRANTS**

2 **SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.**

3 The Elementary and Secondary Education Act of
4 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
5 the end the following:

6 **“TITLE XV—READING GRANTS**

7 **“SEC. 15101. PURPOSE.**

8 “The purposes of this title are as follows:

9 “(1) To teach every child to read—

10 “(A) as soon as they are ready to read; or

11 “(B) as soon as possible once they enter
12 school, but not later than 3d grade.

13 “(2) To improve the reading skills of students,
14 and the in-service instructional practices for teachers
15 who teach reading, through the use of findings from
16 reliable, replicable research on reading, including
17 phonics.

18 “(3) To expand the number of high-quality
19 family literacy programs.

20 “(4) To reduce the number of children *[identified for referred to]*
21 ~~participating in~~ special education ~~(due to)~~ reading problems.

22 ~~“SEC. 15102. DEFINITIONS.~~ *because of*

23 ~~“For purposes of this title:~~

24 ~~“(1) ELIGIBLE RESEARCH INSTITUTION.—The~~
25 ~~term ‘eligible research institution’ means an institu-~~

1 “(d) PRIORITY.—In approving applications under
2 this section, a reading and literacy partnership shall give
3 priority to applications submitted by applicants who—

4 “(A) demonstrate that they have established—

5 “(A) a contractual association with one or
6 more Head Start programs under the Head
7 Start Act under which—

8 “(i) the Head Start programs agree to
9 select the same model or models of reading
10 instruction, as a model for implementing
11 and improving the reading readiness of
12 children participating in the program, as
13 was selected by the applicant; and

14 “(ii) the applicant agrees—

15 “(I) to share with the Head Start
16 programs an appropriate amount of
17 their information resources with re-
18 spect to the model, such as curricula
19 materials; and

20 “(II) to train personnel from the
21 Head Start programs; or

22 “(B) a contractual association with one or
23 more community-based organizations and in
24 particular community-based organizations using
25 volunteers, working with children to improve

1 their reading skills, State- or federally-funded
2 preschool programs, or family literacy pro-
3 grams, under which—

4 “(i) the organizations or programs
5 agree to select the same model or models
6 of reading instruction, as a model for im-
7 plementing and improving reading instruc-
8 tion in the organization or program’s pro-
9 grams, as was selected by the applicant;
10 and

11 “(ii) the applicant agrees to train per-
12 sonnel from the organization or program
13 who work with children and parents in
14 schools receiving funds under the subgrant;
15 and

16 “(2) demonstrate that they will use the
17 subgrant to assist students who have been evaluated
18 under section 614 of the Individuals with Disabilities
19 Education Act, but who have not been determined to
20 be a child with a disability (as defined in section 602
21 of such Act), pursuant to section 614(b)(5) of such
22 Act, because of a lack of instruction in reading.

23 ~~“(c) USE OF FUNDS.—~~

24 “(1) IN GENERAL.—Subject to paragraph (2),
25 an applicant who receives a subgrant under this sec-

"(B) not use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and

"(C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

"(3) ADDITIONAL REQUIREMENTS.—Each local educational agency shall ensure that—

"(A) tests and other evaluation materials used to assess a child under this section—

"(i) are selected and administered so as not to be discriminatory on a racial or cultural basis; and

"(ii) are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and

"(B) any standardized tests that are given to the child—

"(i) have been validated for the specific purpose for which they are used;

"(ii) are administered by trained and knowledgeable personnel; and

"(iii) are administered in accordance with any instructions provided by the producer of such tests;

"(C) the child is assessed in all areas of suspected disability; and

"(D) assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

"(4) DETERMINATION OF ELIGIBILITY.—Upon completion of administration of tests and other evaluation materials—

"(A) the determination of whether the child is a child with a disability as defined in section 602(3) shall be made by a team of qualified professionals and the parent of the child in accordance with paragraph (5); and

"(B) a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.

"(5) SPECIAL RULE FOR ELIGIBILITY DETERMINATION.—In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency.

"(C) ADDITIONAL REQUIREMENTS FOR EVALUATION AND REEVALUATIONS.—

"(1) REVIEW OF EXISTING EVALUATION DATA.—As part of an initial evaluation (if appropriate) and as part of any reevaluation under this section, the IEP Team described in subsection (d)(1)(B) and other qualified professionals, as appropriate, shall—

"(A) review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related services providers observation; and

"(B) on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—

IDEA, § 614(b)(5)

**America Reads
CHALLENGE**

Federal Work-Study Update

A MESSAGE FROM DIRECTOR CAROL H. RASCO

The Back to School season is in full swing, and spirits and expectations are always high as a new school year begins. I hope your work on the America Reads Challenge is proceeding well, and hope you won't hesitate to let us know what we can do to be of further assistance to ensure that every child can read well and independently by the end of third grade.

UPDATES VIA EMAIL

As we mentioned last month, we are sending these monthly updates to all the schools which have taken the Challenge. In order to make sure this information is timely, we want to send these updates to the appropriate person and electronically or via fax. If you haven't already done so, please email your email address and fax number to Marsha Adler at San Francisco State University at mnadler@diana.sfsu.edu or fax your email address and fax number to her at (415) 338.6885. Thank you!

UPDATE ON AMERICA READS CHALLENGE LEGISLATION

The America Reads Challenge Act continues to be pending in Congress. The initiative has been fully funded at \$260 million in both the House and Senate Committee versions of the appropriation bills. The funding, however, would not be available until Fiscal Year 1999, and would be dependent upon authorization of the America Reads Challenge Act, or a piece of legislation consistent with the goals and concepts of America Reads, by April 1, 1998.

The Senate voted on the appropriations bill last week which included this funding. However, their bill also included an amendment which would take appropriations funding for many programs that serve K-12 students and establish a block grant. This funding would be allocated to Local Educational Agencies (LEAs) who would determine how it would be used. If this amendment is accepted in the final Labor-Health and Human Services-Education Appropriations bill, America Reads would not receive separate funding for its programs.

The House will continue to consider their version of the Labor-Health and Human Services-Education Appropriations bill this week. The House version does not have a Block Grant amendment pending.

The Majority on the House Education and Workforce Committee is still expected to introduce a legislative alternative to the America Reads Challenge Act, but to date it has not been introduced.

FEDERAL WORK-STUDY

Over 760 colleges and universities have signed up to support the America Reads Challenge through the Federal Work-Study (FWS) program. An informal focus group was conducted on September 12 for all the schools in the Washington, D.C. area to see what they most needed from the America Reads Challenge to produce high quality programs. We hope to conduct three additional informal focus groups around other regions of the country. However, if you have thoughts, suggestions, needs or criticisms, please don't hesitate to contact Dr. Marsha Adler, San Francisco State University, mnadler@sfsu.edu at 415.338.6879; Janet V. Green, Department of Education at 202.401.8888; Dr. Marilyn Smith at the Corporation for National Service 202.606.5000x138.

Here's a look at two America Reads Challenge FWS programs:

At the summer *Read*Write*Now!* pilot site in Baltimore, 26 **University of Maryland-Baltimore campus** graduate students worked full time - 40 hours each week - participating as tutors in the Super Summer Camp, a program that served 450 children. What makes their participation unique is that they are all graduate students in the health sciences -- medicine, dentistry and social work -- and often find it difficult to participate in these types of programs because of the internship demands required of their intense study demands. The student tutors were able to condense their financial aid commitment into an 8-week period to work with children from 20 schools, all located in high poverty areas. Tutors spent one hour each morning working on intensive reading plus an additional 30 minutes in the afternoon in the "love of reading" session during which the *Read*Write*Now!* Activity Guide was used.

Another exciting program this fall is taking place through a partnership between **Miami-Dade Community College**, three other colleges and universities, and the Dade County Public Schools. A total of 205 students from Miami-Dade CC, Florida International University, University of Miami, and Barry University have completed tutor training, and are working this fall in 34 schools and 6 after school programs across the county. The tutoring manual - *America Reads/Miami Reads Tutoring Guide* - was produced by the Dade County Public Schools and is a terrific resource. **Copies are available** by contacting Bob Exley, Assistant to the District President, at (305) 237-7027.

Please tell us about your America Reads program. We would be pleased to share your description via this newsletter and the listserv.

Visit our web site to see if the other colleges and universities in your community are signed on to the America Reads Challenge. If not, recruit them! The Response Form is posted at on our web at: www.ed.gov/inits/americanreads.

THE PRESIDENT'S COALITION FOR THE AMERICA READS CHALLENGE

The *President's Coalition for the America Reads Challenge* was launched to provide private and public organizations the opportunity to support volunteer reading efforts by involving their members in activities that fit with their desire to ensure that every child read well and independently. *President's Coalition* members commit time and resources to building

community coalitions for literacy by supporting existing literacy programs and developing new ones where needed, and by recruiting learning partners to work on reading with America's young children from birth through third grade.

And, please remember, your institution is automatically considered a member of the *President's Coalition* because of your participation in the FWS program of the America Reads Challenge.

Here's a look at how some members are creating partnerships to help families and communities meet the goal of the America Reads Challenge:

The **American Booksellers Association** has partnered with **Scholastic, Inc.** and the Association of Booksellers for Children to distribute some 100,000 free copies of Rosemary Wells' new book *Read to Your Bunny*. The project is designed to encourage parents to read to their very young children. Participating bookstores will distribute the books to parents and guardians of young children as part of the Prescription for Reading Partnership, in response to President Clinton's America Reads Challenge. *Read to Your Bunny* is a picture book that demonstrates the simple message that reading to a child is an important part of daily activities. The promotion runs from November 1997 through March 1998.

Scholastic, Inc. has also partnered with the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to produce a poster encouraging parental and community involvement in children's education. Posters have been mailed to all classrooms that subscribe to Scholastic magazine and all bilingual education grantees. A limited supply is available through the National Clearinghouse for Bilingual Education, 1-800-321-NCBE.

Phi Theta Kappa, the International Honor Society of Two-Year Colleges (1,100 campuses and 145,000 honor students), has committed to a two-year service focus on America Reads starting with their annual meeting in the spring of 1998. They will provide members with printed materials that include background information on the America Reads Challenge, a list of terrific ideas for implementing programs at the chapter level, a Q&A sheet about why the Challenge is needed, and a resource list of national organizations and programs.

A complete listing of *President's Coalition* members is available on the America Reads Challenge web site at www.ed.gov/inits/americanreads.

If you'd like information about the *President's Coalition for the America Reads Challenge*, call Ms. Billie Rollins, America Reads Challenge at the U.S. Department of Education at (202) 401-3069.

REMEMBER...

You'll find up-to-date information about the America Reads Challenge plus tutoring materials including *READ*WRITE*NOW!*, *READY*SET*READ*, *JUST ADD KIDS*, the *PARTNERS TUTORING PROGRAM GUIDE*, and two publications in Spanish, *ACTIVIDADES PARA DIVERTIRSE LEYENDO Y ESCRIBIENDO* for children age birth through grade 6, and *JUGANDO CON PAPEL* for children 5 and under, on the U.S. Department of Education's site.

For additional information about the America Reads Challenge...

The **America Reads Listserv** is a forum for interested parties to discuss questions and best practices regarding America Reads programs. A listserv is a mailing list of people who communicate about a common interest through Internet e-mail. The America Reads Listserv was created for colleges, universities, students, experts and practitioners in the field of literacy to share best practices, publications, curriculum, ideas on how to mobilize for this effort, federal work-study and financial aid issues, etc.

To subscribe:

Address an e-mail to: majordomo@etr-associates.org

Type (in the body): subscribe americareads

The **America Reads Web Site** contains an overview of the Challenge, how to get involved, questions and answers, legislative update, research, examples of tutoring and parent involvement programs, READY*SET*READ and Read*Write*Now! publications, and Federal Work-Study information. <http://www.ed.gov/inits/americareads/>

Carol H. Rasco
Senior Advisor to the Secretary
Director, America Reads Challenge
U.S. Department of Education
600 Independence Avenue, S.W.,
Room 6100
Washington, D.C. 20202
(202) 401.8888
(202) 401.0596 (fax)
carol_rasco@ed.gov

Marilyn Smith
Director, Learn & Serve America
Corporation for National Service
1201 New York Avenue, N.W., 8th Floor
Washington, D.C. 20525
202.606.5000x209
202.565.2781 (fax)
msmith@cns.gov

Dr. Marsha Adler
Director, America Reads-Higher
Education
Office of the President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338.6879
(415) 338. 6885 (fax)
mnadler@sfsu.edu

Ed McDermott
Associate Director
Office of Student Financial Services
Georgetown University
Washington, DC 20057-1252
(202) 687-4547
mcdermoe@gunet.georgetown.edu



*America Reads /
General*

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

TO: America Reads Institutions

FR: Carol H. Rasco *CHR*
Senior Advisor to the Secretary
Director, America Reads Challenge

RE: America Reads Challenge Update

DA: August 27, 1997

Thank you again for your commitment to the America Reads Challenge! On behalf of the U.S. Department of Education, the Corporation for National Service and San Francisco State University, we are happy to update you on the America Reads Challenge progress to date. We plan on sending monthly updates to keep you informed and hope you won't hesitate to contact our offices if we can be of further assistance.

UPDATES VIA EMAIL

Beginning in September, we plan to send updates to all the schools which have taken the Challenge. In order to make sure this information is timely, we want to send these updates to the appropriate person and electronically or via fax. Please email your email address and fax number to mnadler@diana.sfsu.edu (Marsha Adler at SFSU) or fax your email address and fax number to her at (415) 338.6885. Thank you!

COLLEGES WHICH HAVE TAKEN THE CHALLENGE!

We are pleased that as of today, over 700 colleges from all 50 states have taken the Challenge! For an updated listing of the colleges signed on, as well as updated information on the Challenge, please visit the America Reads Challenge WEB site at www.ed.gov/inits/americanreads. Please encourage other colleges in your state who have not taken the Challenge to sign on! Remember, an institution doesn't have to commit 50% of the Federal Work-Study (FWS) increase to be considered an America Reads Challenge institution, and the waiver of the 25% FWS match applies to ALL students who are tutoring pre-K and elementary school children to read.

TRAINING AND TECHNICAL ASSISTANCE WORKSHOPS

In late July and early August, the America Reads Challenge conducted four Training and Technical Assistance workshops. The workshops were held in different regions of the country (San Francisco State University, Chicago State University, the University of Pennsylvania and the University of North Carolina at Chapel Hill). Representatives of all America Reads institutions were invited to attend the training, and an open invitation was placed on the America Reads related list servers and WEB sites. Nearly 350 individuals from over 200 colleges and universities participated in the free, day-long workshops that concentrated primarily on tutor training and support and program management using Federal Work-Study funds.

Portions of the workshops were conducted by representatives of three of the most prominent literacy organizations: Literacy Volunteers of America (LVA) , Laubach Literacy Action (LLA), and the Student Coalition for Action in Literacy Education (SCALE). Federal Work-Study sessions were conducted by Edward McDermott, Associate Director of Financial Aid at Georgetown University and co-author of the publication, "Expanding Federal Work-Study and Community Service Opportunities." Other presenters included officials from the U.S. Department of Education (DoED), San Francisco State University (SFSU), the Corporation for National Service (CNS) and local leaders of America Reads and community service programs.

The workshop agenda varied slightly at the different sites, depending on the needs, interests and backgrounds of the participants. All of the workshops consisted of the following elements:

- Welcome from the host institutions
- Background on the America Reads Challenge
- Federal Work-Study issues
- Planning and management of literacy projects
- Tutor training and support
- Examples of model programs
- Resources, including publications and publication lists

In addition to topics covered in plenary sessions, attendees were able to choose among several smaller group workshops for more in-depth discussions and training.

Participants received binders with extensive background material, resource guides, directories and other publications from DoED, CNS, and the literacy organizations and higher education institutions mentioned above. Materials from the workshops are available on the various WEB sites: DoED: www.ed.gov/inits/americanreads; CNS: www.cns.gov; LLA: www.laubach.org; LVA: archon.educ.kent.edu/LVA; and SCALE: www.unc.edu/depts/scale

The Pennsylvania workshop was videotaped, and we are in the process of editing this 8 hour workshop into less than 4 hours. Details on the cost and ordering of the tape will be in the next update and will also be posted on our related WEB sites.

PRESIDENT'S COALITION FOR THE CHALLENGE

In late July, representatives from business, religious, community, literacy, youth-serving and education organizations were invited to attend a meeting in Washington to learn about the President's Coalition for the America Reads Challenge. The goal was to begin a formal process wherein organizations would sign on to support the America Reads Challenge. Those who decided to join the Coalition agreed to commit time and resources to building community coalitions for literacy by supporting existing literacy programs and developing new ones where needed. They will also recruit learning partners to work on reading with America's young children from birth through third grade.

I am pleased to inform you that your institution is automatically considered a member of the President's Coalition because of your participation in the FWS program of the America Reads Challenge. And, due to your membership in the Coalition, you will now be able to share information about your work with large organizations who can support your efforts on the local level. President Robert Corrigan of San Francisco State University attended this first meeting to represent college and university programs. We will provide you additional information about the President's Coalition as it becomes available.

AMERICA READS LOGO

Many America Reads Challenge colleges have asked if there is an official America Reads logo. While we encourage each institution to develop its own "look," our office has developed a simple logo that is available for your use and is posted on the America Reads WEB page at www.ed.gov/inits/americanreads. All the color separation issues and other printing information is on this WEB page, and you can download the logo for all your printing needs. However, if you need additional copies, please contact our office at the address below or call 202.401.8888 and a copy will be sent to you.

RESOURCES AVAILABLE

There is currently a wealth of useful information on the Internet. The attached pages contain helpful sites. This list is by no means comprehensive or even an attempt at picking "the best". It is simply some of many available resources through the Internet. The sites range from places to look for lesson plans to places to find children's book reviews.

SUGGESTIONS

We are always interested in your thoughts as to how to improve the Federal Work-Study program, and we are interested in any suggestions you may have. While we strongly encourage communication between schools (see attached information on the America Reads listserv), I am also happy to receive any suggestions or comments you may have. Please feel free to write me directly at: Carol H. Rasco, Senior Advisor to the Secretary and Director, America Reads Challenge, 600 Independence Avenue, S.W., Washington, D.C. 20202; phone (202) 401.8888 or fax 202.401.0596.

Again, thank you for your support of the America Reads Challenge! We look forward to working with you to ensure that all children learn to read well and independently by the end of third grade.

Attachment

RESOURCES AVAILABLE

The **America Reads Listserv** is a forum for interested parties to discuss questions and best practices regarding America Reads programs. A listserv is a mailing list of people who communicate about a common interest through Internet e-mail. The America Reads Listserv was created for colleges, universities, students, experts and practitioners in the field of literacy to share best practices, publications, curriculum, ideas on how to mobilize for this effort, federal work-study and financial aid issues, etc.

To subscribe:

Address an e-mail to: majordomo@etr-associates.org

Type (in the body): `subscribe americareads`

The **America Reads Web Site** contains an overview of the Challenge, how to get involved, questions and answers, legislative update, research, examples of tutoring and parent involvement programs, **READY*SET*READ** and **Read*Write*Now!** publications, and Federal Work-Study information. <http://www.ed.gov/inits/americareads/>

Carol H. Rasco
Senior Advisor to the Secretary
Director, America Reads Challenge
U.S. Department of Education
600 Independence Avenue, S.W., Rm 6100
Washington, D.C. 20202
(202) 401.8888
(202) 401.0596 (fax)
carol_rasco@ed.gov

Marilyn Smith
Director, Learn & Serve America
Corporation for National Service
1201 New York Avenue, N.W., 8th Floor
Washington, D.C. 20525
202.606.5000x209
202.565.2781 (fax)
msmith@cns.gov

Dr. Marsha Adler
Director America Reads -Higher Education
Office of the President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338.6879
(415) 338. 6885 (fax)
mnadler@sfsu.edu

Ed McDermott
Associate Director
Office of Student Financial Services
Georgetown University
Washington, DC 20057-1252
(202) 687-4547
mcdermoe@gunet.georgetown.edu

There is currently a wealth of useful information on the Internet. The attached pages contain helpful sites. This list is by no means comprehensive or even an attempt at picking "the best". It is simply some of many available resources through the Internet. The sites range from places to look for lesson plans to places to find children's book reviews. Good luck and happy surfing....

U.S. Department of Education Resources

1. CB-97-12 - Questions and Answers

Mailed to financial aid offices in July, this "Dear Colleague" letter is in a Q & A format. It focuses on Federal Work-Study (FWS) with a section specifically on community service. It can be found on the America Reads Web Site or at the following web address:

<http://www.ed.gov/offices/OPE/announce/dcl/1997/cb-97-12.html>

2. Expanding Federal Work-Study and Community Service Opportunities

This publication was mailed in May to all colleges with an FWS allocation. It is an extensive review of why and how you can expand your community service program through FWS, as well as examples of programs at about 20 institutions. Appendix 5 contains questions and answers on the Job Location and Development (JLD) program.

Hard copies can be obtained by calling 1-800-4FEDAID. It is also on the America Reads Web Site or at the following web address:

<http://www.ed.gov/offices/OPE/pubs/WorkStudy/index.html>

3. 97-98 Federal Student Financial Aid Handbook

Mailed in July to financial aid offices, Chapter 7 covers the FWS program. Section 4 has several pages dedicated to defining community service positions.

Corporation for National Service Resources

The Corporation for National Service (CNS) provides a broad range of community service opportunities to Americans of all ages and backgrounds.

1. For information about AmeriCorps (including VISTA) and Learn and Serve America, please visit the CNS Web Site:

<http://www.cns.gov>

2. The Service-Learning List

The Service-Learning List is open to anyone with an interest in service-learning. Over 700 people discuss program issues, make requests for specific information regarding service-learning, and provide general announcements. The Service-Learning List is run by the University of Colorado and is not formally connected to the Corporation for National Service.

Address an e-mail to: listproc@csf.colorado.edu

Type (in the body): sub service-learning (your name)

Other Resources

1. National Student Employment Association (NSEA) - 202.862.8514 or fax to 202.862.9814
2. STUDEMP

This listserv focuses on student employment issues, including FWS and community service. You can subscribe by sending a message to listserv@listserv.Arizona.edu. In the body of the message type:

subscribe STUDEMP <firstname> <lastname>

To review discussion logs:

<http://listserv.arizona.edu/lsv/logs.html>

3. National Society for Experiential Education (NSEE)

<http://www.tripod.com/nsee/>

NSEE also has a useful publication list at <http://www.tripod.com/nsee/publications.html>

4. National Association of Student Financial Aid Administrators

<http://www.nasfaa.org>

Helpful Web Sites:

Tutor Training Materials:

Bank Street College

<http://www.bnkst.edu/americanreads/americanreads.html>

Training materials have been added to the Bank Street College web site. "Responding to the America Reads Challenge" provides a host of information on working with young children on developing literacy skills. Includes sample activities for tutors to structure their work.

Working With Urban and Minority Families:

Urban/Minority Families

<http://eric-web.tc.columbia.edu/families>

This site provides resources on meeting the educational needs of children in urban living environments. Includes guest publications about issues important to urban and minority families, guides of Internet resources about issues affecting urban families, reviews of educational publications about urban families, short articles for parents about their children's schooling and for educators about working with parents.

College Students in Literacy Education:

Student Coalition for Action in Literacy Education (SCALE)

<http://www.unc.edu/depts/scale>

SCALE is a national organization that mobilizes college students to address the literacy needs of this country through partnership with community agencies, service organizations, new readers, students, faculty and administrators. This site includes an outline of programs, membership information, legislation information, campus profiles etc.

Resources from National Literacy Organizations:

American Library Association

<http://www.ala.org/alsc>

The American Library Association's home page for the Association for Library Service to children. Includes resources for librarians, resources for teachers, resources for parents, sites for kids, and links to other sites.

Reading is Fundamental

<http://www.si.edu/rif>

Includes information on RIF, current program statistics, publications for parents, how to start a RIF program.

Adult Literacy Training:

Literacy Volunteers of America (LVA)

<http://archon.educ.kent.edu/LVA/>

Trains tutors to teach adults to read through more than 200 affiliates. Includes curriculum materials and programming ideas for adult literacy.

Children's Literature:

Children's Literature

<http://www.parentspace.com/readroom/childnew/index.html>

This site is designed to enhance children's literacy by helping adults find the best children's books available. They look through more than 5,000 new children's books published each year to find the very best to review in their newsletter. Additionally, they review electronic books and multimedia and profile prominent authors and illustrators.

Students with Learning Disabilities

Learning to Read -- Reading to Learn

Helping Children with Learning Disabilities to Succeed

<http://www.ericfac@inet.ed.gov>

This site and available materials by the U.S. Department of Education Office of Special Education and Rehabilitative Service, Office of Special Education Programs include tips for teachers, tips for parents, principles for learning to read, and a comprehensive resource guide.

Funding Opportunities:

At-a-Glance Guide to Grants

<http://www.sai.com/adjunct/nafggrant.html>

Provides an overview of some grants-related Web pages; provides list of direct links to Web pages for funding agencies, foundations, and organizations, databases of funding opportunities, e-mail and listserv lists, indices of grants-related sites, sources for agency forms and templates, and grant tutorials.

Links to Other Education Related Materials:

EdCentral

<http://www.edcentral.com/menu>

Resource information organized in a one-stop, easy-to-use menu. Includes updates on products, conferences, and grants; magazines, journals, and newsletters; and consultants, speakers, and trainers. This site has links to a National listing of State Education Agencies, National Clearinghouse for Bilingual Education, and the National Association for the Education of Young Children.

ERIC Clearinghouse on Reading, English, and Communications

http://www.indiana.edu/~eric_rec/

A clearinghouse maintained by Indiana University, it provides access to listservs, links to other clearinghouses, and educational materials including lesson plans. Includes ideas on using children's books to improve reading and access to parent's brochures.

**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
LEGISLATIVE AFFAIRS**

*Includes CNS/
American
Reels*

PHONE: 395-4790 / FAX: 395-3729

TO: EOP Internal Distribution List

DATE:

9/25

SUBJECT: FY 1998 Appropriations Letter from
Franklin D. Raines, Director

PAGES:

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*VA/HUD Conference
Letter*



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

September 25, 1997

THE DIRECTOR

The Honorable Bob Livingston
Chairman
Committee on Appropriations
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

The purpose of this letter is to provide the Administration's views on H.R. 2158, the Departments of Veterans Affairs and Housing and Urban Development, and Independent Agencies Appropriations Bill, FY 1998, as passed by the House and by the Senate. As the conferees develop a final version of the bill, your consideration of the Administration's views would be appreciated.

As discussed below, the Administration will seek restoration of certain of the reductions in the House and Senate bills below the President's request. We recognize that it will not be possible in all cases to attain the Administration's full request and will work with the conferees toward achieving acceptable funding levels. We also note that in a number of accounts, funding levels exceed requests in the FY 1998 Budget. The Administration is committed to working with the conferees to identify reductions in the bill in order to find offsets for the restoration of funds that the Administration seeks. We urge the conferees to reduce funding for lower priority programs, or for programs that would be adequately funded at the requested level, and to redirect funding to programs of higher priority.

Both the House- and Senate-passed versions of the bill include requested funding for many of the Administration's priorities. We appreciate congressional efforts to fully fund many of the Administration's high priority requests. Regrettably, there are a number of specific provisions of the Bipartisan Budget Agreement (BBA) that are not reflected in either the House- and Senate-passed version of the bill. In particular, the Administration is deeply concerned about the severe reductions in the House-passed bill for the Corporation for National and Community Service and the Environmental Protection Agency's (EPA) Hazardous Substance Superfund program, which we believe to be inconsistent with the BBA. Furthermore, contrary to the BBA, the Senate-passed bill includes a significant reduction in funding for EPA's operating programs and does not fund the Community Development Financial Institutions Fund (CDFI). We are concerned that several of these and other priority issues discussed below, such as funding and restrictive language for the Council on Environmental Quality, are not being resolved in a satisfactory manner.

To date, the Administration has been working with the Appropriations Committees to include items contained in the Bipartisan Budget Agreement in the FY 1998 appropriations bills, and to resolve other priority issues, in the hope that these issues could be worked out. If these issues are not resolved satisfactorily, the President's senior advisers would recommend that he veto the bill.

Corporation for National and Community Service

The Administration is deeply concerned about the level of funding for the Corporation for National and Community Service provided in the House and Senate versions of the bill. The House bill would severely reduce funding for the Corporation to \$202 million, a reduction of \$200 million, or 50 percent, from the FY 1997 enacted level and \$347 million, or 63 percent, below the request. The Senate bill would reduce funding by \$126 million or 23 percent, below the request. While the Administration appreciates the efforts made in the Senate to restore funding, the reductions made by both the House and Senate pose a serious threat to the President's America Reads Challenge, the national literacy campaign to ensure that every child can read well and independently by the third grade. This is one of the Administration's highest priorities. The BBA specifically calls for funding a literacy program "with the goals and the concepts of the President's America Reads program." Without the requested funding, the Corporation would not be able to finance 11,000 Americorps tutor coordinators to help recruit, organize, and manage volunteer tutors for the America Reads Challenge. The Administration strongly urges the conferees to fully fund the Corporation for National and Community Service at the requested level of \$549 million and to adopt the appropriation language included in the President's FY 1998 Budget.

Environmental Protection Agency

The Administration appreciates the continued efforts of both the House and the Senate to keep the bill relatively free from contentious legislative riders. However, the Administration strongly objects to the overall reduction to the President's request for the Environmental Protection Agency (EPA) of \$413 million in the House-passed bill and \$669 million, in the Senate-passed bill. Reductions of this magnitude would significantly limit key activities and fail to meet the funding levels assumed in the BBA.

The Administration strongly objects to reductions made by the House and Senate to the President's request for Superfund. It is especially troubling that the House and the Senate have failed to fund this program at the level anticipated in the BBA. These funds are urgently needed to eliminate the backlog of Superfund cleanups and to double the pace of cleanups over the next four years. These initiatives will improve the quality of life for more than 27 million Americans, including over four million children, who live within four miles of a Superfund site. We urge the conferees to fully fund the President's request for Superfund, consistent with the BBA.

In addition, the Senate's reduction of \$213 million to the President's \$3.4 billion request for EPA's operating programs is a violation of the BBA that could severely impair the Agency's ability to protect the environment adequately. The Administration is troubled that both the House and the Senate have reduced funding for key Administration priorities while funding numerous unrequested and unauthorized projects. In particular, the Administration strongly opposes the roughly 40 percent reduction to the President's request for the Climate Change Action Plan. These voluntary programs represent a cost-effective method of achieving reductions in

greenhouse gases that are needed to fulfill current U.S. treaty commitments. The Administration also urges the conferees to restore funding for the President's commitment to the public's right-to-know made in Kalamazoo, Michigan, which will make more environmental data available to the public in 75 major cities; the Montreal Protocol program, which works to prevent depletion of the ozone layer; finishing construction of the Research Triangle Park laboratory, which will replace several antiquated facilities; and, the innovative Global Learning and Observations to Benefit the Environment (GLOBE) program.

In addition, the Administration urges the conferees to restore the President's request of \$100 million for Boston Harbor to help improve water quality and reduce the number of beach closings. This funding would continue to fulfill a bipartisan Federal commitment to Boston Harbor because of its special needs and high user charges.

The Administration strongly opposes the Senate's \$4 million reduction to EPA's budget to fund the Chemical Safety and Hazard Investigation Board, and continues to support the EPA/OSHA Joint Accident Investigation Program to investigate chemical accidents and to recommend action for their further prevention. The EPA/OSHA program has successfully investigated numerous accidents, disseminated alerts to industry, and prompted OSHA to consider changing its process safety rule. The EPA/OSHA program has also produced an independently reviewed accident report and has more reports pending release. Rather than creating a duplicative agency, the Administration supports the EPA/OSHA program, which combines and improves upon existing agency efforts, as the most effective strategy to prevent accidents.

Community Development Financial Institutions Fund (CDFI)

The Administration objects to the Senate's decision not to fund the CDFI Fund. The BBA clearly indicates that funding for CDFI will be at the level projected in the President's FY 1998 Budget. The CDFI Fund has a demonstrated record of success. In the first round of the CDFI Program, the Fund awarded \$37.2 million in loans, equity investments, grants, and technical assistance to 31 CDFIs serving 46 States and the District of Columbia. These investments have already leveraged more than \$50 million in non-Federal matches and, over the long term, are estimated to leverage 10 to 20 times the amount awarded. Furthermore, under the Bank Enterprise Award Program, the CDFI Fund has awarded \$13.1 million to 38 banks and thrifts. These awards have encouraged \$126 million in support for CDFIs and direct lending and financial services in distressed neighborhoods. We strongly urge the conferees to fund CDFI at the requested level of \$125 million, as agreed upon in the BBA, and as funded by the House-passed bill.

Council on Environmental Quality

The Administration strongly urges the Congress to restore the House and Senate reductions to the request for the Council on Environmental Quality (CEQ) and to remove

objectionable Senate language that is unduly restrictive and contrary to historical practice. These actions would severely affect CEQ's ability to perform its statutory obligations under the National Environmental Policy Act (NEPA) and, consequently, would cripple its ongoing effort to reinvent NEPA, a project designed to improve decision-making and raise efficiency in the performance of NEPA reviews. The results of the NEPA reinvention will reduce costs, time delays, and paperwork, to the benefit of the general public. We also urge the Congress to include the requested bill language concerning the number of CEQ council members.

Department of Housing and Urban Development

The overall level of funding provided by both the House and Senate versions of the bill for the Department of Housing and Urban Development (HUD) is generally consistent with the Administration's request. However, both the House and the Senate have failed to provide adequate funding for a number of Presidential initiatives, including Brownfields Redevelopment, Empowerment Zones, Bridges to Work reverse commuting, housing certificates, and regional opportunity counseling to help families make the transition from welfare to work. Neither the House nor the Senate bill fully funds the Administration's request for the Fair Housing Initiatives Program (FHIP) (the Senate bill would reduce program funding below the FY 1997 level); FHIP is essential to ensuring that Americans are free from discrimination in the rental and sales markets. The Administration urges the conferees to provide funding for these initiatives at the President's requested levels.

The Administration understands that language may be added to the Statement of Managers directing the Department of Housing and Urban Development to provide the Committee with information related to the Department's Management 2020 reform plan. We are seriously concerned, however, that the language not be crafted in a way that delays or hinders the prompt implementation of a management reform plan that will improve the Department's ability to deliver services and reduce the cost of HUD programs. The Administration is committed to providing requested information in a timely fashion.

Funding for both Empowerment Zones and for Brownfields Redevelopment is necessary to complement recent tax legislation supporting these initiatives. The Taxpayer Relief Act of 1997, creates 22 additional Empowerment Zones and provides several tax incentives to promote job creation and economic opportunities in these areas. The Administration strongly urges the Congress to provide the full amount requested to promote job creation, economic opportunities, and revitalization of these distressed neighborhoods in America's urban centers. The Brownfields Tax Incentive was also enacted in the recent tax legislation. The requested appropriation of \$25 million is essential to complete this initiative to clean up and rehabilitate these urban areas. Finally, the Senate-passed bill substantially underfunds, and the House-passed bill provides no funding, for the new second round of Empowerment Zones enacted in the Taxpayer Relief Act of 1997.

The Administration believes that it is vital to include language — mark-to-market provisions — to address comprehensively the problems of the over-subsidized, but Federally insured housing portfolio. At the same time, however, the Administration remains concerned about provisions in the Senate-passed bill. These concerns include the form of the subsidy after contracts are restructured and the flexibility for HUD to designate appropriate entities to restructure these contracts. We want to work with the conferees to satisfy these concerns. By addressing mark-to-market now, Congress can produce savings that will allow funding of other priority initiatives. Failing to act this year would mean continuing excessive landlord subsidies for another year and sacrificing an opportunity to achieve savings that will never be recouped.

The Administration urges the conferees to strike the three-month delay in reissuing housing vouchers included in both versions of the bill. This provision would reduce the number of families assisted. The Administration objects to the list of specific, local earmarked projects in the Senate-passed bill for the Economic Development Initiative (EDI) program. We believe that this list betrays the fundamental intention of EDI to support economic transitions and job creation. We look forward to working with the conferees to maximize the level of funds awarded to projects based on a consideration of merits.

The Administration also seeks restoration of requested funding for HUD Salaries and Expenses. The proposed Senate reduction of \$51 million would significantly hinder HUD's ability to implement critical phases of its management reform and restructuring plan.

The Administration strongly supports the provisions in the Senate-passed bill to extend temporary reform in the public housing and tenant-based Section 8 programs beyond their September 30, 1997, expiration. The Administration will continue to work with Congress to enact comprehensive public housing and Section 8 reform legislation as promptly as possible. However, extension of these provisions is needed to avoid substantial disruption while Congress completes its legislative action.

The Administration objects to the Senate's reduction to the request for the Office of Federal Housing Oversight (OFHEO). OFHEO provides crucial taxpayer protection through its financial supervision of Fannie Mae and Freddie Mac. We urge the conferees to adopt the requested funding level, as provided in the House-passed bill.

Department of Veterans Affairs

The Administration appreciates the responsiveness of the House and Senate to several of the President's key initiatives for the Department of Veterans Affairs (VA), especially the requested user fee proposal. Still, three key areas of concern remain:

- Construction in northern California. The Administration prefers the language of the Senate bill with regard to construction projects in northern California. The Senate version provides the flexibility necessary to establish the best array of health care

facilities needed to serve veterans throughout this area. Further, the Senate language would allow VA to use recommendations from the congressionally-mandated report to plan projects that comprise the most comprehensive and appropriate network of health care delivery in northern California.

- Veterans Equitable Resource Allocation (VERA). The Administration appreciates the Senate's strong support of VERA. We recommend, therefore, eliminating House Report language that would direct VA to shift funds among its 22 health care networks. Under VERA, VA allocates funds based upon the relative needs of each health care network in order to address funding inequities and fulfill the congressional mandate set forth in Public Law 104-204.
- Medical Exam Reimbursements. The Administration urges the conferees to adopt the House language with regard to medical exam reimbursements. The House language would grant authority and provide related funding for the Veterans Benefits Administration to reimburse the Veterans Health Administration for medical examinations conducted in support of veterans' disability compensation claims. We believe that the establishment of a customer and service provider relationship between the two bureaus will improve the quality of medical exams, speed claims processing, reduce appeals and remands, and enhance service to veterans.

National Aeronautics and Space Administration

We appreciate congressional efforts to fully fund the President's request for the National Aeronautics and Space Administration (NASA). The Administration suggests that the conferees adopt House language concerning the \$150 million in transfer authority for the International Space Station. The Administration will oversee the implementation of this transfer authority to ensure that it does not have adverse effects on other priority NASA programs. We also support the House funding for Russian Program Assurance, provided that such funding can be accomplished while also funding other Administration priorities identified in this letter.

The Administration supports funding for the National Science Foundation's participation in the Next Generation Internet (NGI) initiative, with the understanding that the additional funding is to be applied to university participation in the NGI, and to provide for connection of schools in rural areas where costs are relatively high.

Federal Emergency Management Agency

The Administration appreciates congressional efforts to support the President's proposal for a new pre-disaster mitigation program. However, we are concerned about the \$45 million, or 90-percent, reduction to the request in the Senate version of the bill and urge the conferees to

provide the House level of funding, to the extent possible. Pre-disaster mitigation is important in reducing disaster damage, saving disaster relief expenditures, and preventing loss of life.

Consumer Product Safety Commission

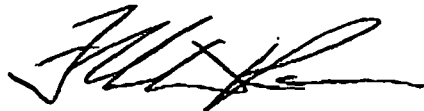
The House funding level for the Consumer Product Safety Commission is \$1 million below the President's request of \$45 million. The Administration urges the conferees to accept the Senate funding level and fully fund the agency's efforts to protect the public against unreasonable risk of injury or death from unsafe consumer products.

Office of Consumer Affairs

The Administration opposes the termination of the Office of Consumer Affairs (OCA) proposed by both the House and the Senate. This agency represents consumer needs and viewpoints across the Federal Government by coordinating Federal consumer policy and providing information to consumers through a help-line and educational materials. The Administration recommends that the conferees restore requested funding for OCA and OCA's authority to accept and expend donated funds.

We look forward to working with the Committee to address our mutual concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Franklin D. Raines', with a stylized flourish at the end.

Franklin D. Raines
Director

Identical Letter Sent to The Honorable Bob Livingston,
The Honorable David R. Obey, The Honorable Jerry Lewis,
The Honorable Louis Stokes, The Honorable Ted Stevens,
The Honorable Robert C. Byrd, The Honorable Christopher S. Bond,
and The Honorable Barbara Mikulski