

Reading Leg
Goodly Draft Bill
H.L.C.
9/29

[STAFF DISCUSSION DRAFT]

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 partici-
21 pating in special education due to reading problems.

22 **“SEC. 15102. DEFINITIONS.**

23 “For purposes of this title:

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

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

3 “(2) ELIGIBLE PROFESSIONAL DEVELOPMENT
4 PROVIDER.—The term ‘eligible professional develop-
5 ment provider’ means a person who provides profes-
6 sional development in reading instruction to teachers
7 based on reliable, replicable research on reading.

8 “(3) FAMILY LITERACY SERVICES.—The term
9 ‘family literacy services’ means services provided to
10 participants on a voluntary basis that are of suffi-
11 cient intensity in terms of hours, and of sufficient
12 duration, to make sustainable changes in a family
13 (such as eliminating or reducing welfare depend-
14 ency) and that integrate all of the following activi-
15 ties:

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

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

20 “(C) Parent literacy training that leads to
21 economic self-sufficiency.

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

24 “(4) READING.—The term ‘reading’ means—

1 “(A) the process of comprehending the
2 meaning of written text by—

3 “(i) using the knowledge of the rela-
4 tionships between letters and sounds to ac-
5 curately and fluently identify printed
6 words, both silently and aloud; and

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

10 “(B) critical thinking about written mate-
11 rials based on understanding the meaning of
12 the text.

13 “(5) READING READINESS.—The term ‘reading
14 readiness’ means skills that—

15 “(A) build vocabulary;

16 “(B) teach the relationships between
17 sounds and the alphabet; and

18 “(C) increase phonemic awareness.

19 “(6) RELIABLE, REPLICABLE RESEARCH.—The
20 term ‘reliable, replicable research’ means prospec-
21 tive, experimental, longitudinal studies that—

22 “(A) include large samples of subjects;

23 “(B) rely on measurements that meet es-
24 tablished standards of reliability and validity;

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

7 “(a) PROGRAM AUTHORIZED.—The Secretary may
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;

1 “(II) 1 or more local educational
2 agencies of the State, including at
3 least one local educational agency that
4 has at least 1 school that is identified
5 for school improvement under section
6 1116(c) in the geographic area served
7 by the agency;

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

11 “(IV) 1 or more eligible research
12 institutions;

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

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

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

24 “(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.

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

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 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 “(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);

1 “(B) how the partnership will assess, on a
2 regular basis, the extent to which the activities
3 undertaken by the partnership and the partner-
4 ship’s subgrantees under this title have been ef-
5 fective in achieving the purposes of this title;

6 “(C) what evaluation instruments the part-
7 nership will use to determine the success of per-
8 sons to whom subgrants under sections 15104
9 and 15105 are made in achieving the purposes
10 of this title;

11 “(D) how subgrants made by the partner-
12 ship under such sections will meet the require-
13 ments of this title, including how the partner-
14 ship will ensure that subgrantees will use prac-
15 tices based on reliable, replicable research on
16 reading; and

17 “(E) how the partnership will, to the ex-
18 tent practicable, make grants to subgrantees in
19 both rural and urban areas;

20 “(5) shall include an assurance that each sub-
21 grantee to whom the partnership makes a subgrant
22 under section 15104—

23 “(A) will carry out family literacy pro-
24 grams based on the Even Start family literacy
25 programs authorized under part B of title I of

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 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 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 National Insti-
24 tute for Literacy, in consultation with the Na-
25 tional Research Council of the National Acad-

1 emy of Sciences, the National Institute of Child
2 Health and Human Development, and the Sec-
3 retary, shall convene a panel to evaluate appli-
4 cations under this section. The panel shall in-
5 clude representatives of the National Institute
6 for Literacy, the National Research Council of
7 the National Academy of Sciences, the National
8 Institute of Child Health and Human Develop-
9 ment, and the Secretary.

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

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

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

25 “(3) DUTIES OF PANEL.—

1 “(A) MODEL APPLICATION FORMS.—The
2 peer review panel shall develop a model applica-
3 tion form for reading and literacy partnerships
4 desiring to apply for a grant under this section.

5 “(B) SELECTION OF APPLICATIONS.—

6 “(i) RECOMMENDATIONS OF PANEL.—

7 “(I) IN GENERAL.—The Sec-
8 retary shall receive grant applications
9 from reading and literacy partnerships
10 under this section and shall provide
11 the applications to the peer review
12 panel for evaluation. With respect to
13 each application, the peer review panel
14 shall either initially recommend the
15 application for funding, or disapprove
16 the application.

17 “(II) PRIORITY.—In recommend-
18 ing applications to the Secretary, the
19 panel shall give priority to applica-
20 tions from States that have modified,
21 are modifying, or plan to modify,
22 State teacher certification in the area
23 of reading to reflect reliable, replicable
24 research, except that nothing in this
25 Act shall be construed to establish a

1 national system of teacher certifi-
2 cation.

3 “(III) RANKING OF APPLICA-
4 TIONS.—With respect to each applica-
5 tion recommended for funding, the
6 panel shall assign the application a
7 rank, relative to other recommended
8 applications, based on the priority de-
9 scribed in subclause (II), the extent to
10 which the application furthers the
11 purposes of this part, and the overall
12 quality of the application.

13 “(IV) RECOMMENDATION OF
14 AMOUNT.—With respect to each appli-
15 cation recommended for funding, the
16 panel shall make a recommendation to
17 the Secretary with respect to the
18 amount of the grant that should be
19 made.

20 “(ii) SECRETARIAL SELECTION.—

21 “(I) IN GENERAL.—Subject to
22 clause (iii), the Secretary shall deter-
23 mine which applications recommended
24 by the peer review panel under clause
25 (i) shall receive funding and may

1 make a grant, in an amount deter-
2 mined appropriate by the Secretary,
3 to any reading and literacy partner-
4 ship whose application has been rec-
5 ommended by the peer review panel.
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) EFFECT OF RANKING BY
13 PANEL.—In making grants under this
14 section, the Secretary shall select ap-
15 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 such order is
20 appropriate.

21 “(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

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
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.

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).

1 “(c) APPLICATIONS.—A person who desires to receive
2 a subgrant under this section shall submit an application
3 to the 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—

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;

1 “(4) shall provide an assurance that the appli-
2 cant will use, in connection with such implementa-
3 tion and improvement efforts, all funds made avail-
4 able to the applicant (or, in the case of an applicant
5 that is a local educational agency, all funds made
6 available to schools selected by the applicant under
7 subsection (a)(2)) for professional development, pa-
8 rental involvement activities, program improvement,
9 and technical assistance, and allocated for the area
10 of reading for grades kindergarten through 6, under
11 title I of this Act, the Individuals with Disabilities
12 Education Act, and any other law providing Federal
13 financial assistance for professional development for
14 teachers of such grades, except that such assurance
15 shall not be required to include funds made available
16 under part B of title I of this Act unless the appli-
17 cant has established a contractual association in ac-
18 cordance with subsection (d)(1)(B) with an eligible
19 entity under such part B;

20 “(5) shall describe the amount and nature of
21 funds from any other public or private sources, in-
22 cluding funds received under this Act and the Indi-
23 viduals with Disabilities Education Act, that will be
24 combined with funds received under the subgrant;

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 programs authorized under part B of title I of
6 this Act to enable parents to be their child’s
7 first and most important teacher, and making
8 payments for the receipt of technical assistance
9 for the development of such programs;

10 “(B) will carry out programs to assist
11 those kindergarten students who are not ready
12 to transition to 1st grade, particularly students
13 experiencing difficulty with reading skills;

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

18 “(D) will carry out professional develop-
19 ment for the classroom teacher on the teaching
20 of reading based on reliable, replicable research
21 on reading; and

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

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 “(1) 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 “(e) USE OF FUNDS.—

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

1 tion may use the subgrant funds to carry out activi-
2 ties described in the subgrant application, including
3 the following:

4 “(A) Making reasonable payments for
5 technical and other assistance to a person re-
6 sponsible for the development of a model of
7 reading instruction, or a person with experience
8 or expertise about such model and its imple-
9 mentation, who has agreed to work with the re-
10 cipient in connection with the implementation of
11 the model.

12 “(B) Carrying out a contractual agreement
13 described in subsection (d).

14 “(C) Professional development (including
15 training of volunteers), purchase of curricular
16 and other supporting materials, and technical
17 assistance.

18 “(D) Providing, on a voluntary basis,
19 training to parents of children enrolled in a
20 school receiving the subgrant or selected under
21 subsection (a)(2) on how to help their children
22 with school work, particularly in the develop-
23 ment of reading skills. Such training may be
24 provided directly by the subgrant recipient, or
25 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-
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 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

26

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

5 “(I) Carrying out the tutorial assistance
6 activities described in section 15105(b) for chil-
7 dren enrolled in a school receiving the subgrant
8 or selected under subsection (a)(2).

9 “(2) LIMITATION ON ADMINISTRATIVE EX-
10 PENSES.—A recipient of a subgrant under this sec-
11 tion may use not more than 3 percent of the
12 subgrant funds for administrative costs.

13 “(f) TRAINING NON-RECIPIENTS.—A recipient of a
14 subgrant under this section may train, on a fee-for-service
15 basis, personnel from schools, or local educational agen-
16 cies, that are not receiving such a subgrant in the instruc-
17 tional practices based on reliable, replicable research on
18 reading used by the recipient. Such a non-recipient school
19 may use funds received under title I of this Act, and other
20 appropriate Federal funds used for reading instruction, to
21 pay for such training, to the extent consistent with the
22 law under which such funds were received.

23 ~~“SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.”~~

24 “(a) IN GENERAL.—

*Tutorial
Assistance
Grants*

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 the
4 following:

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

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

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

1 ance activities described in subsection (b) for chil-
2 dren enrolled in the school.

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 ~~proval of a list of tutorial assistance providers who~~
11 are—

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) a random selection principle; or

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

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

15 **“SEC. 15106. PROGRAM EVALUATION.**

16 “(a) IN GENERAL.—Each reading and literacy part-
17 nership that receives a grant under this title shall reserve
18 not more than 2 percent of such grant funds for the pur-
19 pose of evaluating the success of the partnership’s sub-
20 grantees in meeting the purposes of this title. At a mini-
21 mum, the evaluation shall measure the extent to which
22 students who are the intended beneficiaries of the sub-
23 grants made by the partnership have improved their read-
24 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 “(c) 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
11 funds made available under section 15108(b)(1) to the
12 National Institute for Literacy to 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.

20 “(b) COORDINATION.—In carrying out this section,
21 the National Institute for Literacy—

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-

1 retary, the National Center for Family Literacy, and
2 the Readline Program; and

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.

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).

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.—

1 “(A) ESTABLISHMENT.—To receive a
2 grant under this subsection, a State shall estab-
3 lish a consortium made up of representatives
4 from all State-level programs under the follow-
5 ing laws:

6 “(i) This title.

7 “(ii) The Head Start Act.

8 “(iii) The Adult Education Act.

9 “(iv) Other State preschool programs
10 and programs providing literacy services to
11 adults.

12 “(B) PLAN.—To receive a grant under this
13 subsection, the consortium established by a
14 State shall create a plan to use a portion of the
15 State’s resources, derived from the programs
16 referred to in subparagraph (A), to strengthen
17 and expand family literacy services in such
18 State.

19 “(3) READING INSTRUCTION.—Statewide family
20 literacy initiatives implemented under this subsection
21 shall base reading instruction on reliable, replicable
22 research on reading (as such terms are defined in
23 section 15102).

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

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;

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-

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

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) is amended by adding at the end the
24 following:

1 “(5)(A) Notwithstanding any other provision of this
2 section, the Secretary shall allocate an amount equal to
3 50 percent of the amount by which the amount appro-
4 priated in any fiscal year to carry out this part exceeds
5 \$830,000,000 among eligible institutions described in sub-
6 paragraph (B).

7 “(B) In order to receive an allocation pursuant to
8 subparagraph (A), an eligible institution shall agree—

9 “(i) to use such funds to compensate stu-
10 dents—

11 “(I) employed as a reading tutor for chil-
12 dren who are in preschool through elementary
13 school;

14 “(II) or employed in family literacy
15 projects;

16 “(ii) to give priority, in using such funds, to the
17 employment of students in the provision of tutoring
18 services in schools that—

19 “(I) are identified for school improvement
20 under section 1116(c) of the Elementary and
21 Secondary Education Act of 1965; or

22 “(II) are receiving a subgrant under sec-
23 tion 15104 of the Elementary and Secondary
24 Education Act of 1965 or are selected by a

1 local educational agency under section
2 15104(a)(2) of such Act; and

3 “(iii) to ensure that any student compensated
4 with such funds who is employed in a school receiv-
5 ing a subgrant under section 15104 of the Elemen-
6 tary and Secondary Education Act of 1965, or in a
7 school selected under section 15104(a)(2) of such
8 Act, is trained in the instructional practices based
9 on reliable, replicable research on reading used by
10 the school pursuant to such section 15104.

11 “(C) The Federal share of the compensation of work
12 study students compensated under this paragraph may ex-
13 ceed 75 percent.”.

14 **TITLE IV—REPEALS**

15 **SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION** 16 **PROGRAMS.**

17 (a) ADULT EDUCATION ACT.—The following provi-
18 sions are repealed:

19 (1) BUSINESS, INDUSTRY, LABOR, AND EDU-
20 CATION PARTNERSHIPS FOR WORKPLACE LIT-
21 ERACY.—Section 371 of the Adult Education Act
22 (20 U.S.C. 1211).

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

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

4 (4) ADULT LITERACY VOLUNTEER TRAINING.—
5 Section 382 of the Adult Education Act (20 U.S.C.
6 1213a).

7 (b) CARL D. PERKINS VOCATIONAL AND APPLIED
8 TECHNOLOGY EDUCATION ACT.—The following provisions
9 are repealed:

10 (1) OTHER STATE-ADMINISTERED PRO-
11 GRAMS.—Part B of title II of the Carl D. Perkins
12 Vocational and Applied Technology Education Act
13 (20 U.S.C. 2335 et seq.).

14 (2) STATE ASSISTANCE FOR VOCATIONAL EDU-
15 CATION SUPPORT PROGRAMS BY COMMUNITY-BASED
16 ORGANIZATIONS.—Part A of title III of the Carl D.
17 Perkins Vocational and Applied Technology Edu-
18 cation Act (20 U.S.C. 2351 et seq.).

19 (3) CONSUMER AND HOME MAKING EDU-
20 CATION.—Part B of title III of the Carl D. Perkins
21 Vocational and Applied Technology Education Act
22 (20 U.S.C. 2361 et seq.).

23 (4) COMPREHENSIVE CAREER GUIDANCE AND
24 COUNSELING PROGRAMS.—Part C of title III of the

1 Carl D. Perkins Vocational and Applied Technology
2 Education Act (20 U.S.C. 2381 et seq.).

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

7 (6) SUPPLEMENTARY STATE GRANTS FOR FA-
8 CILITIES AND EQUIPMENT AND OTHER PROGRAM IM-
9 PROVEMENT ACTIVITIES.—Part F of title III of the
10 Carl D. Perkins Vocational and Applied Technology
11 Education Act (20 U.S.C. 2395 et seq.).

12 (7) COMMUNITY EDUCATION EMPLOYMENT
13 CENTERS AND VOCATIONAL EDUCATION LIGHT-
14 HOUSE SCHOOLS.—Part G of title III of the Carl D.
15 Perkins Vocational and Applied Technology Edu-
16 cation Act (20 U.S.C. 2396 et seq.).

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

21 (9) CERTAIN BILINGUAL PROGRAMS.—Sub-
22 sections (b) and (c) of section 441 of the Carl D.
23 Perkins Vocational and Applied Technology Edu-
24 cation Act (20 U.S.C. 2441).

1 (c) COMMUNITY SCHOOL PARTNERSHIPS.—The
2 Community School Partnership Act (contained in part B
3 of title V of the Improving America's Schools Act of 1994
4 (20 U.S.C. 1070 note) is repealed.

5 (d) EDUCATIONAL RESEARCH, DEVELOPMENT, DIS-
6 SEMINATION, AND IMPROVEMENT ACT OF 1994.—Section
7 941(j) of the Educational Research, Development, Dis-
8 semination, and Improvement Act of 1994 (20 U.S.C.
9 6041(j)) is repealed.

10 (e) ELEMENTARY AND SECONDARY EDUCATION ACT
11 OF 1965.—The following provisions are repealed:

12 (1) INNOVATIVE ELEMENTARY SCHOOL TRANSI-
13 TION PROJECTS.—Section 1503 of the Elementary
14 and Secondary Education Act of 1965 (20 U.S.C.
15 6493).

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

19 (3) IMPACT AID PROGRAM.—Section 8006 of
20 the Elementary and Secondary Education Act of
21 1965 (20 U.S.C. 7706) is repealed.

22 (4) SPECIAL PROGRAMS AND PROJECTS TO IM-
23 PROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN
24 CHILDREN.—Subpart 2 of part A of title IX of the

1 Elementary and Secondary Education Act of 1965
2 (20 U.S.C. 7831 et seq.).

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

7 (6) FEDERAL ADMINISTRATION.—Subpart 5 of
8 part A of title IX of the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 7871 et seq.).

10 (7) DEFINITIONS; AUTHORIZATION OF APPRO-
11 PRIATIONS.—

12 (A) DEFINITIONS.—Section 9161 of the
13 Elementary and Secondary Education Act of
14 1965 (20 U.S.C. 7881).

15 (B) AUTHORIZATION OF APPROPRIA-
16 TIONS.—Subsections (b) and (c) of section
17 9162 of the Elementary and Secondary Edu-
18 cation Act of 1965 (20 U.S.C. 7882).

19 (8) DE LUGO TERRITORIAL EDUCATION IM-
20 PROVEMENT PROGRAM.—Part H of title X of the El-
21 elementary and Secondary Education Act of 1965 (20
22 U.S.C. 8221).

23 (9) EXTENDED TIME FOR LEARNING AND
24 LONGER SCHOOL YEAR.—Part L of title X of the El-

1 elementary and Secondary Education Act of 1965 (20
2 U.S.C. 8351).

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

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

9 (g) GOALS 2000: Educate America Act.—Section
10 601(b) of the Goals 2000: Educate America Act (20
11 U.S.C. 5951(b)) is repealed.

12 (h) HIGHER EDUCATION ACT OF 1965.—The follow-
13 ing provisions are repealed:

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

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

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

23 (4) MIDDLE SCHOOL TEACHING DEMONSTRA-
24 TION PROGRAMS.—Subpart 4 of part D of title V of

1 the Higher Education Act of 1965 (20 U.S.C. 1110
2 et seq.).

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

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

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

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

16 (j) REHABILITATION ACT OF 1973.—The following
17 provisions are repealed:

18 (1) CAREER ADVANCEMENT TRAINING CONSOR-
19 TIA.—Subsection (e) of section 302 of such Act (29
20 U.S.C. 771a(e)).

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

1 (3) LOAN GUARANTEES FOR COMMUNITY REHA-
2 BILITATION PROGRAMS.—Section 304 of such Act
3 (29 U.S.C. 773).

4 (4) COMPREHENSIVE REHABILITATION CEN-
5 TERS.—Section 305 of such Act (29 U.S.C. 775).

6 (5)* SPECIAL DEMONSTRATION PROGRAMS.—
7 Subsections (b) and (e) of section 311 of such Act
8 (29 U.S.C. 777a(b) and (e)).

9 (6) READER SERVICES FOR INDIVIDUALS WHO
10 ARE BLIND.—Section 314 of such Act (29 U.S.C.
11 777d).

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

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

18 (9) BUSINESS OPPORTUNITIES FOR INDIVID-
19 UALS WITH DISABILITIES.—Part D of title VI of the
20 Rehabilitation Act of 1973 (29 U.S.C. 795r).

21 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

22 (A) TRANSPORTATION SERVICE GRANTS.—
23 Subsection (a) of section 802 of such Act (29
24 U.S.C. 797a(a)).

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

4 (C) EARLY INTERVENTION DEMONSTRA-
5 TION PROJECTS.—Subsection (c) of section 802
6 of such Act (29 U.S.C. 797a(c)).

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

10 (E) BARRIERS TO SUCCESSFUL REHABILI-
11 TATION OUTCOMES FOR MINORITIES.—Sub-
12 section (e) of section 802 of such Act (29
13 U.S.C. 797a(e)).

14 (F) STUDIES, SPECIAL PROJECTS, AND
15 DEMONSTRATION PROJECTS TO STUDY MAN-
16 AGEMENT AND SERVICE DELIVERY.—Subsection
17 (f) of section 802 of such Act (29 U.S.C.
18 797a(f)).

19 (G) NATIONAL COMMISSION ON REHABILI-
20 TATION SERVICES.—Subsection (h) of section
21 802 of such Act (29 U.S.C. 797a(h)).

22 (H) MODEL PERSONAL ASSISTANCE SERV-
23 ICES SYSTEMS.—Subsection (i) of section 802
24 of such Act (29 U.S.C. 797a(i)).

1 (I) DEMONSTRATION PROJECTS TO UP-
2 GRADE WORKER SKILLS.—Subsection (j) of sec-
3 tion 802 of such Act (29 U.S.C. 797a(j)).

4 (J) MODEL SYSTEMS REGARDING SEVERE
5 DISABILITIES.—Subsection (k) of section 802 of
6 such Act (29 U.S.C. 797a(k)).

7 (11) CERTAIN TRAINING ACTIVITIES.—

8 (A) DISTANCE LEARNING THROUGH TELE-
9 COMMUNICATIONS.—Subsection (a) of section
10 803 of such Act (29 U.S.C. 797b(a)).

11 (B) TRAINING REGARDING IMPARTIAL
12 HEARING OFFICERS.—Subsection (d) of section
13 803 of such Act (29 U.S.C. 797b(d)).

14 (C) RECRUITMENT AND RETENTION OF
15 URBAN PERSONNEL.—Subsection (e) of section
16 803 of such Act (29 U.S.C. 797b(e)).

17 (k) STEWART B. MCKINNEY HOMELESS ASSISTANCE
18 ACT.—Subtitle A of title VII of the Stewart B. McKinney
19 Homeless Assistance Act (42 U.S.C. 11421 et seq.) is re-
20 pealed.

21 (l) TECHNOLOGY-RELATED ASSISTANCE FOR INDIV-
22 IDUALS WITH DISABILITIES ACT OF 1988.—Subtitle B
23 of title II of the Technology-Related Assistance for Indi-
24 viduals With Disabilities Act of 1988 is repealed (29
25 U.S.C. 2241 et seq.).

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

**CHR Talking Points
Meeting with Goodling's Staff
September 24, 1997
10:00 a.m.**

*America Reads/
Legislation
(Goodling Draft
Bill)*

- The draft of Representative Goodling's "Reading Excellence Act" that we received yesterday was a real disappointment and, frankly, an unpleasant surprise. Last week we made a good faith effort to develop a proposal based on the outline you had provided us. We walked out of the meeting feeling like we would be able to work together to develop a solid literacy bill that would address the needs of young children in our country. We had put forth a strong counter-proposal that was a balanced approach to the improvement of in-school reading programs and out-of-school reading efforts. It was based on many of the concepts Representative Goodling had wanted included in the bill: in-service professional development, quality reading research with a strong dissemination piece, and family literacy. *Integrate*
- Instead of thinking about how to move ahead and how to ensure that we get a bill out the door that will help children improve their reading skills by continuing serious bi-partisan discussions, you are playing politics. We were upset to learn that this meeting is not intended to be a continuation of our discussion, but, instead, it is just a briefing on what you intend to do - with or without us. The fact that you have called a meeting with all of the major education organizations this afternoon and have given advanced copies of your "staff discussion" bill to organizations around town does not suggest that you want to work with us.
- As Bob told you in August and as I reiterated last week, the Budget agreement called for \$260 million in funding in FY 1998 to be used for a national children's literacy initiative that was in line with the goals and concepts of the President's America Reads Challenge.
- Representative Goodling's "Reading Excellence Act" does not follow the goals and concepts of the America Reads Challenge.
- The goal of America Reads is to ensure that every child can read well and independently by the end of the third grade. The concept of America Reads is that this goal can be reached through extending the learning time of children through quality tutoring programs that link with quality in-school reading programs. We appreciated your reference to "additional support" in the out-of-school hours under the application requirements for Reading and Literacy Partnerships to assure that subgrantees, "will provide additional support for students in grade 1 through 3 who are experiencing difficulty reading, before school, after school, on weekends, or during the summer," section 15103 (d)(5)(C) and under the Classroom Teacher subgrants 15104 (c)(6)(C). This additional support, however, does not guarantee quality tutoring programs with trained tutors. There is no assurance that these "additional supports" will be linked with and build upon the in-school reading model nor is there a requirement for on-going quality tutor training.

- Additionally, there is no assurance that LEAs and schools will be linked to literacy efforts in the community. While Representative Goodling's bill gives priority to those programs that link with Head Start or community based organizations, it is not a requirement that programs build on or develop community literacy efforts in the out-of-school hours. Community literacy organizations are absent from all levels of your bill: as required members of the Reading and Literacy Partnerships, as required partners with LEAs, as required partners of the local programs. Community literacy efforts are an optional participant in this initiative, not a central player. As stated from the start, we believe that best way to reach children out of school is through family and community literacy efforts. Your bill only addresses one-half of this equation.
- Addressing the tutoring through the Tutorial Assistance Subgrants makes a mockery of assuring quality tutoring programs that serve large numbers of children. We support high quality reading programs based on reliable replicable research that would serve large numbers of children in high poverty areas. While we appreciate your inclusion of the requirement for tutorial assistance providers who are ■ capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, ■ section 15105 (b)(1)(B), we believe that it would be extremely difficult to monitor hundreds of thousands of tutoring programs across the country to determine if they were meeting these standards. There would be no built in accountability mechanism under such model and no assurance that the program would be adequately linked to the school program. For example a school could choose an in-school reading model and several other reading models that they deemed acceptable for tutoring programs. These models would not have to work in conjunction with one another. In addition, this funding structure would favor the proliferation of tutoring programs, but due to the fact that the LEA or school would have to provide funds to these programs, fewer children would be served. There is also no guarantee that the neediest children are being served if parents are receiving the services based on the date of their application or random selection.
- This tutoring program would cost more money to serve fewer children and would not guarantee the development of programs based on reliable replicable research. Accountability for uses of funds and results for students would be difficult to determine.
- Our other major concern with Goodling's bill is the definition of reliable replicable research. The definition you cite is based solely on the NICHD research. While we agree that "prospective, experimental and longitudinal" research is valuable and represents a rigorous and effective design method, it is also extremely limiting. Education research is often conducted in classrooms and other environments (e.g. community based organizations). The term "prospective, experimental and longitudinal" research has clinical connotations and overtones that would be limiting to educational researchers. In addition, it would seriously limit reading programs that are based on rigorous educational research. By substituting "rigorous" in place of "prospective, experimental and longitudinal," as we did in our proposal, we would not exclude the NICHD research, but

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would open up reading research to other rigorous design methods.

- By limiting the definition of research, you cut off hundreds of programs around the country that are based on rigorous research and that are demonstrating solid results of children improving their reading skills.

ARC Comments on Goodling's "Reading Excellence Act"

- The draft of Representative Goodling's "Reading Excellence Act" is not in line with the goals and concepts of America Reads. Last week, the Administration made a good faith effort to develop a counter-proposal to an outline Representative Goodling's staff had shared with us. We were encouraged after meeting with the staff that we could work together to develop a solid literacy bill that would address the needs of young children in our country. The Administration had put forth a strong counter-proposal that was a balanced approach to the improvement of in-school reading programs and out-of-school reading efforts. It was based on many of the concepts Representative Goodling had wanted included in the bill: in-service professional development, quality reading research with a strong dissemination piece, and family literacy.
- The Administration is interested in working on a bill that could be funded under the Budget agreement. The Budget agreement called for \$260 million in funding in FY 1998 to be used for a national children's literacy initiative that was in line with the goals and concepts of the President's America Reads Challenge.
- Representative Goodling's "Reading Excellence Act" does not follow the goals and concepts of the America Reads Challenge.
- The goal of America Reads is to ensure that every child can read well and independently by the end of the third grade. The concept of America Reads is that this goal can be reached through extending the learning time of children through quality tutoring programs that link with quality in-school reading programs. We appreciated the reference to "additional support" in the out-of-school hours under the application requirements for Reading and Literacy Partnerships to assure that subgrantees, "will provide additional support for students in grade 1 through 3 who are experiencing difficulty reading, before school, after school, on weekends, or during the summer," section 15103 (d)(5)(C) and under the Classroom Teacher subgrants 15104 (c)(6)(C). This additional support, however, does not guarantee quality tutoring programs with trained tutors. There is no assurance that these "additional supports" will be linked with and build upon the in-school reading model, nor is there a requirement for on-going quality tutor training.
- Additionally, there is no assurance that LEAs and schools will be linked to literacy efforts in the community. While Representative Goodling's bill gives priority to those programs that link with Head Start or community based organizations, it is not a requirement that programs build on or develop community literacy efforts in the out-of-school hours. Community literacy organizations are absent from all levels of the Goodling bill: as required members of the Reading and Literacy Partnerships, as required partners with LEAs, as required partners of the local programs. Community literacy efforts are an optional participant in this initiative, not a central player. As stated from the start, we believe that best way to reach children out of school is through family and community literacy efforts. Your bill only addresses one-half of this equation.

- Addressing the tutoring through the Tutorial Assistance Subgrants makes a mockery of assuring quality tutoring programs that serve large numbers of children. The Administration supports high quality reading programs based on reliable replicable research that would serve large numbers of children in high poverty areas. While we appreciate the inclusion of the requirement for tutorial assistance providers who are capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, section 15105 (b)(1)(B), we believe that it would be extremely difficult to monitor hundreds of thousands of tutoring programs across the country to determine if they were meeting these standards. There would be no built in accountability mechanism under such model and no assurance that the program would be adequately linked to the school program. For example a school could choose an in-school reading model and several other reading models that they deemed acceptable for tutoring programs. These models would not have to work in conjunction with one another. In addition, this funding structure would favor the proliferation of tutoring programs, but due to the fact that the LEA or school would have to provide funds to these programs, fewer children would be served. There is also no guarantee that the neediest children are being served if parents are receiving the services based on the date of their application or random selection.
- This tutoring program would cost more money to serve fewer children and would not guarantee the development of programs based on reliable replicable research. Accountability for uses of funds and results for students would be difficult to determine.
- The Administration's other major concern with Goodling's bill is the definition of reliable replicable research. The definition the Goodling bill cites is based solely on the NICHD research. While we agree that "prospective, experimental and longitudinal" research is valuable and represents a rigorous and effective design method, it is also extremely limiting. Education research is often conducted in classrooms and other environments (e.g. community based organizations). The term "prospective, experimental and longitudinal" research has clinical connotations and overtones that would be limiting to educational researchers. In addition, it would seriously limit reading programs that are based on rigorous educational research. By substituting "rigorous" in place of "prospective, experimental and longitudinal," as we did in our proposal, we would not exclude the NICHD research, but would open up reading research to other rigorous design methods.
- By limiting the definition of research, the Goodling bill would cut off hundreds of programs around the country that are based on rigorous research and that are demonstrating solid results of children improving their reading skills.

FAX TRANSMISSION

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FAX: 202/401-0596

To: Bob Shireman

Date: September 23, 1997

Fax #: 202/456-2223

Pages: 51, including this cover sheet.

From: Ann M. O'Leary

Subject: Goodling's Bill

COMMENTS:

[STAFF DISCUSSION DRAFT]**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".

September 22, 1997

1 **TITLE I—LITERACY GRANTS**

2 **SEC. 101. AMENDMENT TO ESEA FOR LITERACY 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—LITERACY GRANTS**

7 **"SEC. 15101. PURPOSE.**

8 "The purposes of this title are as follows:

9 "(1) To improve the reading skills of students,
10 and the in-service instructional practices for teachers
11 who teach reading, through the use of findings from
12 reliable, replicable research on reading, including
13 phonics.

14 "(2) To expand the number of high-quality
15 family literacy programs.

16 "(3) To teach every child to read—

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

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

20 **"SEC. 15102. DEFINITIONS.**

21 "For purposes of this title:

22 "(1) **ELIGIBLE RESEARCH INSTITUTION.**—The
23 term 'eligible research institution' means an institu-
24 tion of higher education at which reliable, replicable
25 research on reading has been conducted.

September 22, 1987

1 “(2) ELIGIBLE PROFESSIONAL DEVELOPMENT
2 PROVIDER.—The term ‘eligible professional develop-
3 ment provider’ means a person who provides profes-
4 sional development in reading instruction to teachers
5 based on reliable, replicable research on reading.

6 “(3) FAMILY LITERACY SERVICES.—The term
7 ‘family literacy services’ means services provided to
8 participants on a voluntary basis that are of suffi-
9 cient intensity in terms of hours, and of sufficient
10 duration, to make sustainable changes in a family
11 (such as eliminating or reducing welfare depend-
12 ency) and that integrate all of the following activi-
13 ties:

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

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

18 “(C) Parent literacy training that leads to
19 economic self-sufficiency.

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

22 “(4) READING.—The term ‘reading’ means—

23 “(A) the process of comprehending the
24 meaning of written text by—

September 22, 1997

1 “(i) using the knowledge of the rela-
2 tionships between letters and sounds to ac-
3 curately and fluently identify printed
4 words, both silently and aloud; and

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

8 “(B) critical thinking about written mate-
9 rials based on understanding the meaning of
10 the text.

11 “(5) READING READINESS.—The term ‘reading
12 readiness’ means skills that—

13 “(A) build vocabulary;

14 “(B) teach the relationships between
15 sounds and the alphabet; and

16 “(C) increase phonemic awareness.

17 “(6) RELIABLE, REPLICABLE RESEARCH.—The
18 term ‘reliable, replicable research’ means prospec-
19 tive, experimental, longitudinal studies that—

20 “(A) include large samples of subjects;

21 “(B) rely on measurements that meet es-
22 tablished standards of reliability and validity;

23 “(C) test competing theories, where mul-
24 tiple theories exist; and

September 22, 1997

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

September 22, 1997

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-

September 22, 1997

1 participants referred to in subparagraph
2 (A); and

3 "(II) the roles and duties of each
4 such participant; and

5 "(ü) 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:

September 22, 1997

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-

September 22, 1997

1 poses of the other provisions of this title, any such multi-
2 State arrangement shall be considered to be a reading and
3 literacy partnership.

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

9 “(1) shall describe how the partnership will en-
10 sure that 95 percent of the grant funds are used to
11 make subgrants under sections 5104 and 5105;

12 “(2) shall be integrated, to the maximum extent
13 possible, with State plans under this Act, the Indi-
14 viduals with Disabilities Education Act, and, to the
15 extent appropriate, the Adult Education Act;

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

18 “(4) shall describe—

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

23 “(B) how the partnership will assess, on a
24 regular basis, the extent to which the activities
25 undertaken by the partnership and the partner-

September 22, 1997

1 ship's subgrantees under this title have been ef-
2 fective in achieving the purposes of this title;

3 "(C) what evaluation instruments the part-
4 nership will use to determine the success of per-
5 sons to whom subgrants under sections 15104
6 and 15105 are made in achieving the purposes
7 of this title;

8 "(D) how subgrants made by the partner-
9 ship under such sections will meet the require-
10 ments of this title, including how the partner-
11 ship will ensure that subgrantees will use prac-
12 tices based on reliable, replicable research on
13 reading; and

14 "(E) how the partnership will, to the ex-
15 tent practicable, make grants to subgrantees in
16 both rural and urban areas;

17 "(5) shall include an assurance that each per-
18 son to whom the partnership makes a subgrant
19 under section 5104 [REDACTED]—

20 "(A) will carry out family literacy pro-
21 grams based on the Even Start family literacy
22 programs authorized under part B of title I of
23 this Act to enable parents to be their child's
24 first and most important teacher, and making

September 22, 1997

1 payments for the receipt of technical assistance
2 for the development of such programs;

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

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

11 "(D) will carry out professional develop-
12 ment for the classroom teacher on the teaching
13 of reading based on reliable, replicable research
14 on reading; and

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

19 "(e) PEER REVIEW PANEL.—

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

21 "(A) IN GENERAL.—The National Insti-
22 tute for Literacy, in consultation with the Na-
23 tional Research Council of the National Acad-
24 emy of Sciences, the National Institute of Child
25 Health and Human Development, and the Sec-

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September 22, 1997

1 retary, shall convene a panel to evaluate appli-
2 cations under this section. The panel shall in-
3 clude representatives of the National Institute
4 for Literacy, the National Research Council of
5 the National Academy of Sciences, the National
6 Institute of Child Health and Human Develop-
7 ment, and the Secretary.

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

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

18 “(2) PAYMENT OF FEES AND EXPENSES OF
19 CERTAIN MEMBERS.—The Secretary shall use avail-
20 able funds appropriated to carry out this title to pay
21 the expenses and fees of panel members who are not
22 employees of the Federal Government.

23 “(3) DUTIES OF PANEL.—

24 “(A) MODEL APPLICATION FORMS.—The
25 peer review panel shall develop a model applica-

September 22, 1997

1 tion form for reading and literacy partnerships
2 desiring to apply for a grant under this section.

3 “(B) SELECTION OF APPLICATIONS.—

4 “(i) RECOMMENDATIONS OF PANEL.—

5 “(I) IN GENERAL.—The Sec-
6 retary shall receive grant applications
7 from reading and literacy partnerships
8 under this section and shall provide
9 the applications to the peer review
10 panel for evaluation. With respect to
11 each application, the peer review panel
12 shall either initially recommend the
13 application for funding, or disapprove
14 the application.

15 “(II) PRIORITY.—In recommend-
16 ing applications to the Secretary, the
17 panel shall give priority to applica-
18 tions from States that have modified,
19 are modifying, or plan to modify,
20 State teacher certification in the area
21 of reading to reflect reliable, replicable
22 research, except that nothing in this
23 Act shall be construed to establish a
24 national system of teacher certifi-
25 cation.

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September 22, 1997

1 “(III) RANKING OF APPLICA-
2 TIONS.—With respect to each applica-
3 tion recommended for funding, the
4 panel shall assign the application a
5 rank, relative to other recommended
6 applications, based on the priority de-
7 scribed in subclause (II), the extent to
8 which the application furthers the
9 purposes of this part, and the overall
10 quality of the application.

11 “(IV) RECOMMENDATION OF
12 AMOUNT.—With respect to each appli-
13 cation recommended for funding, the
14 panel shall make a recommendation to
15 the Secretary with respect to the
16 amount of the grant that should be
17 made.

18 “(ii) SECRETARIAL SELECTION.—

19 “(I) IN GENERAL.—Subject to
20 clause (iii), the Secretary shall deter-
21 mine which applications recommended
22 by the peer review panel under clause
23 (i) shall receive funding and may
24 make a grant, in an amount deter-
25 mined appropriate by the Secretary,

September 22, 1997

1 to any reading and literacy partner-
2 ship whose application has been rec-
3 ommended by the peer review panel.
4 In determining grant amounts, the
5 Secretary shall take into account the
6 total amount of funds available for all
7 grants under this section and the
8 types of activities proposed to be car-
9 ried out by the partnership.

10 "(II) EFFECT OF RANKING BY
11 PANEL.—In making grants under this
12 section, the Secretary shall fund appli-
13 cations according to the ranking of
14 the applications by the peer review
15 panel, except in cases where the Sec-
16 retary determines, for good cause,
17 that a variation from such order is
18 appropriate.

19 "(III) MINIMUM GRANT AMOUNTS.—
20 Each reading and literacy partnership se-
21 lected to receive a grant under this section
22 shall receive an amount for each fiscal year
23 that is not less than \$100,000.

24 "(C) ASSISTING ~~PARTNERSHIPS~~.—The peer re-
25 view panel shall assist any reading and literacy

September 22, 1997

1 partnership selected to receive a grant under
2 this section, and that requests such assist-
3 ance—

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

9 "(ii) in the development of subgrant
10 application forms.

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

21 "(f) LIMITATION ON ADMINISTRATIVE EXPENSES.—
22 A reading and literacy partnership that receives a grant
23 under this section may use not more than 3 percent of
24 the grant funds for administrative costs.

25 "(g) REPORTING.—

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September 22, 1997

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

7 “(A) the results of use of the evaluation in-
8 struments referred to in subsection (d)(3)(C);

9 “(B) the process used to select sub-
10 grantees;

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

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

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

23 ***SEC. 15104. CLASSROOM TEACHER SUBGRANTS.**

24 “(a) IN GENERAL.—

September 22, 1997

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 the
4 following:

5 “(A) Schools that are identified for school
6 improvement under section 1116(c).

7 “(B) Local educational agencies that have
8 more than 1 school that is identified for school
9 improvement under section 1116(c) in the geo-
10 graphic area served by the agency.

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

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

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September 22, 1997

1 “(c) APPLICATIONS.—A person who desires to receive
2 a subgrant under this section shall submit an application
3 to the 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—

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;

September 22, 1997

1 “(4) shall provide an assurance that the sub-
2 grantee will use, in connection with such implemen-
3 tation and improvement efforts, all funds made
4 available to the subgrantee for professional develop-
5 ment, parental involvement activities, program im-
6 provement, and technical assistance, and allocated
7 for the area of reading, under title I of this Act, the
8 Individuals with Disabilities Education Act, and any
9 other law providing Federal financial assistance for
10 professional development for teachers of grades kin-
11 dergarten through 12, except that such assurance
12 shall not be required to include funds made available
13 under part B of title I of this Act unless the sub-
14 grantee has established a contractual association in
15 accordance with subsection (d)(2) with an eligible
16 entity under such part B;

17 “(5) shall describe the amount and nature of
18 funds from any other public or private sources, in-
19 cluding funds received under this Act and the Indi-
20 viduals with Disabilities Education Act, that will be
21 combined with funds received under the subgrant;

22 “(6) shall include an assurance that the per-
23 son—

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

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September 22, 1997

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 on reading; and

18 "(7) 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).

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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—

September 22, 1997

1 “(1) demonstrate that they have established a
2 contractual association with one or more Head Start
3 programs under the Head Start Act under which—

4 “(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 “(B) the applicant agrees—

11 “(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 “(ii) to train personnel from the Head
16 Start programs; or

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 li-
23 teracy programs, under which—

24 “(A) the organizations or programs agree
25 to select the same model or models of reading

September 22, 1987

1 “(C) Professional development (including
2 training of volunteers), purchase of curricular
3 and other supporting materials, and technical
4 assistance.

5 “(D) Providing, on a voluntary basis,
6 training^{5.} to parents of children enrolled in a
7 school receiving the subgrant or selected under
8 subsection (a)(2) on how to help their children
9 with school work, particularly in the develop-
10 ment of reading skills. Such training may be
11 provided directly by the subgrant recipient, or
12 through a grant or contract with another per-
13 son. Such training shall be consistent with
14 reading reforms taking place in the school set-
15 ting.

16 “(E) Carrying out family literacy programs
17 based on the Even Start family literacy pro-
18 grams authorized under part B of title I of this
19 Act to enable parents to be their child's first
20 and most important teacher, and making pay-
21 ments for the receipt of technical assistance for
22 the development of such programs.

23 “(F) Providing instruction for parents of
24 children enrolled in a school receiving the
25 subgrant or selected under subsection (a)(2),

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September 22, 1997

1 and others who volunteer to be reading tutors
2 for such children, in the instructional practices
3 based on reliable, replicable research on reading
4 used by the applicant.

5 "(G) Programs to assist those kinder-
6 garten students enrolled in a school receiving
7 the subgrant or selected under subsection (a)(2)
8 who are not ready to transition to 1st grade,
9 particularly students experiencing difficulty
10 with reading skills.

11 "(H) Providing additional support for stu-
12 dents, enrolled in a school receiving the
13 subgrant or selected under subsection (a)(2), in
14 grades 1 through 3, who are experiencing dif-
15 ficulty reading, before school, after school, on
16 weekends, or during the summer.

17 "(I) Carrying out the tutorial assistance
18 activities described in section 15105(b) for chil-
19 dren enrolled in a school receiving the subgrant
20 or selected under subsection (a)(2).

21 "(2) LIMITATION ON ADMINISTRATIVE EX-
22 PENSES.—A recipient of a subgrant under this sec-
23 tion may use not more than 3 percent of the
24 subgrant funds for administrative costs.

September 22, 1997

1 “(f) TRAINING NON-RECIPIENTS.—A recipient of a
2 subgrant under this section may train, on a fee-for-service
3 basis, personnel from schools, or local educational agen-
4 cies, that are not receiving such a subgrant in the instruc-
5 tional practices based on reliable, replicable research on
6 reading used by the recipient. Such a non-recipient school
7 may use funds received under title I of this Act, and other
8 appropriate Federal funds used for reading instruction, to
9 pay for such training, to the extent consistent with the
10 law under which such funds were received.

11 **SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.**

12 “(a) IN GENERAL.—

13 “(1) SUBGRANTS.—A reading and literacy part-
14 nership that receives a grant under section 15103
15 shall make subgrants on a competitive basis to the
16 following:

17 “(A) Schools that receive funds from a
18 local educational agency pursuant to part A of
19 title I and are located in an area designated as
20 an empowerment zone [under _____].

21 “(A) Schools that receive funds from a
22 local educational agency pursuant to part A of
23 title I and are located in an area designated as
24 an enterprise community [under _____].

September 22, 1997

1 “(2) APPLICATIONS.—A school that desires to
2 receive a subgrant under this section shall submit an
3 application to the reading and literacy partnership
4 for the State in which the school is located at such
5 time, in such manner, and including such informa-
6 tion as the partnership may require. The application
7 shall include an assurance that the school will use
8 the subgrant funds to carry out the tutorial assist-
9 ance activities described in subsection (b) for chil-
10 dren enrolled in the school.

11 “(b) TUTORIAL ASSISTANCE ACTIVITIES.—The tuto-
12 rial assistance activities described in this subsection are
13 the provision of tutorial assistance to children who have
14 difficulty reading, including difficulty mastering essential
15 phonic, decoding, or vocabulary skills, through the accom-
16 plishment of each of the following:

17 “(1) The promulgation and maintenance of a
18 list of tutorial assistance providers who are—

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

21 “(B) capable of providing tutoring in read-
22 ing to children who have difficulty reading,
23 using instructional practices based on the prin-
24 ciples of reliable, replicable research.

September 22, 1987

1 “(2) The development of procedures for the re-
2 ceipt of applications for tutorial assistance, from
3 parents who are seeking such assistance for their
4 child or children, that identify a tutorial assistance
5 provider from the list referred to in paragraph (1)
6 with whom the child or children are enrolled, or will
7 enroll, for tutoring in reading.

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

13 “(A) a random selection principle; or

14 “(B) the date of the submission of the ap-
15 plications, with applications selected in the
16 order in which they are received.

17 “(4) The development of a methodology by
18 which payments are made directly to tutorial assist-
19 ance providers identified in applications under para-
20 graph (2) that are selected for funding, and the
21 making of such payments.

22 **“SEC. 15106. PROGRAM EVALUATION.**

23 “(a) IN GENERAL.—Each reading and literacy part-
24 nership that receives a grant under this title shall reserve
25 not more than 2 percent of such grant funds for the pur-

September 22, 1997

1 pose of evaluating the success of the partnership's sub-
2 grantees in meeting the purposes of this title. At a mini-
3 mum, the evaluation shall measure the extent to which
4 students who are the intended beneficiaries of the sub-
5 grants made by the partnership have improved their read-
6 ing.

7 “(b) **CONTRACT.**—A reading and literacy partnership
8 shall carry out the evaluation under this section by enter-
9 ing into a contract with an eligible research institution
10 under which the institution will perform the evaluation.

11 “(c) **SUBMISSION TO PEER REVIEW PANEL.**—A
12 reading and literacy partnership shall submit the findings
13 from the evaluation under this section to the peer review
14 panel convened under section 15103(e).

15 **“SEC. 15107. INFORMATION DISSEMINATION.**

16 “(a) **IN GENERAL.**—The Secretary shall transfer
17 funds made available under section 15108(b)(1) to the
18 National Institute for Literacy to disseminate information
19 on reliable, replicable research on reading and information
20 on subgrantee projects under section 15104 or 15105 that
21 have proven effective. At a minimum, the institute shall
22 disseminate such information to all recipients of Federal
23 financial assistance for reading instruction under titles I
24 and VII of this Act, the Head Start Act, and the Individ-
25 uals with Disabilities Education Act.

September 22, 1997

1 “(b) COORDINATION.—In carrying out this section,
2 the National Institute for Literacy—

3 “(1) shall use, to the extent practicable, infor-
4 mation networks developed and maintained through
5 other public and private persons, including the Sec-
6 retary, the National Center for Family Literacy, and
7 the Readline Program; and

8 “(2) shall work in conjunction with any panel
9 convened by the National Institute of Child Health
10 and Human Development and the Secretary to as-
11 sess the current status of research-based knowledge
12 on reading development, including the effectiveness
13 of various approaches to teaching children to read,
14 with respect to determining the criteria by which the
15 National Institute for Literacy judges reliable,
16 replicable research and the design of strategies to
17 disseminate such information.

18 **“SEC. 15108. AUTHORIZATION OF APPROPRIATIONS; RES-**
19 **ERVATIONS FROM APPROPRIATIONS; SUN-**
20 **SET.**

21 “(a) AUTHORIZATION.—There are authorized to be
22 appropriated to carry out this title \$260,000,000 for fiscal
23 years 1998 and 1999.

24 “(b) RESERVATIONS.—From amount appropriated
25 under subsection (a), the Secretary—

September 22, 1997

1 “(1) shall reserve \$_____ to carry out section
2 15107; and

3 “(2) shall reserve \$10,000,000 to carry out sec-
4 tion 1202(c).

5 “(c) SUNSET.—This title is repealed, effective Sep-
6 tember 30, 2000.”.

7 **TITLE II—AMENDMENTS TO**
8 **EVEN START FAMILY LIT-**
9 **ERACY PROGRAMS**

10 **SEC. 201. RESERVATION FOR GRANTS.**

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

14 “(c) RESERVATION FOR GRANTS.—

15 “(1) GRANTS AUTHORIZED.—From funds re-
16 served under section 15108(b)(3), the Secretary
17 shall award grants, on a competitive basis, to States
18 to enable such States to plan and implement, state-
19 wide family literacy initiatives to coordinate and in-
20 tegrate existing Federal, State, and local literacy re-
21 sources consistent with the purposes of this part.
22 Such coordination and integration shall include
23 funds available under the Adult Education Act,
24 Head Start, this part, part A of this title, and part
25 A of title IV of the Social Security Act.

September 22, 1997

1 “(2) CONSORTIA.—

2 “(A) ESTABLISHMENT.—To receive a
3 grant under this subsection, a State shall estab-
4 lish a consortium made up of representatives
5 from all State-level programs under the follow-
6 ing laws:

7 “(i) This title.

8 “(ii) The Head Start Act.

9 “(iii) The Adult Education Act.

10 “(iv) Other State preschool programs
11 and programs providing literacy services to
12 adults.

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

20 “(3) READING INSTRUCTION.—Statewide family
21 literacy initiatives implemented under this subsection
22 shall base reading instruction on reliable, replicable
23 research on reading (as such terms are defined in
24 section 15102).

September 22, 1997

1 “(4) TECHNICAL ASSISTANCE.—The Secretary
2 shall provide, directly or through a grant or contract
3 with an organization with experience in the develop-
4 ment and operation of successful family literacy
5 services, technical assistance to States receiving a
6 grant under this subsection.

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

15 **SEC. 202. DEFINITIONS.**

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

18 (1) by redesignating paragraphs (3) and (4) as
19 paragraphs (4) and (5), respectively; [Note: Need to
20 look for conforming amendments] and

21 (2) by inserting after paragraph (2) the follow-
22 ing:

23 “(3) the term ‘family literacy services’ means
24 services provided to participants on a voluntary basis
25 that are of sufficient intensity in terms of hours,

September 22, 1997

1 and of sufficient duration, to make sustainable
2 ~~changes in a family~~ (such as eliminating or reducing
3 welfare dependency) and that integrate all of the fol-
4 lowing activities:

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

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

9 "(C) Parent literacy training that leads to
10 economic self-sufficiency.

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

13 **SEC. 203. EVALUATION.**

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

16 (1) in paragraph (1), by striking "and" at the
17 end;

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

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

21 "(3) to provide States and eligible entities re-
22 ceiving a subgrant under this part, directly or
23 through a grant or contract with an organization
24 with experience in the development and operation of
25 successful family literacy services, technical assist-

September 22, 1997

1 ance to ensure local evaluations undertaken under
2 section 1205(10) provide accurate information on
3 the effectiveness of programs assisted under this
4 part."

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

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

8 (1) by redesignating section 1210 as section
9 1212; [Check for conforming amendments] and

10 (2) by inserting after section 1209 the follow-
11 ing:

12 **"SEC. 1210. INDICATORS OF PROGRAM QUALITY.**

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

19 "(1) With respect to eligible participants in a
20 program who are adults—

21 "(A) achievement in the areas of reading,
22 writing, English language acquisition, problem
23 solving, and numeracy;

24 "(B) receipt of a high school diploma or a
25 general equivalency diploma;

September 22, 1997

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-

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

September 22, 1997

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) is amended by adding at the end the
24 following:

September 22, 1997

1 “(5)(A) Notwithstanding any other provision of this
2 section, the Secretary shall allocate an amount equal to
3 50 percent of the amount by which the amount appro-
4 priated in any fiscal year to carry out this part exceeds
5 \$830,000,000 among eligible institutions described in sub-
6 paragraph (B).

7 “(B) In order to receive an allocation pursuant to
8 subparagraph (A), an eligible institution shall agree—

9 “(i) to use such funds to compensate stu-
10 dents—

11 “(I) employed as a reading tutor for chil-
12 dren who are in preschool through elementary
13 school;

14 “(II) or employed in family literacy
15 projects;

16 “(ii) to give priority, in using such funds, to the
17 employment of students in the provision of tutoring
18 services in schools that are identified for school im-
19 provement under section 1116(c) of the Elementary
20 and Secondary Education Act of 1965; and

21 “(iii) to ensure that any student compensated
22 with such funds who is employed in a school receiv-
23 ing a subgrant under section 15104 of the Elomen-
24 tary and Secondary Education Act of 1965, or in a
25 school selected under section 15104(a)(2) of such

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in projects funded
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15104 of
the
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and
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Education
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September 22, 1997

1 Act, is trained in the instructional practices based
2 on reliable, replicable research on reading used by
3 the school pursuant to such section 15104.

4 "(C) The Federal share of the compensation of work
5 study students compensated under this paragraph may ex-
6 ceed 75 percent."

7 TITLE IV—REPEALS

8 SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION 9 PROGRAMS.

10 (a) ADULT EDUCATION ACT.—The following provi-
11 sions are repealed:

12 (1) BUSINESS, INDUSTRY, LABOR, AND EDU-
13 CATION PARTNERSHIPS FOR WORKPLACE LIT-
14 ERACY.—Section 371 of the Adult Education Act
15 (20 U.S.C. 1211).

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

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

21 (4) ADULT LITERACY VOLUNTEER TRAINING.—
22 Section 382 of the Adult Education Act (20 U.S.C.
23 1213a).

September 22, 1997

1 (b) CARL D. PERKINS VOCATIONAL AND APPLIED
2 TECHNOLOGY EDUCATION ACT.—The following provisions
3 are repealed:

4 (1) OTHER STATE-ADMINISTERED PRO-
5 GRAMS.—Part B of title II of the Carl D. Perkins
6 Vocational and Applied Technology Education Act
7 (20 U.S.C. 2335 et seq.).

8 (2) STATE ASSISTANCE FOR VOCATIONAL EDU-
9 CATION SUPPORT PROGRAMS BY COMMUNITY-BASED
10 ORGANIZATIONS.—Part A of title III of the Carl D.
11 Perkins Vocational and Applied Technology Edu-
12 cation Act (20 U.S.C. 2351 et seq.).

13 (3) CONSUMER AND HOMEMAKING EDU-
14 CATION.—Part B of title III of the Carl D. Perkins
15 Vocational and Applied Technology Education Act
16 (20 U.S.C. 2361 et seq.).

17 (4) COMPREHENSIVE CAREER GUIDANCE AND
18 COUNSELING PROGRAMS.—Part C of title III of the
19 Carl D. Perkins Vocational and Applied Technology
20 Education Act (20 U.S.C. 2381 et seq.).

21 (5) BUSINESS-LABOR-EDUCATION PARTNERSHIP
22 FOR TRAINING.—Part D of title III of the Carl D.
23 Perkins Vocational and Applied Technology Edu-
24 cation Act (20 U.S.C. 2391 et seq.).

September 22, 1997

1 (6) SUPPLEMENTARY STATE GRANTS FOR FA-
2 CILITIES AND EQUIPMENT AND OTHER PROGRAM IM-
3 PROVEMENT ACTIVITIES.—Part F of title III of the
4 Carl D. Perkins Vocational and Applied Technology
5 Education Act (20 U.S.C. 2395 et seq.).

6 (7) COMMUNITY EDUCATION EMPLOYMENT
7 CENTERS AND VOCATIONAL EDUCATION LIGHT-
8 HOUSE SCHOOLS.—Part G of title III of the Carl D.
9 Perkins Vocational and Applied Technology Edu-
10 cation Act (20 U.S.C. 2396 et seq.).

11 (8) DEMONSTRATION PROGRAMS.—Part B of
12 title IV of the Carl D. Perkins Vocational and Ap-
13 plied Technology Education Act (20 U.S.C. 2411 et
14 seq.).

15 (9) CERTAIN BILINGUAL PROGRAMS.—Sub-
16 sections (b) and (c) of section 441 of the Carl D.
17 Perkins Vocational and Applied Technology Edu-
18 cation Act (20 U.S.C. 2441).

19 (c) COMMUNITY SCHOOL PARTNERSHIPS.—The
20 Community School Partnership Act (contained in part B
21 of title V of the Improving America's Schools Act of 1994
22 (20 U.S.C. 1070 note) is repealed.

23 (d) EDUCATIONAL RESEARCH, DEVELOPMENT, DIS-
24 SEMINATION, AND IMPROVEMENT ACT OF 1994.—Section
25 941(j) of the Educational Research, Development, Dis-

September 22, 1997

1 semination, and Improvement Act of 1994 (20 U.S.C.
2 6041(j)) is repealed.

3 (e) ELEMENTARY AND SECONDARY EDUCATION ACT
4 OF 1965.—The following provisions are repealed:

5 (1) INNOVATIVE ELEMENTARY SCHOOL TRANSI-
6 TION PROJECTS.—Section 1503 of the Elementary
7 and Secondary Education Act of 1965 (20 U.S.C.
8 6493).

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

12 (3) IMPACT AID PROGRAM.—Section 8006 of
13 the Elementary and Secondary Education Act of
14 1965 (20 U.S.C. 7706) is repealed.

15 (4) SPECIAL PROGRAMS AND PROJECTS TO IM-
16 PROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN
17 CHILDREN.—Subpart 2 of part A of title IX of the
18 Elementary and Secondary Education Act of 1965
19 (20 U.S.C. 7831 et seq.).

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

September 22, 1997

1 (6) FEDERAL ADMINISTRATION.—Subpart 5 of
2 part A of title IX of the Elementary and Secondary
3 Education Act of 1965 (20 U.S.C. 7871 et seq.).

4 (7) DEFINITIONS; AUTHORIZATION OF APPRO-
5 PRIATIONS.—

6 (A) DEFINITIONS.—Section 9161 of the
7 Elementary and Secondary Education Act of
8 1965 (20 U.S.C. 7881).

9 (B) AUTHORIZATION OF APPROPRIA-
10 TIONS.—Subsections (b) and (c) of section
11 9162 of the Elementary and Secondary Edu-
12 cation Act of 1965 (20 U.S.C. 7882).

13 (8) DE LUGO TERRITORIAL EDUCATION IM-
14 PROVEMENT PROGRAM.—Part H of title X of the El-
15 elementary and Secondary Education Act of 1965 (20
16 U.S.C. 8221).

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

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

September 22, 1997

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

4 (g) GOALS 2000: Educate America Act.—Section
5 601(b) of the Goals 2000: Educate America Act (20
6 U.S.C. 5951(b)) is repealed.

7 (h) HIGHER EDUCATION ACT OF 1965.—The follow-
8 ing provisions are repealed:

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

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

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

18 (4) MIDDLE SCHOOL TEACHING DEMONSTRA-
19 TION PROGRAMS.—Subpart 4 of part D of title V of
20 the Higher Education Act of 1965 (20 U.S.C. 1110
21 et seq.).

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

September 22, 1997

1 (6) EARLY CHILDHOOD EDUCATION TRAIN-
2 ING.—Subpart 5 of part F of title V of the Higher
3 Education Act of 1965 (20 U.S.C. 1117 et seq.).

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

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

11 (j) REHABILITATION ACT OF 1973.—The following
12 provisions are repealed:

13 (1) CAREER ADVANCEMENT TRAINING CONSOR-
14 TIA.—Subsection (e) of section 302 of such Act (29
15 U.S.C. 771a(e)).

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

19 (3) LOAN GUARANTEES FOR COMMUNITY REHA-
20 BILITATION PROGRAMS.—Section 304 of such Act
21 (29 U.S.C. 773).

22 (4) COMPREHENSIVE REHABILITATION CEN-
23 TERS.—Section 305 of such Act (29 U.S.C. 775).

September 22, 1997

1 (5) SPECIAL DEMONSTRATION PROGRAMS.—
2 Subsections (b) and (e) of section 311 of such Act
3 (29 U.S.C. 777a(b) and (e)).

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

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

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

13 (9) BUSINESS OPPORTUNITIES FOR INDIVID-
14 UALS WITH DISABILITIES.—Part D of title VI of the
15 Rehabilitation Act of 1973 (29 U.S.C. 795r).

16 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

17 (A) TRANSPORTATION SERVICE GRANTS.—
18 Subsection (a) of section 802 of such Act (29
19 U.S.C. 797a(a)).

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

23 (C) EARLY INTERVENTION DEMONSTRA-
24 TION PROJECTS.—Subsection (c) of section 802
25 of such Act (29 U.S.C. 797a(c)).

September 22, 1997

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

4 (E) BARRIERS TO SUCCESSFUL REHABILI-
5 TATION OUTCOMES FOR MINORITIES.—Sub-
6 section (e) of section 802 of such Act (29
7 U.S.C. 797a(e)).

8 (F) STUDIES, SPECIAL PROJECTS, AND
9 DEMONSTRATION PROJECTS TO STUDY MAN-
10 AGEMENT AND SERVICE DELIVERY.—Subsection
11 (f) of section 802 of such Act (29 U.S.C.
12 797a(f)).

13 (G) NATIONAL COMMISSION ON REHABILI-
14 TATION SERVICES.—Subsection (h) of section
15 802 of such Act (29 U.S.C. 797a(h)).

16 (H) MODEL PERSONAL ASSISTANCE SERV-
17 ICES SYSTEMS.—Subsection (i) of section 802
18 of such Act (29 U.S.C. 797a(i)).

19 (I) DEMONSTRATION PROJECTS TO UP-
20 GRADE WORKER SKILLS.—Subsection (j) of sec-
21 tion 802 of such Act (29 U.S.C. 797a(j)).

22 (J) MODEL SYSTEMS REGARDING SEVERE
23 DISABILITIES.—Subsection (k) of section 802 of
24 such Act (29 U.S.C. 797a(k)).

25 (11) CERTAIN TRAINING ACTIVITIES.—

September 22, 1997

1 (A) DISTANCE LEARNING THROUGH TELE-
2 COMMUNICATIONS.—Subsection (a) of section
3 803 of such Act (29 U.S.C. 797b(a)).

4 (B) TRAINING REGARDING IMPARTIAL
5 HEARING OFFICERS.—Subsection (d) of section
6 803 of such Act (29 U.S.C. 797b(d)).

7 (C) RECRUITMENT AND RETENTION OF
8 URBAN PERSONNEL.—Subsection (e) of section
9 803 of such Act (29 U.S.C. 797b(e)).

10 (k) STEWART B. MCKINNEY HOMELESS ASSISTANCE
11 ACT.—Subtitle A of title VII of the Stewart B. McKinney
12 Homeless Assistance Act (42 U.S.C. 11421 et seq.) is re-
13 pealed.

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

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

September 22, 1997

FAX TRANSMISSION

AMERICA READS CHALLENGE, US DEPT OF ED

600 INDEPENDENCE AVE. SW, #6132

WASHINGTON, DC 20202

202/401-2993

FAX: 202/401-0596

To: Bill Kincaid

Date: September 18, 1997

Fax #: 202/456-7028

Pages: 8, including this cover sheet.

From: Ann M. O'Leary

Subject: America Reads

COMMENTS:

DETERMINED TO BE AN ADMINISTRATIVE
MARKING Per E.O. 13526

Sec. 3.2(C) Initials: JK Date: 5-25-2017
2017-0692-5

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DRAFT 9/18/97

Staff Discussion Draft Outline America Reads Response

Purpose

The purpose of the America Reads Challenge Act of 1998 is to ensure that all children read well and independently by the end of the third grade, by:

- (1) improving preschool reading readiness and K-3 out-of-school reading efforts through local reading programs that organize and manage trained reading tutors, provide instruction to families and caregivers, and effectively link community literacy efforts to the in-school reading instruction;
- (2) improving reading readiness and in-school reading instruction through increasing the skills and knowledge of early childhood teachers, reading instructors, and volunteers by coordinating, ensuring the effective use of, and, as necessary, by supplementing, professional development resources; and
- (3) furthering the study and evaluation of the teaching and learning of reading based on reliable, valid, and replicable research*, and establish a mechanism for distributing the results of that research.

**Reliable, valid, and replicable research means rigorous studies that include samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are agreed upon through a peer-review process.*

Overview

Under this legislation, States, through State Literacy Consortia, compete for literacy grants to use towards the creation and support of effective local reading programs that serve children within the age range of birth through third grade and, their parents or primary adult caregiver. Effective reading programs would include an out-of-school literacy program that extends the learning time of children through volunteer tutors and that involves community-school linkages, as well as an in-service professional development component for pre-school teachers and reading instructors.

State grants would be awarded competitively with the goal of phasing in all States, meeting the criteria for receiving a grant, by the end of the fifth year.

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STAFF DISCUSSION DRAFT 9/18/97

State Literacy Consortia

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and Chief State School Officer and representatives jointly selected by the Governor and Chief State School Officer, which must include:

- the State directors of curriculum and instruction, Title II and/or other professional development programs which address reading, Title I, and special education;
- the State Commission on National and Community Service.

And, at least one of each of the following:

- local educational agencies in the State with one or more Title I schools identified for school improvement;
- higher education institution(s) in the State, especially those engaged in research on reading and the preparation of reading teachers, if such institutions exist in the State;
- private nonprofit or for-profit professional development providers;
- pre-school teacher(s) and K-3 reading instructor(s);
- community-based organizations involved in reading programs;
- family literacy/adult education providers; and ?

If a State already has an existing literacy consortium that has as a part of its mission to promote literacy for young children ranging from birth through third grade, it may substitute such membership for the requirements above. An example of such a consortium is the National Institute For Literacy's State Literacy Resource Center in a State.

The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The consortium must perform the following functions:

- prepare and submit the literacy grant application to the Secretary;
- if the consortium receives funding, solicit subgrantees in the State;
- oversee the performance of subgrantees;
- enhance the capacity of existing agencies to disseminate reliable, valid, and replicable reading research to schools, classrooms, and early childcare and education providers;
- facilitate the provision of technical assistance to subgrantees by providing information on technical assistance providers;
- act as an umbrella for all literacy efforts in the state (e.g. Even Start, Reading Recovery, State-wide literacy programs, etc.) by facilitating communication and

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STAFF DISCUSSION DRAFT 9/18/97

- coordination among efforts; and
- build-on existing literacy programs in the State by ensuring the improvement and non-duplication of existing efforts.

States receiving grants will be required to use a portion of their grants for costs associated with their role in awarding competitive subgrants to Local Educational Agencies, as well as for other administrative functions (listed above).

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

- describe how subgrants made by the consortium would achieve the goals of this Act and facilitate the coordination of school and community-based programs for reading;
- describe the State's strategies for building on existing literacy initiatives in the State, including early childhood literacy efforts and family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act;
- be integrated with State plans and activities under the ESEA, the IDEA, and the Adult Education Act to ensure the integration and coordination of federally-funded literacy efforts and describe how these professional development resources will be used to ensure that schools are familiar with, and are using, effective methods for teaching reading; and
- include information on the consortium, such as the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortia will go to the Secretary of Education, who would forward them to a Peer Review Panel for review and evaluation.

The Peer Review Panel will consist of experts in the field of reading and community-based literacy who are appropriate to evaluate such grant applications. Members would be selected by the Secretary of Education in consultation with the Department's Office of Educational Research and Improvement (OERI), Office of Elementary and Secondary Education (OESE), and Office of Special Education and Rehabilitative Services (OSERS); the National Institute for Literacy (NIFL); the National Academy of Sciences (NAS); the National Institute of Child Health and Human Development (NICHD); and the Corporation for National Service (CNS).

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STAFF DISCUSSION DRAFT 9/18/97

Local Reading Program Subgrants

State literacy consortia receiving funds under this legislation would be required to make subgrants to local applicants to develop, carry out, or expand local reading programs.

Definition of Local Reading Program:

1. helps children read well and independently by the end of the third grade through in-school and out-of-school programs;
2. serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
3. implements a clear model(s) of reading instruction in early childcare and education settings and schools that is based on reliable, valid, and replicable research;
4. ensures that the school will effectively integrate and coordinate professional development funds (in the area of reading and reading readiness) from ESEA, IDEA and/or other professional development programs, to ensure that reading teachers are receiving on-going professional development based on reliable, valid, and replicable research on best practices in teaching reading;
5. uses tutors and provides appropriate and effective training for the tutors including after-school, weekend, or summer reading programs, for children from preschool through third grade;
6. assesses student progress toward developing reading skills based on challenging academic standards in reading;
7. integrates and coordinates resources from existing federal, state, and local programs to support reading.

Eligible Applicants: An eligible applicant for a subgrant is a consortium consisting of a local educational agency (or one or more schools of such agency) and at least one other public or private agency or organization (such as a library, museum, or other cultural institution, community-based organization, business or other employer, senior citizen group, youth group, parent association, literacy organization, or institution of higher education), or an Indian Tribe, Indian organization, or Indian institution.

Local reading programs applying for subgrants from the State would be required to demonstrate how the reading program would be coordinated and integrated with Title I schoolwide or targeted assistance programs.

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STAFF DISCUSSION DRAFT 9/18/97

Subgrantees may use funds to:

- provide payment for the direct costs associated with providing additional reading instruction including before or after school, on the weekends, or in the summer;
- provide payment to a coordinator for the out-of-school program for activities including coordination of reading tutors and building partnerships with Head Start, Even Start, Adult Education and/or community based organizations;
- provide payment to a reading specialist to link the in-school and out-of-school reading program;
- provide payment to instructors implementing reading models based on reliable, valid, and replicable research;
- support professional development and the training of tutors;
- provide instruction for parents and others who serve as reading tutors; and
- assist parents who need help in improving their own basic skills so they can participate more fully and effectively in their child's education through reading to their children; assisting with homework; and responding adequately to report cards and school correspondence.

State literacy consortia would be required to give priority to funding applicants that propose to:

- develop, carry out, or expand effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents (and other adult primary caregivers) and to help their children become successful readers by the end of the third grade.

Direct Grants to Local Educational Agencies

If a State does not apply or is not awarded a grant, the Secretary will make available competitive grants directly to eligible applicants for subgrants (as defined above).

National and Regional Grants to Promote Exemplary Reading Programs

The Secretary shall make competitive grants to eligible applicants to develop:

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

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STAFF DISCUSSION DRAFT 9/18/97

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.

Eligible applicants under this section include national organizations; multi-State consortia comprised of two or more public or private agencies, organization^s and institutions or Indian tribes; and local applicants that are eligible for subgrants and that have the capacity to conduct programs of sufficient size to serve as national models.

Program Evaluation

The legislation will include a program evaluation component to measure the overall success of the funds in meeting the purpose of this Act. In addition, it would provide funding to evaluate local programs carried out under this Act.

Information Dissemination

The National Institute for Literacy (NIFL) would head up the effort to disseminate information on reliable, valid, and replicable research on reading to Federal programs that focus, or include a focus, on reading. These include programs under the ESEA (including Even Start), Head Start, IDEA, the Adult Education Act and the national service laws. While the priority for dissemination is focused on federally supported programs, such dissemination efforts may also target educators and other interested parties that are not recipients of federal funds.

In doing so, NIFL would build upon applicable information networks currently in existence, including OERI, HHS, NICHD and those established by States and private-sector entities.

NIFL would be the main organization charged with disseminating information on reliable, valid, and replicable research. The OERI Expert Reading Panel would provide advice to NIFL on the type of research to be disseminated.

Technical Assistance

The legislation will authorize the Department to award America Reads funds to the ESEA Title XIII Comprehensive Regional Technical Assistance Centers to enhance their capacity to provide technical assistance in the implementation of research-based reading programs.

NIFL and the ESEA Title XIII Comprehensive Regional Assistance Centers would be

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STAFF DISCUSSION DRAFT 9/18/97

required to coordinate their efforts and work with State Literacy Consortiums to ensure dissemination of best practices and technical assistance in implementation.

Authorization

\$260 million in Fiscal Year 1998 and such sums in the four years thereafter.

America Reads Legislative Comparison Chart
August 23, 1997

	The America Reads Challenge Act	Rep. Goodling's Literacy Proposal	America Reads Counter-Proposal
Purpose/Goal	To ensure that every child can read well and independently by the end of the third grade	To improve the literacy skills of children and families through pre-service and in-service for reading instructors	To improve the literacy skills of children and families to ensure that all children read well and independently by the end of third grade
Theory	In order to improve the reading skills of young children, the time they spend learning reading needs to be extended to out-of-school hours. The extension of learning time can be accomplished through volunteer reading tutors. A successful after-school volunteer reading program links with the in-school reading instruction. In addition, children need to begin gaining literacy skills from birth. Parents can help children gain these skills through literacy training.	Reading skills of children will increase by improving the quality of in-school instruction children receive. This quality can be improved through pre-service instruction and in-service professional development for reading teachers. In addition, children will improve their reading with an improved home learning environment. The improvement of the home learning environment can occur through family literacy programs.	Reading skills of young children will increase through improving in-school instruction, out-of-school learning time, and the linkage between the two. In-school instruction can be improved through professional development of reading instructors and through working with out-of-school reading efforts. Out-of-school efforts can be improved through the work of trained volunteer reading tutors. Additionally, home learning time can be improved through the support of family literacy efforts.

	The America Reads Challenge Act	Rep. Goodling's Literacy Proposal	America Reads Counter-Proposal
Funding	\$2.75 billion over five years: \$260 million in the first year under the Dept. of Education funds (\$290 in 2nd year, \$335 in 3rd year, \$380 in 4th year, \$460 in 5th year); \$200 million per year under Corporation for National Service funds	\$260 million for the overall initiative	\$1.75 billion over five years (same breakdown of funds under the Department of Education in the America Reads Challenge Act)
Dispersal of Funds	To States: 70% formula grants, 30% competitive to States to encourage exemplary programs. States award competitive subgrants to local educational agencies that have partnered with an outside organization. Each State shall use 20% of the funds it receives to award Parents as First Teachers subgrants. Local Grants - If State does not apply, grants can be made to local educational agencies.	Competitive grants to States Pre-service subgrants from States to institutions of higher education In-service subgrants to Title I schools identified for school improvement under ESEA, and LEAs that include more than one such school within their jurisdiction	Competitive grants to States with the goal of phasing in all States by the end of the fifth year. States award competitive subgrants to local educational agencies that have partnered with an outside organization. If State does not apply or is not awarded a State grant, grants can be made to local educational agencies.
Infrastructure to Support Volunteer Reading Tutors	Dept. of Ed funds can be used to hire a reading specialist to train tutors and link to the in-school reading program. In addition, funds can be used to hire a tutor coordinator to carry out the tutoring program. CNS funds would be used to hire 11,000 AmeriCorp members to recruit and organize tutors.	Funds may be used for professional development including the training of tutors. Additionally, funds can be used to provide instruction to parents and others who volunteer to be reading tutors.	Partnership with the Corporation for National Service. And, funds can be used to hire a reading specialist to train both teachers and tutors. In addition, funds could be used to hire a tutor coordinator.

	The America Reads Challenge Act	Rep. Goodling's Literacy Proposal	America Reads Counter-Proposal
Pre-Service for Reading Teachers	No provision for Pre-Service	States required to use a portion of their grants (percentage not indicated) to make subgrants in support of pre-service. Higher Ed institutions that operate a program of teacher preparation are subgrantees. Higher Ed institutions would be required to link up with a eligible research institution which provides replicable, reliable research on reading.	No provision for Pre-Service (encourage the adoption of Pre-Service for Reading Teachers in Title V of the Higher Education Act)
In-Service/Professional Development for Reading Teachers	No provision for In-Service Training	States required to use a portion of their grant (percentage not indicated) to make subgrants to support in-service professional development for reading instructors. Title I schools identified for school improvement under ESEA and LEAs with more than one such school would be subgrantees. They would be required to identify and describe a model of reading instruction, demonstrate a person responsible for development of such a model, and provide assurance that they would use professional development funds in the area of reading from IDEA and ESEA in connection with reading efforts.	In-service requirements adopted from Goodling's proposal.

	The America Reads Challenge Act	Rep. Goodling's Literacy Proposal	America Reads Counter-Proposal
Family Literacy	Parents as First Teachers Grants awarded as subgrants from States. Grants can be used to expand or develop programs that provide training for parents to help their children become successful readers.	State must give priority to subgrantees that form a partnership with an Even Start program, or an adult education program.	Allow subgrants to be made to organizations that work on family literacy (i.e. roll the "Parents as First Teachers Grants" model into the allowable programs funded under competitive subgrants by States)
Research and Dissemination of Best Practices/Technical Assistance	Competitive grants to national organizations or multi-State consortia to develop, carry out, or expand national or regional networks that provide information to interested persons on how parents can help their children read better. Also, grants given to identify and promote the most effective and promising practices for helping all children read well. Grants awarded for technical assistance, dissemination of materials, and information about best practices and other activities that further the purpose of the legislation.	National Institute for Literacy would head up the effort to disseminate information on reliable, replicable research on reading to Federal programs that focus or include a focus on reading. NIFL would build-upon already established public and private networks. Technical assistance provided by higher education institutions in the States.	National Institute for Literacy would head up the effort to disseminate information on reliable, valid, and replicable research on reading to Federal programs that focus or include a focus on reading. NIFL would build-upon already established public and private networks. OERI Expert Reading Panel would offer direction on research to disseminate. Technical assistance provided by the Department of Education's Comprehensive Technical Assistance Centers. Also, national and regional grants to organizations that develop and/or promote effective reading practices.
Evaluation	Funds allocated to evaluate programs carried out under this Act.	Evaluation component to measure the overall success of the funds in meeting the purpose of this Act.	Evaluation component to measure the overall success of the Act, as well as the results of local reading programs.



Robert M. Shireman
09/17/97 09:49:52 AM

Record Type: Record

To: Ann_O'Leary @ ed.gov @ INET @ LNGTWY
cc: William R. Kincaid/OPD/EOP, Leslie S. Mustain/OMB/EOP
Subject: Re: America Reads Legislative Strategy Meeting

Some thoughts for this afternoon. Feel free to e-mail to attendees:

Suggested changes to 9/8 draft:

Findings:

--Federal programs, such as Title I (and IDEA, and Eisenhower?), require that States and school districts base their teaching practices on what research shows to be effective;

--However, the latest knowledge on reading has not been translated into practice in the all classrooms;

--Children who lag in reading need extra time, outside of regular school hours, for practice and additional instruction with individuals trained in the proven methods;

--Community volunteers, college students (including work-study), and others can help to provide the additional one-on-one help that some children need to improve their reading skills.

--etc.

Purpose:

The purpose of the America Reads Act of 1998 is to ensure that all children can read well and independently by the end of the third grade, by:

(1) expanding community-school partnerships that provide additional reading instruction and practice for children and families;

(2) improving the skills and knowledge of teachers by coordinating, ensuring the effective use of, and, as necessary, by supplementing, professional development resources; and,

(3) furthering the study and evaluation of reading based on reliable, valid, and replicable research, and establishing mechanism for disseminating practices that are proven effective.

* * *

In State Literacy Grant Application, replace fourth bullet with:

- describe how professional development and other resources available under ^{T, K, I} ESEA, IDEA, Eisenhower, (~~and the Adult Education Act?~~) will be used to ensure that schools are familiar with, and are using, effective methods for teaching reading;

* * *

Actions Education could take to complement the legislation (some could perhaps be included in the legislation as directives to the Secretary):

Clarify Title I requirements. Issue guidance or regulations to provide details and/or examples of what is meant, at least in the area of reading, by the Title I requirement that programs be based on research-based methods (sections 1114 and 1115). This would prompt States and districts to review their Title I plans and make appropriate changes.

Clarify Eisenhower. Issue guidance or regulations to ensure that States are using research-based methods in their pre-service and in-service professional development.

States must help needy schools. Inform States that in order to accomplish the above, they must provide help to schools in need of improvement. They must use Section 1002(f) or 1003 to provide this help or show that the help is not needed or is being provided in some other way.

Technical Assistance:

- Centers and Labs. Direct the CTACs, regional labs, and other appropriate entities to provide technical assistance
- Establish a network of mentoring sites -- effective programs that receive funds to mentor schools that need help.
- Establish a clearinghouse (perhaps using the National Institute for Literacy or the reading research center) as a first stop for schools that want to review and improve their teaching methods.

Research. Review the plans for the new OERI reading research center to ensure that it is aligned with the current, most pressing needs.

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To: Bill Kincaid**Date:** September 16, 1997**Fax #:** 202/456-7028**Pages:** 8, including this cover sheet.**From:** Ann M. O'Leary**Subject:** America Reads**COMMENTS:**

**DETERMINED TO BE AN ADMINISTRATIVE
MARKING Per E.O. 13526**Sec. 3.2(C) Initials: JK Date: 5-25-2017
2017-0692-5~~**CONFIDENTIAL**~~**DRAFT 9/16/97****Staff Discussion Draft Outline
America Reads Response****Purpose**

The purpose of this legislation is to improve the literacy skills of children and families by extending learning time for reading and by improving in-school reading programs to ensure that all children read well and independently by the end of the third grade. This legislation assists in achieving that purpose by providing financial support ~~from the Department of Education in coordination with the Corporation for National Service to:~~

- (1) improve preschool reading readiness and K-3 out-of-school reading efforts through local reading programs that organize and manage trained volunteer reading tutors, provide instruction to families and caregivers, and effectively link community literacy efforts to the in-school reading instruction;
- (2) improve reading readiness and in-school reading instruction through professional development of early childhood teachers and reading instructors by leveraging and integrating federally funded professional development programs such as those under the ESEA, as well as encourage the usage of funds under the IDEA for the provision of on-going professional development for special education teachers in the area of reading; and
- (3) expand the study and evaluation of the teaching and learning of reading based on reliable, valid, and replicable research*, and establish a mechanism for distributing the results of that research.

**Reliable, valid, and replicable research means rigorous studies that include random samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are agreed upon through a peer-review process.*

Overview

Under this legislation, States, through State Literacy Consortia, compete for literacy grants to use towards the creation and support of effective local reading programs that serve children within the age range of birth through third grade and, their parents or primary adult caregiver. Effective reading programs would include an out-of-school literacy program that extends the learning time of children through volunteer tutors and that involves community-school linkages, as well as an in-service professional development component for pre-school teachers and reading instructors.

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STAFF DISCUSSION DRAFT 9/16/97

State grants would be awarded competitively with the goal of phasing in all States, meeting the criteria for receiving a grant, by the end of the fifth year.

State Literacy Consortia

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and Chief State School Officer and representatives jointly selected by the Governor and Chief State School Officer, which must include:

- the State directors of curriculum and instruction, Title II and/or other professional development programs which address reading, Title I, and special education;
- the State Commission on National and Community Service.

And, at least one of each of the following:

- local educational agencies in the State with one or more Title I schools identified for school improvement;
- higher education institution(s) in the State, especially those engaged in research on reading and the preparation of reading teachers, if such institutions exist in the State;
- private nonprofit or for-profit professional development providers;
- pre-school teacher(s) and K-3 reading instructor(s);
- community-based organizations involved in reading programs;
- family literacy/adult education providers; and

If a State already has an existing literacy consortium that has as a part of its mission to promote literacy for young children ranging from birth through third grade, it may substitute such membership for the requirements above. An example of such a consortium is the National Institute For Literacy's State Literacy Resource Center in a State.

The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The consortium must perform the following functions:

- prepare and submit the literacy grant application to the Secretary;
- if the consortium receives funding, solicit subgrantees in the State;
- oversee the performance of subgrantees;
- enhance the capacity of existing agencies to disseminate reliable, valid, and replicable

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- reading research to schools, classrooms, and early childcare and education providers;
- facilitate the provision of technical assistance to subgrantees by providing information on technical assistance providers;
- act as an umbrella for all literacy efforts in the state (e.g. Even Start, Reading Recovery, State-wide literacy programs, etc.) by facilitating communication and coordination among efforts; and
- build-on existing literacy programs in the State by ensuring the improvement and non-duplication of existing efforts.

States receiving grants will be required to use a portion of their grants for costs associated with their role in awarding competitive subgrants to Local Educational Agencies, as well as for other administrative functions (listed above).

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

- describe how subgrants made by the consortium would achieve the goals of this Act and facilitate the coordination of school and community-based programs for reading;
- describe the State's strategies for building on existing literacy initiatives in the State, including early childhood literacy efforts and family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act;
- be integrated with State plans and activities under the ESEA, the IDEA, and the Adult Education Act to ensure the integration and coordination of federally-funded literacy efforts and to ensure effective professional development programs for reading teachers; and *or how professional*
- include information on the consortium, such as the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortia will go to the Secretary of Education, who would forward them to a Peer Review Panel for review and evaluation. ~~The panel would return the applications to the Secretary with a recommendation for final approval or disapproval.~~

The Peer Review Panel will consist of experts in the field of reading and community-based literacy who are appropriate to evaluate such grant applications. Members would be selected by the Secretary of Education in consultation with the National Institute for Literacy (NIFL); the National Academy of Sciences (NAS); the National Institute of Child

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STAFF DISCUSSION DRAFT 9/16/97

Health and Human Development (NICHHD); and the Corporation for National Service (CNS).

- A priority would be given to applicants from States that have modified or plan to modify, State teacher certification in the area of reading to reflect reliable, valid, and replicable research and States that have existing teacher certification programs based on this criterion.

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back
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Pre-Service Subgrants

THIS COMPONENT OF THE INITIATIVE IS ADDRESSED IN THE ADMINISTRATION'S PROPOSAL FOR TITLE V OF THE HIGHER EDUCATION ACT AND, THUS, SHOULD NOT BE ADDRESSED BY THIS BILL.

Local Reading Program Subgrants

State literacy consortia receiving funds under this legislation would be required to make subgrants to local applicants to develop, carry out, or expand local reading programs.

Definition of Local Reading Program:

1. helps children read well and independently by the end of the third grade through in-school and out-of-school programs;
2. serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
3. implements a clear model(s) of reading instruction in early childcare and education settings and schools that is based on reliable, valid, and replicable research;
4. ensures that the school will effectively integrate and coordinate professional development funds (in the area of reading and reading readiness) from ESEA, IDEA and/or other professional development programs, to ensure that reading teachers are receiving on-going professional development based on reliable, valid, and replicable research on best practices in teaching reading; *and effective*
5. uses ~~volunteer~~ tutors and provides appropriate and effective training for the tutors for after-school, weekend, or summer reading programs, for children from preschool through third grade; *involving*
6. assesses student progress toward developing reading skills based on challenging academic standards in reading;
7. integrates and coordinates resources from existing federal, state, and local programs to support reading.

CONFIDENTIAL**STAFF DISCUSSION DRAFT 9/16/97**

Eligible Applicants: An eligible applicant for a subgrant is a consortium consisting of a local educational agency (or one or more schools of such agency) and at least one other public or private agency or organization (such as a library, museum, or other cultural institution, community-based organization, business or other employer, senior citizen group, youth group, parent association, literacy organization, or institution of higher education), or an Indian Tribe, Indian organization, or Indian institution.

Local reading programs applying for subgrants ~~from the State~~ would be required to demonstrate how the reading program would be coordinated and integrated with Title I schoolwide or targeted assistance programs.

Subgrantees may use funds to:

- to provide payment for the direct costs associated with providing ^{additional} reading instruction before or after school, on the weekends, or in the summer; ^{including}
- provide payment to a coordinator for the out-of-school program for activities including coordination of volunteer reading tutors and building partnerships with Head Start, Even Start, Adult Education and/or community based organizations; ^{coordin?}
- provide payment to a reading specialist to link the in-school and out-of-school reading program;
- provide payment to instructors implementing reading models based on reliable, valid, and replicable research;
- support ^{teacher} professional development and the training of volunteers; ^{including}
- ~~provide~~ instruction for parents and others who volunteer to be reading tutors; and
- assist parents who need help in improving their own basic skills so they can participate more fully and effectively in their child's education through ^{such activities} reading to their children; assisting with homework; responding adequately to report cards and school correspondence; and ~~providing a home environment more supportive and conducive to learning~~ ^{or}

State literacy consortia would be required to give priority to funding applicants that propose to:

- develop, carry out, or expand effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents (and other adult primary caregivers) and to help their children become successful readers by the end of the third grade.

Direct Grants to Local Educational Agencies

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STAFF DISCUSSION DRAFT 9/16/97

If a State does not apply or is not awarded a grant, the Secretary will make available competitive grants directly to eligible applicants for subgrants (as defined above).

National and Regional Grants to Promote Exemplary Reading Programs

The Secretary shall make competitive grants to eligible applicants to develop:

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.

Eligible applicants under this section include national organizations; multi-State consortia comprised of two or more public or private agencies, organization, and institutions or Indian tribes; and local applicants that are eligible for subgrants and that have the capacity to conduct programs of sufficient size to serve as national models.

Program Evaluation

The legislation will include a program evaluation component to measure the overall success of the funds in meeting the purpose of this Act. In addition, it would provide funding to evaluate local programs carried out under this Act.

Information Dissemination

The National Institute for Literacy (NIFL) would head up the effort to disseminate information on reliable, valid, and replicable research on reading to Federal programs that focus, or include a focus, on reading. These include programs under the ESEA (including Even Start), Head Start, IDEA, the Adult Education Act and the national service laws. While the priority for dissemination is focused on federally supported programs, such dissemination efforts may also target educators and other interested parties that are not recipients of federal funds.

In doing so, NIFL would build upon applicable information networks currently in existence, including OERI, HHS, NICHD and those established by States and private-sector

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STAFF DISCUSSION DRAFT 9/16/97

entities.

NIFL would be the main organization charged with disseminating information on reliable, valid, and replicable research. The OERI Expert Reading Panel would provide advice to NIFL on the type of research to be disseminated.

Technical Assistance

The legislation will authorize the Department to award America Reads funds to the ESEA Title XIII Comprehensive Regional 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.

NIFL and the ESEA Title XIII Comprehensive Regional Assistance Centers would be required to coordinate their efforts and work with State Literacy Consortia to ensure dissemination of best practices and technical assistance in implementation.

Find

260 in FY 98 | such sum

Attached please find the DRAFT of the America Reads counter-proposal.
This draft includes all comments received to date.

In addition, I have attached possible budget numbers prepared by Kathryn Doherty, Larry Cohen and Val Plisko. These are also in DRAFT form meaning that we need to have further discussions on these numbers and whether we are providing enough supports for our program areas through these allotments. In addition, we need to discuss how we would decide how much funding state or local grantees would receive, e.g. would we base it on Title I formula?

Other undecided issues:

(1) Several people mentioned that we have strayed too far from the concept of volunteer tutors/extended learning time. In this latest draft, do we adequately address this issue? Do we go far enough?

(2) Public/private schools - In our original bill, we specifically mention that the program will serve both public and private school students. Now that we have a much stronger linkage to in-school programs, how should we address this issue?

(3) The promotion of writing as a critical piece to literacy is not mentioned in our proposal at all. Should we mention writing? And, if so, how?

(4) Do we need to set specific guidelines/criteria for the peer review component of the acceptance/denial of State grants?

(5) Goodling's proposal is for \$260 million for the overall proposal. Should we add language to our proposal that outlines a five year period?

THE MEETING WITH GOODLING'S STAFF WILL BE BY THE END OF THIS WEEK (it is not yet scheduled), IF YOU HAVE COMMENTS/QUESTIONS/SUGGESTIONS ON THIS DRAFT AND THESE UNDECIDED ISSUES, PLEASE EMAIL OR CALL ME AT 202/401-2993 BY C.O.B. ON WEDNESDAY.

Thank you again for your help.

-Ann

- ① Carhart & Carhart/strat
- ② King statutes
- ③ ID Budget/urban
- ④ Tougher - / tally
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⑤ Math strat..

? — Linkage to Title I

Fugon, Koeppl perspective?
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"out of school"

Budget narrative / 300k

Confusion over allowable use

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