

DRAFT

Quick Comparison of Clay HR 1436 and Education Opportunity Zones -- January 14, 1998

Tie w/ Testy

CLAY BILL <i>None</i>	ZONES <i>Proposal</i>	STEPS TO <i>D Bond on</i> ENHANCE/EMPHASIZE SIMILARITIES
Districts, through Governor, request presidential declaration of public schools renewal effort	Districts apply to the Secretary to be Education Opportunity Zones.	-- Could route applications through governor -- President could "declare" Education Opportunity Zones based on recommendation of Secretary -- Could adopt part of name - e.g. Education Opportunity and Renewal Zones
Request is made by <u>consortia</u> of an LEA together with parents, teachers, business and other stakeholders	Application made by LEA	<i>our proposal now</i> -- Could require that districts get support of other stakeholders to apply
District submits 3 year plan for improvement that specifies strategies and state and local resources to be used; assistance available for FY 98 --99 --2000	Initial grants to be 3 years, with years 4 and 5 for demonstrated achievement gains	→ <i>language in 1436 a lot used for 2</i>
Plan must specify adverse conditions, such as poor student performance, high dropouts, overcrowded schools, teacher, material and training shortages	<i>Program</i> <i>High Per needs help</i> <i>committed to address</i> <i>works for a wider of</i> <i>cup / comm</i> <i>learn to disk</i> <i>to address</i> <i>has</i>	

Consulted w/ Clay staff

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Plan - Advise cond. for + de hnd offer to address

Plan must contain assurances pertaining to development of plan by consortium, opportunities for <u>professional development</u> , <u>greater parental involvement</u> , <u>focus on student academic improvement</u> , address responsibilities of stakeholders, evaluations, and priority for schools that need to address overcrowding, health and safety concerns, technology readiness and teacher availability and training; also, supplement not supplant and maintenance of effort, plus "other major issues which the local schools consortium determines are critical"	District must demonstrate its commitment to <u>student</u> , <u>teacher and school</u> <u>accountability</u> and <u>greater choice</u> , and <u>must show that it is beginning to make progress in achievement</u>	-- Could require plan to address some of the Clay elements elements Make - Allowable use of time or other program Put in 1), 2) 3 (pos) Look at ways to involve other agencies...
President may direct ED or other agencies to use authority and resources to support state and local assistance efforts -- includes personnel, equipment, supplies, facilities, and TA.	National activities funds would support TA to Zones and dissemination of models more broadly	-- Could include provisions allowing POTUS to direct ED and other agencies to assist in other ways, such as with facilities, extra resources, etc. ✓
Secretary distributes funds and resources to LEAs selected under this act through existing procedures used to distribute funds under other K-12 programs	New program, with funds distributed under this program. Considering added flexibility in existing funds.	-- Emphasize added <u>flexibility to use existing program funds</u> . Sep program of plan to limited approval expanding new growth
\$250 M in first year	\$200 M in first year	-- Emphasize similar dollar level

Funds may be used for public school reforms such as in the areas of student targeted resources (includes early childhood, parent training, truancy, alternative schools, and special needs students, including disabled and LEP); classroom focused school development (teacher/principal academies, links with colleges, establishing career ladders, plus other teacher and school safety and school improvement and recognition activities), and accountability reforms (standards/assessments, <u>monitoring progress</u>, <u>establishing performance criteria</u>, <u>establishing promotion and graduation requirements</u>, and providing for strong <u>accountability</u> and <u>corrective action</u> consistent with state law and Title I)	Multiple uses, but generally focused on accountability, choice, capacity building, extra help for kids, and fixing failing schools.	-- Stress areas of shared support, including: <u>accountability</u>, <u>teacher/principal professional development</u>, <u>rewards for successful schools</u>, <u>promotion and graduation requirements</u>, etc.. -- <u>Specifically address special ed and LEP students</u>
Explicit matching requirement	No matching requirement, but federal contribution declines after peak in year 2	Could add a matching requirement
Annual performance reports submitted to Secretary	? (Assume there will be some form of reporting from Zones, especially in year 3.)	Could require annual progress reports

Comparison of Clay HR 1436 and Education Opportunity Zones (Selected Features)
February 3, 1998

CLAY BILL -- Public Schools Renewal and Improvement Act	EDUCATION OPPORTUNITY ZONES -- Administration Proposal	CHANGES BASED ON CONSULTATIONS WITH CLAY STAFF
Districts, through Governor, request presidential declaration of public schools renewal effort	Districts apply to the Secretary to be Education Opportunity Zones.	-- President could "declare" Education Opportunity Zones once Secretary awards grants
Request is made by consortia of an LEA together with parents, teachers, business and other stakeholders	Application made by LEA	-- Our proposal now requires that districts get support of other stakeholders to apply
District submits 3 year plan for improvement that specifies strategies and state and local resources to be used; assistance available for FY 98 --99 --2000	Initial grants to be 3 years, with years 4 and 5 for demonstrated achievement gains	-- Our proposal now requires districts to show how they will use federal, state, and local, and private funds to carry out and sustain reform strategies.
Plan must specify adverse conditions, such as high dropouts and teacher shortages, and state detailed approaches to address.	Assumes high poverty districts need assistance and provides support to those demonstrating evidence of capacity and commitment to achieve reforms.	-- Proposal clarifies that Department will select The Education Department districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) ensure students meet promotion standards and turn around failing schools.

CLAY BILL -- Public Schools Renewal and Improvement Act	EDUCATION OPPORTUNITY ZONES -- Administration Proposal	CHANGES BASED ON CONSULTATIONS WITH CLAY STAFF
President may direct ED or other agencies to use authority and resources to support state and local assistance efforts -- includes personnel, equipment, supplies, facilities, and TA.	National activities funds would support TA to Zones and dissemination of models more broadly	-- Looking at ways to involve other agencies to assist districts, such as with facilities, extra resources, etc.
Secretary distributes funds and resources to LEAs selected under this act through existing procedures used to distribute funds under other K-12 programs	New program, with funds distributed under this program. Considering added flexibility in existing funds.	-- Proposal involves a new program with limited opportunity to expand schoolwide flexibility.
\$250 M in first year	\$200 M in first year; \$1.5 billion over 5 years.	-- Similar dollar level
Explicit matching requirement	No matching requirement, but federal contribution declines after peak in year 2	

DRAFT

Quick Comparison of Clay HR 1436 and Education Opportunity Zones -- January 14, 1998

CLAY BILL	ZONES	STEPS TO ENHANCE/EMPHASIZE SIMILARITIES
Districts, through Governor, request presidential declaration of public schools renewal effort	Districts apply to the Secretary to be Education Opportunity Zones.	-- Could route applications through governor -- President could "declare" Education Opportunity Zones based on recommendation of Secretary -- Could adopt part of name - - e.g. Education Opportunity and Renewal Zones
Request is made by consortia of an LEA together with parents, teachers, business and other stakeholders	Application made by LEA	-- Could require that districts get support of other stakeholders to apply
District submits 3 year plan for improvement that specifies strategies and state and local resources to be used; assistance available for FY 98 --99 --2000	Initial grants to be 3 years, with years 4 and 5 for demonstrated achievement gains	
Plan must specify adverse conditions, such as poor student performance, high dropouts, overcrowded schools, teacher, material and training shortages		

Plan must contain assurances pertaining to development of plan by consortium, opportunities for professional development, greater parental involvement, focus on student academic improvement, address responsibilities of stakeholders, evaluations, and priority for schools that need to address overcrowding, health and safety concerns, technology readiness and teacher availability and training; also, supplement not supplant and maintenance of effort, plus "other major issues which the local schools consortium determines are critical"	District must demonstrate its commitment to student, teacher and school accountability and greater choice, and must show that it is beginning to make progress in achievement	-- Could require plan to address some of the Clay elements elements
President may direct ED or other agencies to use authority and resources to support state and local assistance efforts -- includes personnel, equipment, supplies, facilities, and TA.	National activities funds would support TA to Zones and dissemination of models more broadly	-- Could include provisions allowing POTUS to direct ED and other agencies to assist in other ways, such as with facilities, extra resources, etc.
Secretary distributes funds and resources to LEAs selected under this act through existing procedures used to distribute funds under other K-12 programs	New program, with funds distributed under this program. Considering added flexibility in existing funds.	-- Emphasize added flexibility to use existing program funds.
\$250 M in first year	\$200 M in first year	-- Emphasize similar dollar level

Funds may be used for public school reforms such as in the areas of student targeted resources (includes early childhood, parent training, truancy, alternative schools, and special needs students, including disabled and LEP); classroom focused school development (teacher/principal academies, links with colleges, establishing career ladders, plus other teacher and school safety and school improvement and recognition activities), and accountability reforms (standards/assessments, monitoring progress, establishing performance criteria, establishing promotion and graduation requirements, and providing for strong accountability and corrective action consistent with state law and Title I)	Multiple uses, but generally focused on accountability, choice, capacity building, extra help for kids, and fixing failing schools.	-- Stress areas of shared support, including: accountability, teacher/principal professional development, rewards for successful schools, promotion and graduation requirements, etc.. -- Specifically address special ed and LEP students
Explicit matching requirement	No matching requirement, but federal contribution declines after peak in year 2	Could add a matching requirement
Annual performance reports submitted to Secretary	? (Assume there will be some form of reporting from Zones, especially in year 3.)	Could require annual progress reports

Bill Summary & Status for the 105th Congress

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H.R.1436**SPONSOR:** Rep Clay (introduced 04/24/97)

SUMMARY:**(AS INTRODUCED)**

Public Schools Renewal and Improvement Act of 1997 - Establishes a procedure by which a local schools consortium shall request, through the State Governor, a declaration by the President that a public schools renewal effort is underway in its community. Requires such request to: (1) include the three-year plan for public schools renewal and improvement; (2) describe the nature and amount of State and local resources which have been or will be committed to such renewal and improvement; and (3) certify that State or local government obligations and expenditures will comply with all applicable matching requirements established pursuant to this Act. Authorizes the President to: (1) make such a requested declaration; and (2) authorize the Department of Education and other Federal agencies to provide assistance under this Act. Requires the consortium to make annual: (1) amendments to the request to include additional initiatives and approaches to improve academic effectiveness and school safety; and (2) progress reports to the Secretary of Education.

(Sec. 5) Sets forth required elements of such public schools renewal and improvement plans, including specification of certain adverse conditions and certain assurances.

(Sec. 6) Authorizes the President to provide for various forms of allowable Federal assistance under this Act. Directs the Secretary to distribute such funds and resources.

(Sec. 7) Sets forth requirements for use of such assistance for various student-targeted resources, classroom-focused school development, accountability reforms, and other, similar types of public school reforms.

(Sec. 8) Allows such assistance to be provided for each of FY 1998 through 2000.

(Sec. 9) Requires the Secretary to report to specified congressional committees on this Act's effectiveness.

(Sec. 10) Authorizes appropriations. Sets forth matching requirements for States or localities, which the President may waive upon the Secretary's recommendation.

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

GPO's PDF version of this bill	References to this bill in the Congressional Record	Link to the Bill Summary & Status file.	Download this bill. (18,909 bytes).
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H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

Table of Contents:

[Beginning](#)
[April 24, 1997](#)

[SECTION 1. SHORT TITLE.](#)

[SEC. 2. FINDINGS AND PURPOSE.](#)

[SEC. 3. DEFINITIONS.](#)

[SEC. 4. PROCEDURE FOR DECLARATION.](#)

[SEC. 5. ELEMENTS OF RENEWAL AND IMPROVEMENT PLAN.](#)

[SEC. 6. ALLOWABLE FEDERAL ASSISTANCE.](#)

[SEC. 7. USE OF ASSISTANCE.](#)

[SEC. 8. DURATION OF ASSISTANCE.](#)

[SEC. 9. REPORT.](#)

[SEC. 10. AUTHORIZATION OF APPROPRIATIONS; MATCHING REQUIREMENT.](#)

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

HR 1436 IH

105th CONGRESS

1st Session

H. R. 1436

To assist local communities in the renewal of their public schools.

IN THE HOUSE OF REPRESENTATIVES

April 24, 1997

Mr. CLAY (for himself, Mr. KILDEE, Mr. MARTINEZ, Mr. OWENS, Mr. PAYNE, Mr. ANDREWS, Mr. SCOTT, Mr. ROMERO-BARCELO, Mr. FATTAH, Mr. HINOJOSA, Mrs. MCCARTHY of New York, Ms. SANCHEZ, Mr. FORD, Mr. KUCINICH, Mr. BONIOR, Mr. LEWIS of Georgia, Ms. WATERS, Mr. HILLIARD, Ms. EDDIE BERNICE JOHNSON of Texas, Mr. RANGEL, Mr. STOKES, Mr. BISHOP, Ms. BROWN of Florida, Ms. CARSON, Mrs. CLAYTON, Mr. CUMMINGS, Mr. DIXON, Ms. MCKINNEY, Mrs. MEEK of Florida, Ms. NORTON, Mr. RUSH, Mr. TOWNS, Mr. SERRANO, Mr. WYNN, Mr. DAVIS of Illinois, and Ms. CHRISTIAN-GREEN) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To assist local communities in the renewal of their public schools.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Public Schools Renewal and Improvement Act of 1997'.

SEC. 2. FINDINGS AND PURPOSE.

(a) **FINDINGS-** The Congress finds the following:

- (1) Although the majority of our Nation's elementary and secondary public schools provide high quality education for our children, many schools need additional resources to implement immediate assistance and reform to enable them to provide a basic and safe education for their students.
- (2) The Government Accounting Office recently found that 1/3 of all elementary and secondary schools in the United States, serving 14,000,000 students, need extensive repair and renovation.
- (3) Recent reform of under-achieving schools in a number of States and school districts demonstrates that parents, teachers, school administrators, other educators, and local officials, given adequate resources and expertise, can succeed in dramatically improving public education and creating high performance schools.
- (4) Such reform efforts show that parental and community involvement in those reforms is indispensable to the objective of high quality, safe, and accountable schools.
- (5) Despite the successes of such reforms, public schools are facing tremendous challenges in educating children for the 21st century. The elementary and secondary school population will grow by 10 percent by the year 2005, and over the next 10 years, schools will need more than 2,000,000 additional teachers to meet the demands of such expected enrollments.
- (6) Almost 7 of 10 Americans support increased Federal assistance to our Nation's public schools, and that support crosses all boundaries, including cities, towns, and rural areas.
- (7) When Federal investment in public schools and children has increased, test scores have improved, and high school graduation rates and college enrollments have increased.
- (8) The Federal Government should encourage communities that demonstrate a strong commitment to restore and reform their public schools.

(b) **PURPOSE-** It is the purpose of this Act to assist local communities that are taking the initiative--

- (1) to overcome adverse conditions in their public schools;
- (2) to revitalize their public schools in accordance with local plans to achieve higher academic standards and safer and improved learning environments; and
- (3) to ensure that every community public school provides a quality education for all

students.

SEC. 3. DEFINITIONS.

<i>THIS SEARCH</i>	<i>THIS DOCUMENT</i>	<i>GO TO</i>
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

For purposes of this Act:

(1) CONSORTIUM- The term `consortium' means a local schools consortium as defined in paragraph (2).

(2) LOCAL SCHOOLS CONSORTIUM- The term `local schools consortium' means the local educational agency in collaboration with a group composed of affected parents, students, and representatives of teachers, school employees and administrators, local business and community leaders and representative of local higher education group working or residing within the boundary of a local educational agency.

(3) PARENT- The term `parent' includes any of the following:

(A) A grandparent.

(B) A legal guardian.

(C) Any other person standing in loco parentis.

(3) PLAN- The term `plan' means a 3-year public schools renewal and improvement plan described in section 5.

(4) SECRETARY- The term `Secretary' means the Secretary of Education.

(5) STATE- The term `State' means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the American Virgin Islands, Guam, and American Samoa.

SEC. 4. PROCEDURE FOR DECLARATION.

(a) IN GENERAL- A request for a declaration by the President that a `public schools renewal effort is underway' shall be made by a local schools consortium.

(b) **REQUEST-** The local education agency shall submit the request to the Governor of the State who shall, with or without comment, forward such request to the President not more than 30 days after the Governor's receipt of such request. Such request shall--

(1) include the plan;

(2) describe the nature and amount of State and local resources which have been or will be committed to the renewal and improvement of the public schools; and

(3) certify that State or local government obligations and expenditures will comply with all applicable matching requirements established pursuant to this Act.

(c) **DECLARATION-** Based on a request made under this Act, the President, in consultation with the Secretary, may declare that a 'public schools renewal effort is underway' in such community and authorize the Department of Education and other Federal agencies to provide assistance under this Act.

(d) **PROGRESS REPORTS-** The consortium shall--

(1) amend such request annually to include additional initiatives and approaches undertaken by the local educational agency to improve the academic effectiveness and safety of its public school system.

(2) submit annual performance reports to the Secretary which shall describe progress in achieving the goals of the plan.

SEC. 5. ELEMENTS OF RENEWAL AND IMPROVEMENT PLAN.

(a) **IN GENERAL-** As part of its request to the President, and in order to receive assistance under this section, a consortium shall submit a plan that includes the elements described in subsections (b) and (c).

(b) **ADVERSE CONDITIONS-** The plan shall specify the existence of any of the following factors:

(1)(A) A substantial percentage of students in the affected public schools have been performing well below the national average, or below other benchmarks, including State developed benchmarks in such basic skills as reading, math, and science, consistent with Goals 2000 and title I of the Elementary and Secondary Education Act of 1965; or

(B) a substantial percentage of such students are failing to complete high school.

(2) Some or all of such schools are overcrowded or have physical plant conditions that threaten the health, safety, and learning environment of the schools' populations.

(3) There is a substantial shortage of certified teachers, teaching materials, and technology training.

THIS SEARCH

Next Hit

Prev Hit

Hit List

THIS DOCUMENT

Forward

Back

Best Sections

Doc Contents

GO TO

New Search

HomePage

Help

THIS SEARCH

[Next Hit](#)

[Prev Hit](#)

[Hit List](#)

THIS DOCUMENT

[Forward](#)

[Back](#)

[Best Sections](#)

[Doc Contents](#)

GO TO

[New Search](#)

[HomePage](#)

[Help](#)

H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

(4) Some or all of the schools are located where crime and safety problems interfere with the schools' ability to educate students to high academic standards.

(c) ASSURANCES- The plan shall also include assurances from the local educational agency that--

(1) the plan was developed by the local schools consortium after extensive public discussion with State education officials, affected parents, students, teachers and representatives of teachers and school employees, administrators, higher education officials, other educators, and business and community leaders;

(2) describe how the consortium will use resources to meet the types of reforms described in section 7;

(3) provide effective opportunities for professional development of public school teachers, school staff, principals, and school administrators;

(4) provide for greater parental involvement in school affairs;

(5) focus substantially on successful and continuous improvement in the basic academic performance of the students in the public schools;

(6) address the unique responsibilities of all stake holders in the public school system, including students, parents, teachers, school administrators, other educators, governmental officials, and business and community leaders, for the effectiveness of the public school system especially with respect to the schools targeted for greatest assistance;

(7) provide for regular objective evaluation of the effectiveness of the plan;

(8) the agency will give priority to public schools that need the most assistance in improving overcrowding, physical problems and other health and safety concerns, readiness for telecommunications equipment, and teacher training and the pool of certified teachers;

(9) ensure that funds received under this Act shall be used to supplement, not supplant other non-Federal funds;

(10) certify that the combined fiscal effort per student or the aggregate expenditures within the State with respect to the provision of free public education for the fiscal year preceding the fiscal year for which the request for a declaration is made was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the request for a declaration is made; and

(11) will address other major issues which the local schools consortium determines are critical to renewal of its public schools.

SEC. 6. ALLOWABLE FEDERAL ASSISTANCE.

(a) IN GENERAL- To provide assistance under this Act, the President may--

(1) direct the Department of Education, with or without reimbursement, to use the authority and the resources granted to it under Federal law (including personnel, educational equipment and supplies, facilities, and managerial, technical, and advisory services) in support of State and local assistance efforts;

(2) direct any other Federal agency to provide assistance as described in paragraph (1);

(3) coordinate such assistance provided by Federal agencies; and

(4) provide technical assistance and advisory assistance to the affected local educational agency.

(b) DISTRIBUTION OF ASSISTANCE FUNDS-

(1) IN GENERAL- At the direction of the President, the Secretary shall distribute funds and resources provided pursuant to a declaration under this Act to local educational agencies selected for assistance under this Act.

(2) EXISTING PROCEDURES- The Secretary shall determine the best method of distributing funds under this Act through personnel and existing procedures that are used to distribute funds under other elementary and secondary education programs.

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	<u>Forward</u>	<u>New Search</u>
Prev Hit	<u>Back</u>	<u>HomePage</u>
Hit List	<u>Best Sections</u>	<u>Help</u>
	<u>Doc Contents</u>	

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

(c) PROHIBITION- No provision of this Act shall be construed to authorize any action or conduct prohibited under the General Education Provisions Act.

SEC. 7. USE OF ASSISTANCE.

Assistance provided pursuant to this Act may be used only to carry out a plan, and to effectuate the following and similar types of public school reforms:

(1) STUDENT-TARGETED RESOURCES-

- (A) Increasing and improving high-quality early childhood educational opportunities.
- (B) Providing comprehensive parent training so that parents better prepare children before they reach school age.
- (C) Establishing intensive truancy prevention and dropout prevention programs.
- (D) Establishing alternative public schools and programs for troubled students and dropouts, and establishing other public school learning 'safety nets'.
- (E) Enhancing assistance for students with special needs (including limited English proficient students, English as a second language, and students with disabilities).

(2) CLASSROOM FOCUSED SCHOOL DEVELOPMENT-

- (A) Establishing teacher and principal academies to assist in training and professional development.
- (B) Establishing effective training links for students with area colleges and universities.
- (C) Establishing career ladders for teachers and school employees.

(D) Establishing teacher mentor programs.

(E) Establishing recruitment programs at area colleges and universities to recruit and train college students for the teaching profession.

(F) Establishing stronger links between schools and law enforcement and juvenile justice authority.

(G) Establishing stronger links between schools and parents concerning safe classrooms and effective classroom activities and learning.

(H) Establishing parent and community patrols in and around schools to assist safe schools and passage to schools.

(I) Implementing research-based promising educational practices and promoting exemplary school recognition programs.

(J) Expanding the time students spend on school-based learning activities and in extracurricular activities.

(3) ACCOUNTABILITY REFORMS-

(A) Establishing high learning standards and meaningful assessments of whether standards are being met.

(B) Monitoring school progress and determining how to more effectively use school system resources.

(C) Establishing performance criteria for teachers and principals through such entities as joint school board and union staff improvement committees.

(D) Establishing promotion and graduation requirements for students, including requirements for reading, mathematics, and science performance.

(E) Providing for strong accountability and corrective action from a continuum of options, consistent with State law and title I of the Elementary and Secondary Education Act of 1965.

SEC. 8. DURATION OF ASSISTANCE.

Assistance under this Act may be provided for each of fiscal years 1998 through 2000.

SEC. 9. REPORT.

Not later than March 31, 2000, the Secretary shall submit a report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate assessing the effectiveness of this Act in assisting recipient local schools consortia in carrying out their plans submitted under this Act.

THIS SEARCH

Next Hit

Prev Hit

Hit List

THIS DOCUMENT

Forward

Back

Best Sections

Doc Contents

GO TO

New Search

HomePage

Help

THIS SEARCH	THIS DOCUMENT	GO TO
Next Hit	Forward	New Search
Prev Hit	Back	HomePage
Hit List	Best Sections	Help
	Doc Contents	

H.R.1436

Public Schools Renewal and Improvement Act of 1997 (Introduced in the House)

SEC. 10. AUTHORIZATION OF APPROPRIATIONS; MATCHING REQUIREMENT.

(a) AUTHORIZATION- There are authorized to be appropriated to carry out this Act--

- (1) for fiscal year 1998, \$250,000,000; and
- (2) for fiscal year 1999, \$500,000,000; and
- (3) for fiscal year 2000, such sums as may be necessary.

(b) MATCHING REQUIREMENT-

- (1) IN GENERAL- Federal funds expended or obligated under this Act shall be matched (in an amount equal to such amount so expended or obligated) from State or local funds.
- (2) OTHER FEDERAL RESOURCES- The Secretary shall, by regulation and in consultation with the heads of other Federal agencies, establish matching requirements for other Federal resources provided under this Act.
- (3) WAIVER- Based upon the recommendation of the Secretary, the President may waive paragraph (1) or (2).

December 12, 1997

Memorandum

To : Bill Kincaid

From : Steve Winnick
Phil Rosenfelt

Subject : Using Existing Authorities to Implement the Educational Opportunity
Zones Initiative

We have reviewed your December 10, 1997 draft on options for carrying out the Education Opportunity Zones (EOZ) Initiative and have examined the various legal authorities referenced in your options paper. Although our understanding of the EOZ proposal at this time is somewhat limited, we recognize that the few high-poverty urban and rural districts that would be selected from a competition for funding under the proposal would be required to have certain urban and rural characteristics and demonstrate a strong commitment to reform measures at the district level that hold schools, educators, and students accountable for success and failure, and that result in significant improvements in student achievement.

We generally agree with the initial comments in Tom Corwin's December 11, 1997 e-mail to you. The initiative could best be funded under the one of the following existing authorities:

(1) **Title I Demonstration Programs.** Section 1502(a)(1) of the Elementary and Secondary Education Act (ESEA) authorizes the Secretary to make grants to local educational agencies and other entities "to carry out demonstration projects that show the most promise of enabling children served under [Title I] to meet challenging State content standards and State student performance standards." The types of activities being contemplated under the EOZ initiative could be funded under this broad statutory authority governing Title I demonstration programs. However, either through rulemaking (regulations or notice of priorities) or through specific language in the appropriations legislation, the parameters of an EOZ Title I demonstration would have to be clearly delineated. For example, we would need to define narrowly the entities eligible for funding and the specific requirements that would apply to the grant recipients.

(2) **Fund for Improvement of Education (FIE).** Section 10101 of the ESEA authorizes the Secretary to award funds to local educational agencies and other entities "to support nationally significant programs and projects to improve the quality of education, assist all students to meet challenging State content standards and challenging State student performance standards, and contribute to achievement of the National Education Goals." Under this authority, funds may be used for, among other things, activities that will promote systemic education reform at the local level, demonstrations involving public school choice, and activities to raise standards and expectations for academic achievement among all students. The proposed activities under the EOZ initiative are fully consistent with the FIE authority. As with the Title I

demonstration, however, the focus of an FIE-supported EOZ initiative would have to be limited either through rulemaking or through restrictions in the appropriations legislation.

It may be unlikely, however, that Congress would appropriate substantial amounts of funds under either the Title I demonstration authority or FIE without also directing how those funds should be expended. The Congressional directives may run counter to the contemplated EOZ initiative. Furthermore, even if there were few restrictions in appropriations legislation (or accompanying committee reports) on how Title I demonstration funds or FIE funds might be expended, it would be an unusual practice for the Department to use these authorities to essentially create a new program with such specific eligibility requirements and mandates as those being considered for the EOZ initiative.

We also examined certain other potential authorities, but do not believe that the proposed Initiative will fit well under them. For example, the Urban and Rural Assistance program authorized by Part J of Title X of the ESEA is not a good vehicle for advancing the EOZ initiative. There would be less flexibility in tailoring the initiative under Title X-Part J than under either the Title I demonstration program or FIE. As you have noted in your options draft, for example, an allocation under Title X - Part J must be divided equally between urban LEAs and rural LEAs. Moreover, the Title X statute defines urban and rural LEAs in a manner that may not be consistent with the EOZ focus. In addition, the specific way that we structure the EOZ initiative may be inconsistent with the urban and rural assistance programs contemplated under Title X.

Finally, we do not believe that the national leadership authority in section 314(b) of the Goals 2000: Educate America Act could be used to further the EOZ initiative. The authorization for Goals 2000 expires after 1998. Even if Goals 2000 were to be funded for fiscal year 1999 under the one-year extension authorized in the General Education Provisions Act, it is extremely unlikely that Congress would permit the Department to support EOZ activities under the section 314(b) national leadership authority. For the past several years, Congress has expressly stated in appropriations legislation that the Department is precluded from conducting any activities under this authority.

We appreciate the additional details on the EOZ initiative that you have shared with us. We would be happy to discuss more fully possible options for advancing this initiative as the program becomes more clearly defined.

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 JOE SCARBOROUGH, FLORIDA



COMMITTEE ON EDUCATION AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

2101 RAYBURN HOUSE OFFICE BUILDING
 WASHINGTON, DC 20515-8100

December 12, 1997

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MAJORITY (202) 226-4527
 (TTY) (202) 226-3372
 MINORITY (202) 226-2726
 (TTY) (202) 226-3118

The President
 The White House
 Washington, D.C. 20500

Dear Mr. President:

I was pleased to learn recently that you are considering a new public schools initiative that emphasizes support for locally-driven public school reform. I would like to bring to your attention a major public schools initiative I introduced on April 24th of this year that shares the same goals as the initiative you are considering.

H.R. 1436, the Public Schools Renewal and Improvement Act of 1997, allows a consortium of parents, teachers, the local education agency, and community and business leaders to submit a request to the President for a declaration that a "major public schools renewal effort is underway" in their community.

Under the bill, the consortium must prepare and submit a 3-year, locally inspired schools renewal plan that spells out certain "adverse conditions" and "assurances" about the consortium's commitment to public school renewal. Successful petitions would receive supplemental federal assistance, delivered through existing programs where possible, such as Title I, Safe and Drug Free Schools, or Goals 2000.

As you know, there are outstanding examples of local school renewal all across the country. Whether it's the innovative Lighthouse after-school program in Chicago, the new Teaching and Learning Academy in Memphis, or the public school choice plan in Boston, we know from experience that, with a strong local commitment and adequate resources, even the most troubled school districts can create high performing, academically strong schools.

The President
Page Two
December 10, 1997

I know you share my conviction that we must help renew all our public schools. I believe a strong national partnership with communities undertaking locally inspired school reforms will help millions of our nation's school children receive a first-class public education. I am proud to note that 41 Members of the House are co-sponsors of my bill, and it has received the support of such groups as the National Parent and Teachers Association, the American Federation of Teachers, and the National Education Association.

I would very much like the opportunity to discuss my proposal with you personally by the middle of January. Working together, I believe we can create a powerful new tool for renewing our public schools.

Sincerely,



William L. Clay
Ranking Democratic Member
Education & the Workforce Committee

bcc: The Honorable Richard W. Riley



Thomas_Corwin @ ed.gov

12/16/97 11:36:00 AM

Record Type: Record

To: See the distribution list at the bottom of this message

CC:

Subject: EOZs -- Authorizing legislation

I talked to Sandra Cook about the issue of whether to propose the Education Opportunities Zones under existing legislation or to request new authorizing legislation. She makes the following points:

-- Bill Clay wrote to the Secretary on 12/12 to express his pleasure in the Administration's announcement of the initiative. His letter notes that he introduced HR 1436, the "Public Schools Renewal and Improvement Act," which may address the same objectives. He asked to meet with the Secretary in January to discuss his bill. Thus, although the tone of the letter is that we ought to back HIS bill, it seems like we have a ranking minority member who is interested in our initiative. [I'll bring copies of the letter to our next meeting.]

-- We understand that Sen. Kennedy's staffers are meeting with White House staff today to discuss education items. According to Danica, the EOZs should be a good initiative for Democrats on the Senate Labor Com to carry because it could be spun as a response to vouchers; we want to fix ailing systems, while the other side just wants to abandon them. They are likely to look at EOZs as a good vehicle for getting their message across.

-- The week before last, when our people called around to alert Hill people to the announcement of the EOZs, Bettilou Taylor of House Appropriations put in a strong word against our trying to push the proposal through appropriations without first going through authorizing. The appropriators won't want to relive the national testing experience.

-- Sandra's guess is that Goodling would object on principle, once again, to being cut out of the process. Mr. Riggs is apt to be even more adamant; he led the attack (admittedly a temporary one) against Obey-Porter on the House floor because it hadn't come through authorizing.

-- We also have no reason to believe that Obey (or for that matter, Porter) would fight to get our initiative through the appropriations process in the same way he did with Obey-Porter, which was his own proposal.

-- And finally, as I noted yesterday, there is strong interest from

Roemer and the New Dems in the proposal.

Sandra intended to come to yesterday's meeting to make these points, but then got pulled off on something else. She will try again next time.

Tom

Message Sent To:

Mary I. Cassell
William R. Kincaid
Tanya E. Martin
Jonathan H. Schnur @ OVP@EOP
Wayne Upshaw



Barry White
12/16/97 07:26:15 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc: Michael Cohen/OPD/EOP, Wayne Upshaw/OMB/EOP, Mary I. Cassell/OMB/EOP

Subject: Re: Urban Education Zones proposal -- revised

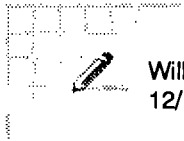
Progress. Still not the rewards I prefer, but at least the notion of achievement is in there, albeit very late. I still think that we will find this approach thrown back at us when we try to justify funding for title I. I wouldn't relish having to make the case with Republicans as to why this doesn't impugn the success claims of title I. Good thing us career guys don't have to do that kind of thing.

More pragmatically and politically, Barbara and I had a chat today with Obey's staff on a range of things. Not surprisingly, Cheryl was very negative on the Zones unless they are clearly building on Obey-Porter; a "next tier". They also are very fixed on school-based projects and very down on any possibility of benefit from funding school districts. Odd.

Cheryl also fears that you will use the title I demo authority, which would compete with Obey-Porter. She asks that we look at the unfunded urban/rural authority others have previously mentioned.

In any event, I thought we had, among us, some stronger ideas on linkage to Obey-Porter than this draft reflects. I urge more thinking along this line if there is to be any hope of Obey not scuttling the President's thing.

Michael: Barbara will want to talk with you more about the linkage issue. Also about the Black Caucus aspect. [She is looking ahead to marketing the idea on the Hill.]



William R. Kincaid
12/17/97 06:34:14 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

CC:

Subject: More on EOZs/ Authorizing legislation

I spoke with Sandra Cook some more today. Overall, she is very pessimistic about our ability to pass anything on the Zones during 1998, but feels especially strongly that we should not try to move this through the approps process without getting new authorization.

-- She doesn't know why Obey would support this and doesn't think Porter will go along (even if we put in significant dollars into Obey-Porter this year).

-- She noted again BettyLou Taylor's concerns.

-- She thought we should think twice before crossing Bill Goodling again on something like this.

-- She thinks Clays letter (which I still haven't seen) is a strong indication that he doesn't want the committee to be bypassed.

-- Says Danica expressed concerns about trying to do this via approps (and it turns out it was Danica who suggested that perhaps we should try this on the mandatory side).

-- She thinks the GOP's have been fairly well disposed to do competitive grants, and thinks the votes last year on vouchers are a hopeful sign that we could thread that needle, and thinks some moderate GOPs might like something like this to support.

-- Ultimately she thinks we are unlikely to pass this session, but could do a lot in terms of building a base of support for this.

I'm not 100% there yet, but I'm getting closer to thinking that she is right that we should introduce new legislation on this. There's no doubt that, from a message perspective, having this out there for Dems in both houses to use in offering amendments, etc. , could be very useful, regardless of whether we succeed or not. However, from the perspective of getting something passed, we know that we hold certain cards in the approps process that we just don't have in authorizing...so I'm still a little reluctant to commit to an authorization strategy.

Two other matters-- Sandra said Danica indicated that Jeffords wants to get an agreement with the leadership on moving America Reads, and may need the Administration's help on that. Also, on class-size, she thinks that giving grants to states to pay teachers salaries is problematic from a policy perspective, but might be ok from a political perspective. She thinks Kennedy's 100,000 teachers is a better idea.

----- Forwarded by William R. Kincaid/OPD/EOP on 12/17/97 06:20 PM



Thomas_Corwin @ ed.gov
12/16/97 11:36:00 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: EOZs -- Authorizing legislation

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-- We also have no reason to believe that Obey (or for that matter, Porter) would fight to get our initiative through the appropriations process in the same way he did with Obey-Porter, which was his own proposal.

-- And finally, as I noted yesterday, there is strong interest from Roemer and the New Dems in the proposal.

Sandra intended to come to yesterday's meeting to make these points, but then got pulled off on something else. She will try again next time.

Tom

Message Sent To:

Mary I. Cassell
William R. Kincaid
Tanya E. Martin
Jonathan H. Schnur @ OVP@EOP
Wayne Upshaw



121616E3.TXT

December 12, 1997

Memorandum

To : Bill Kincaid

From : Steve Winnick
Phil Rosenfelt

Subject : Using Existing Authorities to Implement the Educational Opportunity
Zones Initiative

We have reviewed your December 10, 1997 draft on options for carrying out the Education Opportunity Zones (EOZ) Initiative and have examined the various legal authorities referenced in your options paper. Although our understanding of the EOZ proposal at this time is somewhat limited, we recognize that the high-poverty urban and rural districts that would be funded under the proposal would be required to demonstrate a strong commitment to reform measures that hold schools, educators, and students accountable for success and failure, and that result in significant improvements in student achievement.

We agree with the initial comments in Tom Corwin's December 11, 1997 e-mail to you. The initiative could best be funded under the one of the following existing authorities:

(1) **Title I Demonstration Programs.** Section 1502(a)(1) of the Elementary and Secondary Education Act (ESEA) authorizes the Secretary to make grants to local educational agencies and other entities "to carry out demonstration projects that show the most promise of enabling children served under [Title I] to meet challenging State content standards and State student performance standards." The types of activities being contemplated under the EOZ initiative could be funded under this broad statutory authority governing Title I demonstration programs. However, either through rulemaking (regulations or notice of priorities) or through specific language in the appropriations legislation, the parameters of an EOZ Title I demonstration would have to be clearly delineated. For example, we would need to define narrowly the entities eligible for funding and the specific requirements that would apply to the grant recipients.

(2) **Fund for Improvement of Education (FIE).** Section 10101 of the ESEA authorizes the Secretary to award funds to local educational agencies and other entities "to support nationally significant programs and projects to improve the quality of education, assist all students to meet challenging State content standards and challenging State student performance standards, and contribute to achievement of the National Education Goals." Under this authority, funds may be used for, among other things, activities that will promote systemic education reform at the local level, demonstrations involving public school choice, and activities to raise standards and expectations for academic achievement among all students. The proposed activities under the EOZ initiative are fully consistent with the FIE authority. As with the Title I demonstration, however, the focus of an FIE-supported EOZ initiative would have to be limited either through

rulemaking or through restrictions in the appropriations legislation.

It may be unlikely, however, that Congress would appropriate substantial amounts of funds under either the Title I demonstration authority or FIE without also directing how those funds should be expended. The Congressional directives may run counter to the contemplated EOZ initiative. Furthermore, even if there were few restrictions in appropriations legislation (or accompanying committee reports) on how Title I demonstration funds or FIE funds might be expended, it would be an unusual practice for the Department to use these authorities to essentially create a new program with such specific eligibility requirements and mandates as those being considered for the EOZ initiative.

We do not believe that the Urban and Rural Assistance program authorized by Part J of Title X of the ESEA is the best vehicle for advancing the EOZ initiative. There would be less flexibility in tailoring the initiative under Title X-Part J than under either the Title I demonstration program or FIE. As you have noted in your options draft, for example, an allocation under Title X - Part J must be divided equally between urban LEAs and rural LEAs. Moreover, the Title X statute defines urban and rural LEAs in a manner that may not be consistent with the EOZ focus. In addition, the specific way that we structure the EOZ initiative may be inconsistent with the urban and rural assistance programs contemplated under Title X.

Finally, we do not believe that the national leadership authority in section 314(b) of the Goals 2000: Educate America Act could be used to further the EOZ initiative. The authorization for Goals 2000 expires after 1998. Even if Goals 2000 were to be funded for fiscal year 1999 under the one-year extension authorized in the General Education Provisions Act, it is extremely unlikely that Congress would permit the Department to support EOZ activities under the section 314(b) national leadership authority. For the past several years, Congress has expressly stated in appropriations legislation that the Department is precluded from conducting any activities under this authority.

Please continue to share with us any additional details that may be developed on the EOZ initiative. We would be happy to discuss more fully possible options for advancing this initiative as the program becomes more clearly defined.

Author: Thomas Corwin at WDCT02
Date: 12/11/97 11:52 AM
Priority: Normal
TO: William_R_Kincaid@oa.eop.gov at Internet
Subject: Re: Existing Authority Options

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

Here are some initial comments on your discussion of existing authority options.

TITLE I DEMOS

The main advantage of the Title I authority is that it's a pretty blank slate on which we can write just about anything. We'll have to do the writing through regs/application notices, but I think we could structure the kind of program we want under this type of authority.

The law requires that the authority support "demonstration projects that show the most promise of enabling children served by this title [Title I] to meet challenging State content standards and challenging State student performance standards." That may sound more like demonstrations of classroom instructional practices, as opposed to demos of methods of fixing management systems at the school board office, but a number of the examples of demos listed in the statute are not directly tied to classroom instruction, so I don't think we need to worry about that. But I do think we would have to maintain a focus on improving the education of disadvantaged children.

On the likelihood of funding another initiative under Title I demos, in addition to Obey-Porter, I know that Obey didn't want anything else funded under the authority in '98. (i.e., He said No on America Reads.) I don't know if he would feel the same way in '99, now that the Obey-Porter program is getting underway. Obey and Porter seem to have initiated the practice of authorizing a new program through the appropriations process; we would be following in their footsteps.

As I noted, we would need regs, because we will want to limit eligibility to certain types of LEAs, because we will want to limit the uses of funds to certain purposes, and because we will want to place grantees under certain accountability requirements; we couldn't rely on report language, since we won't be able to control that language.

TITLE X-J

I continue to think this is a really bad option because here you have a pretty detailed statute, and we would have to override, somehow or other, quite a number of things, including: (1) the definition of an eligible urban LEA, and maybe the rural definition as well; (2) the 50-50 split between urban and rural grants; (3) the special considerations in section 10964; and (4) the rural allocation rules in section 10973(a). I don't see how we could do this, except by proposing appropriations language that basically overrides the entire statute, which the appropriators would never want to do.

On some of your other bullets:

12/12/97 00:00
The requirement to make a rural award to every State applies if the appropriation for the rural portion is LESS than \$50 million. The people who write these authorizations have a way of forgetting that DC is a State under ESEA. States like Connecticut and NJ don't have the types of poor rural areas we are concerned with either.

As you note, we would have to regulate (even after overriding the statute), but that is true under the other options as well. However, we should be able to issue rules for public comment on a timely basis, since (unlike with Obey) we should be able to get started early.

The authorization does run out after '99. The GEPA extension would apply. The same is true of all the other ESEA authorizations (Title I demos, FIE, etc.).

FIE

FIE is broad and general enough to do about anything (in el-sec education) under. We would have issue regs to define the eligible applicants, and probably on other issues, but would have to do that under the other authorities as well.

FIE is an ESEA program (as are Title I demos and Title X-J). It has a such sums authorization for '99, but so do the other ESEA authorities.

GOALS 2000 URBAN/RURAL

Issues with this one are:

- The name (which will make it a problem to some people);

- The fact that the Goals authorization only goes through FY 98 (and its future, at this point, is uncertain);

- As you noted, the prohibition on making awards to LEAs that receive subgrants under the Goals State Grants program (which I guess we could try to override).

Otherwise, it seems like a compatible authority. Its purpose is to assist urban and rural LEAs in "developing and implementing local school improvement plans," which I guess would be reasonably compatible with the purposes of the initiative.

The funding cap would not be a problem if we receive a specific appropriation for the initiative. And, as you noted, we would have to do regs.

I have not had a chance to run any of this by OGC; will try to do it in the next day or so.

Tom

Reply Separator

Subject: Existing Authority Options

Author: William R. Kincaid@ea.eop.gov at Internet

Date: 12/10/97 12:42 PM

Message Creation Date was at 10-DEC-1997 12:42:00

Tom--

Following up on Friday's discussion on the Education Opportunity Zones

attached is a rough draft of a paper discussing the existing authority options carrying out this program. This is a slight fixing up of something we drafted last year for Mike Smith (I think Patsy looked at this), but that never really got finalized. Could you please work with OGC to get this into a form that we could discuss at tomorrow afternoon's meeting on the zones?

By now you should have received a separate e-mail from me with a memo summarizing last Friday's meeting, and you have (I believe) a copy of the press paper outlining some major aspects of the initiative. This particular options paper should be concerned mostly with the grants aspect of this, and not the waivers aspect -- I have shared some preliminary thoughts on that with Steve Winnick and hope to follow up with him later today.

Also, have you every heard anything more from NCES on this?

Thanks a lot.

-- Bill

ability, as well as teaching assessments under this title; assessment systems; and decisionmaking authority in exchange for greater reformance.

where feasible, the Secretary shall use a variety of sources, including Educational Progress, State studies, in carrying out this

REPORTS.—The Secretary shall use appropriate committees of the House by January 1, 1996, summarizing the assessment and a final report of January 1, 1998.

ON.—The Secretary may collect such data, at the State and school levels and conduct national studies and evaluations on the basis of the effectiveness of programs to report on such effectiveness on a regular basis, not later than December 31, 1996, to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate on how schoolwide programs affect students from migratory families.

—At a minimum, the Secretary shall report on the effect of programs under this title on the data collected and reported under subsection (c).

PART A OF TITLE I.

The Secretary shall carry out an ongoing study required under part A of title I in this title, and the Congress, and educators in the State shall provide an accurate description of the short-term effect of such program and to provide information to improve such program's effectiveness. The Secretary shall meet challenging State content standards and State student performance standards in every school, and make successful programs in education and work. Such evaluation

shall include a longitudinal design that tracks cohorts of students of differing poverty concentrations in which, when the cohorts are taken into account, the picture of such program's effectiveness in elementary and secondary grades; shall be independent from State and local content standards as required under this title; shall be the highest available content standards as required under this title; and shall be as national in scope;

"(D) provide information on all students, students served under part A, and, if funds are sufficient, information on students from low-income families, limited-English-proficient students, and students with disabilities; and

"(E) when feasible, collect, cross-tabulate, and report data by sex within race or ethnicity and socioeconomic status.

"(2) **USE.**—The Secretary shall use the results of the evaluation described in paragraph (1) as part of the national assessment required by subsection (a) and shall report the data from such evaluation to the Congress and the public at least as frequently as reports are made under subsection (a)(4).

"(d) **DEVELOPMENTALLY APPROPRIATE MEASURES.**—In conducting the national assessment under subsection (a) and the national ongoing evaluation under subsection (c), the Secretary shall use developmentally appropriate measures to assess student performance and progress.

"(e) **PARENTAL INVOLVEMENT, STUDY, REPORT AND DISSEMINATION.**—

"(1) **IN GENERAL.**—The Secretary, through the Office of Education Research and Improvement, shall conduct a study to identify and describe—

"(A) common barriers to effective parental involvement in the education of participating children; and

"(B) successful local policies and programs which improve parental involvement and the performance of participating children.

"(2) **DUTIES OF SECRETARY.**—The Secretary shall—

"(A) complete such study by December 31, 1996;

"(B) report the findings of such study to the Committee on Education and Labor of the House of Representatives and to the Committee on Labor and Human Resources of the Senate; and

"(C) disseminate the findings, relating to the successful local policies and programs which improve parental involvement and the performance of participating children, to local educational agencies.

"SEC. 1502. DEMONSTRATIONS OF INNOVATIVE PRACTICES.

"(a) **DEMONSTRATION PROGRAMS TO IMPROVE ACHIEVEMENT.**—

"(1) **IN GENERAL.**—From the funds appropriated for any fiscal year under section 1002(g)(2), the Secretary may make grants to State educational agencies, local educational agencies, other public agencies, nonprofit organizations, public or private partnerships involving business and industry organizations, and consortia of such entities to carry out demonstration projects that show the most promise of enabling children served under this title to meet challenging State content standards and challenging State student performance standards. Such projects shall include promising strategies such as—

"(A) accelerated curricula, the application of new technologies to improve teaching and learning, extended learning time, and a safe and enriched full-day environment for children to provide children the opportunity to reach such standards;

"(B) integration of education services with each other and with health, family, and other social services such as mentoring programs, particularly in empowerment zones and enterprise communities;

"(C) effective approaches to whole school reform;

"(D) programs that have been especially effective with limited-English-proficient children, migratory children and other highly mobile students, children leaving institutions for neglected or delinquent children and returning to school, and homeless children and youth;

"(E) programs which are especially effective in recruiting, inducting and retaining highly qualified teachers for service in schools with low student achievement; and

"(F) programs that are built upon partnerships developed between elementary and middle schools, employers, and the community, which emphasize the integration of high quality academic and vocational learning, stress excellence and high expectations for success in academic subjects, instill responsibility, decisionmaking, problem solving, interpersonal skills, and other competencies in students, and make school relevant to the workplace and the community, through applied and interactive teaching methodologies, team teaching strategies, learning opportunities connecting school, the workplace, and the community, and career exploration, awareness, and career guidance opportunities.

"(2) **EVALUATION.**—The Secretary shall evaluate the demonstration projects supported under this title, using rigorous methodological designs and techniques, including control groups and random assignment, to the extent feasible, to produce reliable evidence of effectiveness.

"(b) **PARTNERSHIPS.**—From funds appropriated under section 1002(g)(2) for any fiscal year, the Secretary may, directly or through grants or contracts, work in partnership with State educational agencies, local educational agencies, other public agencies, and non-profit organizations to disseminate and use the highest quality research and knowledge about effective practices to improve the quality of teaching and learning in schools assisted under this title.

"SEC. 1503. INNOVATIVE ELEMENTARY SCHOOL TRANSITION PROJECTS.

"(a) **IN GENERAL.**—From the amount appropriated under section 1002(g)(2), the Secretary shall provide not less than \$10,000,000, but not more than \$40,000,000 to support innovative transition projects in elementary schools authorized under this section.

"(b) **GRANTS.**—

"(1) **LOCAL PROGRAMS.**—The Secretary shall award grants to local educational agencies (including such agencies that operate Follow Through programs, Even Start, and other comparable programs) that have formed consortia with early childhood programs (including Head Start, where available) for the purpose of supporting projects, for children from low-income families who previously attended a Head Start program, Even

Start program, or similar preschool and other services in elementary schools.

"(2) **PURPOSES OF PROJECTS** assisted under this section are to—

"(A) assist eligible children in making a successful transition from elementary grades;

"(B) enable eligible children to meet academic standards through a comprehensive, individualized, appropriate, instructional program;

"(C) support the active participation of their children.

"(3) **COMPONENTS.**—A program assisted under this section—

"(A) shall provide transition activities, such as—

"(i) development of a program which provides for instruction through the third grade;

"(ii) transfer of each child from elementary school (with parent participation) to a new elementary school;

"(iii) formal meetings between the school teacher, and kindergarten teacher, and

"(iv) kindergarten visits to preschool children in elementary school;

"(B) shall use an instructional program which—

"(i) has been shown to be effective in providing transition services; or

"(ii) shows promise of being effective in providing transition services;

"(C) shall provide for the participation of parents of such children in the evaluation of such program;

"(D) shall provide direct comprehensive educational, health, and other services that aid in the coordination of services to their full potential;

"(E) shall ensure that each child is developed pursuant to subsection (b)(1) number of family service coordination, and the needs of eligible children and

"(F) may provide for the use of secondary school students to assist elementary school students who were formerly enrolled in Start programs.

"(c) **APPLICATIONS.**—An application submitted under section (b) shall—

"(1) describe the goals which the program is to achieve;

"(2) describe the instructional approach, the use, and the manner in which the program is to be implemented;

education services with each other, and other social services such as particularly in empowerment zones ties;

aches to whole school reform; have been especially effective with children, migratory children and students, children leaving institutions and returning to children and youth;

h are especially effective in recruiting highly qualified teachers for low student achievement; and

are built upon partnerships developed by and middle schools, employers, which emphasize the integration of and vocational learning, stress excursions for success in academic subjects, decisionmaking, problem solving, and other competencies in skills relevant to the workplace and the applied and interactive teaching methods, strategies, learning opportunities in the workplace, and the community, and career and career guidance opportunities.

Secretary shall evaluate the demand under this title, using rigorous and techniques, including control and measurement, to the extent feasible, to effectiveness.

funds appropriated under section 2 Secretary may, directly or through partnership with State educational agencies, other public agencies, and non-State and use the highest quality reflective practices to improve the quality of schools assisted under this title.

ELEMENTARY SCHOOL TRANSITION

the amount appropriated under section 2 shall provide not less than \$40,000,000 to support innovative schools authorized under this section.

The Secretary shall award grants to (including such agencies that operate, Even Start, and other community formed consortia with early childhood lead Start, where available) for the projects, for children from low-income families who have not been enrolled in a Head Start program, Even

Start program, or similar preschool program, which provide education and other services in early elementary grades.

"(2) PURPOSES OF PROJECTS.—The purposes of projects assisted under this section are to—

"(A) assist eligible children and their families in making a successful transition from preschool through the early elementary grades;

"(B) enable eligible children to achieve challenging academic standards through a model, developmentally appropriate, instructional program; and

"(C) support the active involvement of parents in the education of their children.

"(3) COMPONENTS.—A program assisted under this subsection—

"(A) shall provide transition to elementary school activities, such as—

"(i) development of a transition plan for each child which provides for instruction, support, and assistance through the third grade;

"(ii) transfer of each child's preschool records to the elementary school (with parental consent);

"(iii) formal meetings between a child's parent, preschool teacher, and kindergarten or first grade teacher; and

"(iv) kindergarten visits and other orientation activities for preschool children prior to enrollment in elementary school;

"(B) shall use an instructional approach which—

"(i) has been shown to be effective in providing transition services; or

"(ii) shows promise of providing effective transition services;

"(C) shall provide for the direct participation of the parents of such children in the development, operation, and evaluation of such program;

"(D) shall provide directly or through referral comprehensive educational, health, nutritional, social, and other services that aid in the continued development of eligible children to their full potential;

"(E) shall ensure that each supportive services team developed pursuant to subsection (c)(8) includes a sufficient number of family service coordinators to adequately meet the needs of eligible children and their families; and

"(F) may provide for the use of mentors who are secondary school students to assist elementary and secondary students who were formerly enrolled in Head Start or Even Start programs.

"(c) APPLICATIONS.—An application for a grant under subsection (b) shall—

"(1) describe the goals which the applicant plans to achieve;

"(2) describe the instructional approach the applicant will use, and the manner in which the applicant will implement such approach;

"(3) describe the transition to elementary school activities for which assistance is sought;

"(4) describe the members of the consortium required by subsection (b)(1);

"(5) shall include evidence that the consortium members each have performed assessments of their programs to ensure that such members have the capacity to address the health, immunization, mental health, nutrition, parenting education, literacy, social service (including substance abuse, education, and prevention), and educational needs of low-income students and their families whom the consortium members plan to serve;

"(6) describe how the project will be coordinated with title I, title VII, and other programs under this Act;

"(7) provide evidence that the proposed transition activities, instruction, and other services to be provided by the applicant have been specifically designed to build upon, and coordinate with, the services provided to eligible children and their parents by local Head Start, Even Start, and other similar preschool programs;

"(8) include—

"(A) a plan for the development of a support services team, including a family service coordinator, to—

"(i) assist families, administrators, and teachers to respond to health, immunization, mental health, nutrition, social service, and educational needs of eligible students;

"(ii) conduct home visits and help students and their families to obtain health, immunization, mental health, nutrition, parenting education, literacy, education (including tutoring and remedial services), and social services (including substance abuse treatment, education, and prevention), for which students and their families are eligible;

"(iii) coordinate a family outreach and support program, including a plan for involving parents in the management of the program under subsection (b), in cooperation with parental involvement efforts undertaken pursuant to this part, the Head Start Act, and the Individuals with Disabilities Education Act, including school-parent compacts, parent volunteer activities, parent education services and training such as the services and training provided through the Even Start program, and regular meetings; and

"(iv) assist families, administrators, and teachers in enhancing developmental continuity between the programs assisted under the Head Start Act, other early childhood development programs, and elementary school classes; or

"(B) a description of the comprehensive, coordinated services currently provided to children eligible for services under this section;

"(9) designate a member of the support services team described in paragraph (8) who will serve as the supervisor of such support services team;

"(10) contain assurance and community-based offices to low-income student agency consortium have plan described in paragraph (8);

"(11) contain assurance and community-based offices to low-income student agency consortium will have a liaison to the support (8);

"(12) describe the support services team describes previously served with other comparable early childhood programs;

"(13) describe the support services team or through referral;

"(14) describe the funding will be used to carry out

"(15) contain assurance in paragraph (8) will be provided with limited-English proficiency

"(16) include a plan under this section will under part A or other Federal law after the grant has expired

"(17) contain such other information as may be reasonably require.

"(d) NATIONAL ACTIVITIES:

"(1) IN GENERAL.—A section (a) to carry out title less than \$3,000,000 but not less than \$3,000,000 for national activities to evaluate transition programs.

"(2) TECHNICAL ASSISTANCE.—An amount reserved under part not less than \$3,000,000 for nonprofit agencies, institutions, consortia which receive grants to the extent feasible, to support programs under section 1.

"(A) technical assistance expanded use of model approaches, including training to increase parental coordinated services;

"(B) training in and operation of such

"(3) COORDINATION AND COOPERATION.—The Secretary may promote coordination with the projects funded under the Projects Act, including a plan

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"(10) contain assurances that State agencies, local agencies, and community-based organizations that provide support services to low-income students served by the local educational agency consortium have been consulted in the preparation of the plan described in paragraph (8);

"(11) contain assurances that State agencies, local agencies, and community-based organizations that provide support services to low-income students served by the local educational agency consortium will designate an individual who will act as a liaison to the support services team described in paragraph (8);

"(12) describe the target population to be served by the support services team described in paragraph (8), including families previously served under part C of the Head Start Act, or other comparable early childhood development program;

"(13) describe the support services to be provided, directly or through referral;

"(14) describe the Federal and non-Federal resources that will be used to carry out the program;

"(15) contain assurances that the support services described in paragraph (8) will be equipped to assist children and families with limited-English proficiency or with disabilities;

"(16) include a plan describing how the program assisted under this section will be sustained, with funding received under part A or other Federal and non-Federal funding sources, after the grant has expired; and

"(17) contain such other information as the Secretary may reasonably require.

"(d) NATIONAL ACTIVITIES.—

"(1) IN GENERAL.—Of the amount provided under subsection (a) to carry out this section, the Secretary shall use not less than \$3,000,000 but not more \$5,000,000 to carry out national activities to evaluate and improve the use of innovative transition programs.

"(2) TECHNICAL ASSISTANCE AND TRAINING.—Of the amount reserved under paragraph (1), the Secretary shall use not less than \$3,000,000 to award grants to public and private nonprofit agencies, institutions, and organizations to provide to consortia which receive grants under subsection (b)(1) and, to the extent feasible, to schools that are designated schoolwide programs under section 1114—

"(A) technical assistance in the implementation and expanded use of model transition and instructional approaches, including the use of appropriate pedagogy, efforts to increase parental involvement and providing access to coordinated services; and

"(B) training in conjunction with the implementation and operation of such model approaches.

"(3) COORDINATION AND DISSEMINATION.—The Secretary, in cooperation with the Secretary of Health and Human Services, may promote coordination of activities assisted under this section with the projects funded under the Head Start Transition Projects Act, including a process to—

"(A) collect information on program activities and results; and

"(B) disseminate information on successful transition programs.

"(4) **EVALUATION.**—(A) The Secretary, in cooperation with the Secretary of Health and Human Services, is authorized to award grants, or enter into contracts or cooperative agreements, to provide for the evaluation of the programs assisted under this section.

"(B) To the extent practicable, such evaluations shall be conducted jointly with evaluations of Head Start Transition Projects.

"(5) **OTHER ACTIVITIES.**—The Secretary may undertake other activities to promote the replication of successful transition programs.

"(e) **COORDINATION OF REGULATIONS.**—The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this section with regulations promulgated under the Head Start Act Amendments of 1994.

"(f) **GENERAL PROVISIONS.**—

"(1) **PRIORITY.**—In awarding grants under subsection (b)(1), the Secretary shall give priority to applicants that—

"(A) will operate a project under this section at a school designated as a schoolwide program under section 1114;

"(B) serve local educational agencies that have the highest numbers or percentages of poor children; and

"(C) demonstrate a significant commitment by the community to the proposed program, as evidenced by the level of resources, both cash and in-kind, from other public and private sources available to the consortium.

"(2) **SUPPLEMENT.**—An application for assistance under this section may not be approved unless the Secretary is satisfied that the services to be provided by the applicant will supplement, and not supplant, services that previously provided other Federal assistance.

"(3) **SUFFICIENT SIZE.**—A grant under subsection (b)(1) shall be of sufficient size and scope to enable the grantee to operate a project which meets the requirements of this section.

"(4) **URBAN AND RURAL GRANTS.**—To the extent practicable, the Secretary shall award grants under subsection (b)(1) to consortia in both urban and rural areas.

"(5) **RENEWAL GRANT.**—To be eligible to renew a grant under the section, an applicant that received assistance under subsection (b)(1) shall demonstrate that the project achieved the purposes described in subsection (b)(2).

"(g) **DEFINITIONS.**—As used in this section:

"(1) **FAMILY SERVICES COORDINATOR.**—The term 'family services coordinator' means an individual who has the skills necessary to assist families in obtaining support services and may be an existing employee of a local educational agency or Head Start agency.

"(2) **HEAD START AGENCY.**—The term 'Head Start agency' means any agency designated as a Head Start agency under the Head Start Act (42 U.S.C. 9831 et seq.).

"(3) **SUPPORT SERVICES** services that enhance the intellectual development of low-income children and the provision of necessary support to the parents of such children.

"PART F—GENERAL

"SEC. 1601. FEDERAL REGULATIONS.

"(a) **IN GENERAL.**—The Secretary shall promulgate regulations as are necessary to carry out the purposes of this title.

"(b) **NEGOTIATED RULEMAKING.**

"(1) **IN GENERAL.**—Prior to promulgating any proposed regulations, the Secretary shall obtain the advice and consent of a committee of Federal, State, and local officials and members of local boards of education, and shall promulgate regulations in accordance with the requirements of this section.

"(2) **MEETINGS AND ELECTIONS.**—The Secretary shall hold public hearings and may hold regional meetings to receive comments on proposed regulations.

"(3) **PROPOSED REGULATIONS.**—The Secretary shall promulgate regulations and recommendations, and promulgate regulations, the Secretary shall—

"(A) establish a minimum of two key issues for public comment.

"(i) schoolwide programs;

"(ii) standards and

"(B) select individuals from among individuals and recommendations, in each of the geographic regions of the country.

"(C) prepare a draft of the proposed regulations to be provided to the committee under subparagraph (B) to the first meeting under this section.

"(4) **PROCESS.**—Such process shall be conducted that final regulations are promulgated on or before July 1, 1995; and

"(B) shall not be subject to the provisions of the Negotiated Rulemaking Act but shall otherwise be subject to the provisions of the Negotiated Rulemaking Act.

"(5) **EMERGENCY SITUATIONS.**—The Secretary may promulgate such regulations to carry out the purposes of this title in a very limited time to assist States with the operation of a program if the Secretary determines that such regulations are necessary but shall, immediately thereafter, conduct regional meetings to receive comments on such regulations.

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"(3) **SUPPORT SERVICES.**—The term 'support services' means services that enhance the physical, social, emotional, and intellectual development of low-income children, including the provision of necessary support to the parents and other family members of such children.

"PART F—GENERAL PROVISIONS

"SEC. 1601. FEDERAL REGULATIONS.

"(a) **IN GENERAL.**—The Secretary is authorized to issue such regulations as are necessary to reasonably ensure that there is compliance with this title.

"(b) **NEGOTIATED RULEMAKING PROCESS.**—

"(1) **IN GENERAL.**—Prior to publishing in the Federal Register proposed regulations to carry out this title, the Secretary shall obtain the advice and recommendations of representatives of Federal, State, and local administrators, parents, teachers, and members of local boards of education involved with the implementation and operation of programs under this title.

"(2) **MEETINGS AND ELECTRONIC EXCHANGE.**—Such advice and recommendation may be obtained through such mechanisms as regional meetings and electronic exchanges of information.

"(3) **PROPOSED REGULATIONS.**—After obtaining such advice and recommendations, and prior to publishing proposed regulations, the Secretary shall—

"(A) establish a negotiated rulemaking process on a minimum of two key issues, including—

"(i) schoolwide programs; and

"(ii) standards and assessment;

"(B) select individuals to participate in such process from among individuals or groups which provided advice and recommendations, including representation from all geographic regions of the United States; and

"(C) prepare a draft of proposed policy options that shall be provided to the individuals selected by the Secretary under subparagraph (A) not less than 15 days prior to the first meeting under such process.

"(4) **PROCESS.**—Such process—

"(A) shall be conducted in a timely manner to ensure that final regulations are issued by the Secretary not later than July 1, 1995; and

"(B) shall not be subject to the Federal Advisory Committee Act but shall otherwise follow the provisions of the Negotiated Rulemaking Act of 1990 (5 U.S.C. 561 et seq.).

"(5) **EMERGENCY SITUATION.**—In an emergency situation in which regulations to carry out this title must be issued with a very limited time to assist State and local educational agencies with the operation of a program under this title, the Secretary may issue proposed regulations without following such process but shall, immediately thereafter and prior to issuing final regulations, conduct regional meetings to review such proposed regulations.

"SEC. 10907. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated \$20,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out this part.

"PART J—URBAN AND RURAL EDUCATION ASSISTANCE

"SEC. 10951. AUTHORIZATION OF APPROPRIATIONS.

"(a) DEMONSTRATION GRANTS.—

"(1) **IN GENERAL.**—There are authorized to be appropriated \$125,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out subparts 1 and 2 (other than section 10975).

"(2) **RESERVATION FOR SUBPART 1.**—The Secretary shall reserve 50 percent of the amount appropriated under paragraph (1) to carry out subpart 1.

"(3) **RESERVATION FOR SUBPART 2.**—The Secretary shall reserve 50 percent of the amount appropriated under paragraph (1) to carry out subpart 2 (other than section 10975).

"(b) HIGHER EDUCATION GRANTS.—There are authorized to be appropriated \$25,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years to carry out section 10975.

"(c) FEDERAL FUNDS TO SUPPLEMENT NOT SUPPLANT NON-FEDERAL FUNDS.—An eligible local educational agency may use funds received under this part only to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of students participating in activities assisted under this part, and in no such case may such funds be used to supplant funds from non-Federal sources.

"SEC. 10952. DEFINITIONS.

"Except as otherwise provided, for the purposes of this part:

"(1) **CENTRAL CITY.**—The term 'central city' has the same meaning used by the Bureau of the Census.

"(2) **METROPOLITAN STATISTICAL AREA.**—The term 'metropolitan statistical area' has the same meaning used by the Bureau of the Census.

"(3) **POVERTY LEVEL.**—The term 'poverty level' means the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census.

"(4) **RURAL ELIGIBLE LOCAL EDUCATIONAL AGENCY.**—The term 'rural eligible local educational agency' means a local educational agency—

"(A)(i) in which at least 15 percent of the children enrolled in the schools served by such agency are eligible to be counted under part A of title I; and

"(ii) which is not in a metropolitan statistical area; or

"(B) in which the total enrollment in the schools served by such agency is less than 2,500 students and that does not serve schools located in a metropolitan statistical area.

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"(5) **URBAN ELIGIBLE LOCAL EDUCATIONAL AGENCY.**—The term 'urban eligible local educational agency' means a local educational agency that—

"(A) serves the largest central city in a State;

"(B) enrolls more than 30,000 students and serves a central city with a population of at least 200,000 in a metropolitan statistical area; or

"(C) enrolls between 25,000 and 30,000 students and serves a central city with a population of at least 140,000 in a metropolitan statistical area.

"Subpart 1—Urban Education Demonstration Grants

"SEC. 10961. FINDINGS.

"The Congress finds that—

"(1) the ability of the Nation's major urban public school systems to meet the Nation's educational goals will determine the country's economic competitiveness and academic standing in the world community;

"(2) the quality of public education in the Nation's major urban areas has a direct effect on the economic development of the Nation's inner-cities;

"(3) the success of urban public schools in boosting the achievement of its minority youth attending such schools will determine the ability of the Nation to close the gap between the 'haves and the have-nots' in society;

"(4) the cost to America's businesses to provide remedial education to high school graduates is approximately \$21,000,000,000 per year;

"(5) approximately one-third of the Nation's workforce will be members of minority groups by the year 2000;

"(6) urban schools enroll a disproportionately large share of the Nation's poor and 'at-risk' youth;

"(7) urban schools enroll approximately one-third of Nation's poor, 40 percent of the Nation's African American children, and 30 percent of the Nation's Hispanic youth;

"(8) nearly 20 percent of the Nation's limited-English proficient children and 15 percent of the Nation's disabled youth are enrolled in urban public schools;

"(9) the academic performance of students in the average inner-city public school system is below that of students in most other kinds of school systems;

"(10) urban public school systems have higher dropout rates, more problems with health care, and less parental participation than other kinds of school systems;

"(11) urban preschoolers have one-half the access to early childhood development programs as do other children;

"(12) shortages of teachers in urban public school systems are 2.5 times greater than such shortages in other kinds of school systems;

"(13) declining numbers of urban minority high school graduates are pursuing postsecondary educational opportunities;

"(14) urban public with teenage pregnancy, do other kinds of school

"(15) 75 percent of 25 years old, 33 percent and such buildings are poor and demoralizing u

"(16) solving the c schools will require the c levels of government and

"(17) Federal and S has not adequately reflect

"(18) Federal funding countable would contribute comprehensive needs of inner-

"SEC. 10962. PURPOSE.

"It is the purpose of this :

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"(2) improve the educ public school children;

"(3) close the achieve urban public school child level of all children nation

"(4) conduct coordin cation problems, solutions,

"(5) improve the Nati competitiveness by improvi

"(6) encourage commu ration in the improvement

"SEC. 10963. URBAN SCHOOL GRA

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"(b) **AUTHORIZED ACTIVITIE** used to—

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"(14) urban public school systems have greater problems with teenage pregnancy, discipline, drug abuse, and gangs than do other kinds of school systems;

"(15) 75 percent of urban public school buildings are over 25 years old, 33 percent of such buildings are over 50 years old, and such buildings are often in serious disrepair and create poor and demoralizing working and learning conditions;

"(16) solving the challenges facing our Nation's urban schools will require the concerted and collaborative efforts of all levels of government and all sectors of the community;

"(17) Federal and State funding of urban public schools has not adequately reflected need; and

"(18) Federal funding that is well-targeted, flexible, and accountable would contribute significantly to addressing the comprehensive needs of inner-city public schools.

"SEC. 10962. PURPOSE.

"It is the purpose of this subpart to provide financial assistance to—

"(1) assist urban public schools in meeting the National Education Goals;

"(2) improve the educational and social well-being of urban public school children;

"(3) close the achievement gap between urban and non-urban public school children, while improving the achievement level of all children nationally;

"(4) conduct coordinated research on urban public education problems, solutions, and promising practices;

"(5) improve the Nation's global economic and educational competitiveness by improving the Nation's urban schools; and

"(6) encourage community, parental, and business collaboration in the improvement of urban schools.

"SEC. 10963. URBAN SCHOOL GRANTS.

"(a) **AUTHORITY.**—The Secretary is authorized to make grants to eligible local educational agencies serving an urban area or State educational agencies in the case where the State educational agency is the local educational agency for activities designed to assist in local school improvement efforts and school reform, and to assist the schools of such agencies in meeting the National Education Goals.

"(b) **AUTHORIZED ACTIVITIES.**—Funds under this section may be used to—

"(1) increase the academic achievement of urban public school children to at least the national average, such as—

"(A) effective public schools programs;

"(B) tutoring, mentoring, and other activities to improve academic achievement directly;

"(C) activities designed to increase the participation of minority and female students in entry level and advanced courses in mathematics and science;

"(D) supplementary academic instruction;

"(E) efforts to improve problem-solving and higher-order thinking skills;

"(F) programs to increase student motivation for learning; and

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"(G) efforts to lengthen the school day or school year, or to reduce class sizes;

"(2) ensure the readiness of all urban public school children for school, such as—

"(A) full workday, full calendar-year comprehensive early childhood development programs;

"(B) parenting classes and parent involvement activities;

"(C) activities designed to coordinate prekindergarten and child care programs;

"(D) efforts to integrate developmentally appropriate prekindergarten services into the overall public school program;

"(E) upgrading the qualifications of early childhood education staff and standards for programs;

"(F) collaborative efforts with health and social service agencies to provide comprehensive services and to facilitate the transition from home to school;

"(G) establishment of comprehensive child care centers in public secondary schools for students who are parents and their children; and

"(H) augmenting early childhood development programs to meet the special educational and cultural needs of limited-English-proficient preschool children;

"(3) increase the graduation rates of urban public school students to at least the national average, such as—

"(A) dropout prevention activities and support services for public school students at-risk of dropping out of school;

"(B) reentry, outreach, and support activities to recruit students who have dropped out of school to return to school;

"(C) development of systemwide policies and practices that encourage students to stay in school;

"(D) efforts to provide individualized student support, such as mentoring programs;

"(E) collaborative activities between schools, parents, community groups, agencies, and institutions of higher education aimed at preventing individuals from dropping out of school;

"(F) programs to increase student attendance; and

"(G) alternative programs for students, especially bilingual and special education students, who have dropped out of school or are at risk of dropping out of school;

"(4) prepare urban public school students to enter higher education, pursue careers, and exercise their responsibilities as citizens, such as—

"(A) activities designed to increase the number and percentages of students, particularly minority students, enrolling in postsecondary educational institutions after graduation from public secondary schools;

"(B) in-school youth employment, vocational education, and career education programs that improve the transition from school to work;

"(C) activities designed for colleges and universities to assist in completing higher education;

"(D) efforts to increase enrollment in public secondary schools;

"(E) activities designed to promote volunteerism and service in the community; and

"(F) civic education programs to enhance responsible citizenship and the political process;

"(5) recruit and retain

"(A) school-based

"(B) programs designed to promote the professionalization of the teaching profession and national voluntary service;

"(C) alternative recruitment of individuals from business and industry;

"(D) efforts to recruit minority teachers, special education teachers, science teachers, and other professionals;

"(E) upgrading the qualifications of professionals to permit them to teach;

"(F) activities specifically designed to increase the number of minority teachers;

"(G) incentives for teachers to work in schools; and

"(H) collaborative efforts to revise and upgrade teaching standards;

"(6) provide for ongoing professional development of teachers, teacher aides and paraprofessionals;

"(7) decrease the use of suspension and expulsion of public school students and the health of such students, such as—

"(A) activities designed to increase the self-worth of urban public school students;

"(B) the provision of social services and the coordination of health care provided to students;

"(C) programs designed to promote discipline and reduce in-school suspension activity;

"(D) activities that are designed to prevent drug use among students and teachers;

"(E) collaborative activities with businesses, and community groups to promote achievement and glorification of academic achievement;

"(F) efforts to enhance the quality of education; and

"(C) activities designed in collaboration with colleges and universities to assist urban public school graduates in completing higher education;

"(D) efforts to increase voter registration among eligible public secondary school students;

"(E) activities designed to promote community service and volunteerism among students, parents, teachers, and the community; and

"(F) civic education and other programs designed to enhance responsible citizenship and understanding of the political process;

"(5) recruit and retain qualified teachers, such as—

"(A) school-based management projects and activities;

"(B) programs designed to test efforts to increase the professionalization of teachers or to bring teachers up to national voluntary standards;

"(C) alternative routes to certification for qualified individuals from business, the military, and other fields;

"(D) efforts to recruit and retain teachers, particularly minority teachers, specializing in critical shortage areas, including early childhood teachers, mathematics and science teachers, and special education and bilingual teachers;

"(E) upgrading the skills of teacher aides and para-professionals to permit such individuals to become certified teachers;

"(F) activities specifically designed to increase the number of minority teachers in urban schools;

"(G) incentives for teachers to work in inner-city public schools; and

"(H) collaborative activities with urban universities to revise and upgrade teacher training programs;

"(6) provide for ongoing staff development to increase the professional capacities of the teaching staff and the skills of teacher aides and paraprofessionals;

"(7) decrease the use of drugs and alcohol among urban public school students and enhance the physical and emotional health of such students, such as—

"(A) activities designed to improve the self-esteem and self-worth of urban public school students;

"(B) the provision of health care services and other social services and the coordination of such services with other health care providers;

"(C) programs designed to improve safety and discipline and reduce in-school violence, vandalism, and gang activity;

"(D) activities that begin in the early grades and are designed to prevent drug and alcohol abuse and smoking among students and teachers;

"(E) collaborative activities with other agencies, businesses, and community groups to discourage the advertisement and glorification of drugs and alcohol;

"(F) efforts to enhance health education and nutrition education; and

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"(G) alternative public schools, and schools-within-schools programs, including bilingual and special education programs for public school students with special needs; or

"(8) plan, develop, operate, or expand programs and activities that are designed to assist urban public schools in meeting the National Education Goals, including—

"(A) training of teachers and other educational personnel in subject areas, or in instructional technology and methods that will improve the delivery of services in urban settings and assist in the achievement of the National Education Goals, including staff development efforts that emphasize multicultural and gender and disability bias-free curricula;

"(B) coordination and collaboration with other municipal agencies, child care organizations, universities, or the private sector;

"(C) parental involvement and outreach efforts and other activities designed to enhance parental encouragement of student learning;

"(D) pupil services and other support services that contribute to progress in achieving National Education Goals;

"(E) efforts to acquire and improve access to educational technology;

"(F) assist the schools most in need of services by replicating successful efforts of other urban local educational agencies and expanding successful programs within the eligible agency; or

"(G) efforts to improve and strengthen the curriculum and coordinate services across grade levels.

"(c) APPLICATIONS.—

"(1) IN GENERAL.—An eligible local educational agency desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require, consistent with this section.

"(2) DURATION.—An application submitted pursuant to paragraph (1) may be for a period of not more than five years.

"(d) PAYMENTS.—The Secretary shall make an award only to urban eligible local educational agencies that—

"(1) comply with the provisions of section 10966; and

"(2) demonstrate to the satisfaction of the Secretary that the data submitted pursuant to section 10961 shows progress toward meeting National Education Goals.

"(e) ADMINISTRATIVE COSTS.—Not more than five percent of any award made under this subpart may be used for administrative costs.

"SEC. 10964. SPECIAL RULES.

"(a) SPECIAL CONSIDERATION.—In making awards under this subpart, the Secretary shall give special consideration to urban eligible local educational agencies in which there is—

"(1) low achievement;

"(2) high poverty; and

"(3) racial isolation.

"(b) FLEXIBILITY.—Each urban public school shall have the flexibility to serve the needs of schools undergoing desegregation, and to serve highly mobile populations with subpart.

"Subpart 2—Rural Education

"SEC. 10971. FINDINGS.

"The Congress finds that—

"(1) the ability of America to meet the National Education Goals and to maintain its economic competitiveness and the world community;

"(2) approximately 60 percent of the Nation's rural districts are rural with a population of less than 10,000;

"(3) about 1 out of every 10 children are living below the poverty line;

"(4) the quality of public education in the Nation has a direct effect on the economic and social well-being of rural communities of the Nation;

"(5) the success of rural education is a key to the achievement of minority youth and to the ability of the Nation to meet the needs of the have-ones and the have-nots in the rural school system;

"(6) the academic performance of the rural school system is below that of the urban school systems;

"(7) the average age of the rural population is more than 45 years old and such conditions tend to retard economic repair, creating poor and depressed conditions;

"(8) shortages of teachers and other personnel are greater than in other kinds of schools;

"(9) solving the challenges of rural schools will require the cooperation of all levels of government and all sectors of the Nation;

"(10) additional Federal resources are needed to address the challenges of rural education;

"(11) rural public schools are a major share of the Nation's poor and disadvantaged children;

"(12) a declining number of rural graduates are pursuing postsecondary education;

"(13) rural preschoolers are less likely to be in development programs than their urban counterparts;

"(14) Federal and State efforts to improve rural education have not adequately reflected the needs of rural communities.

"SEC. 10972. PURPOSE.

"It is the purpose of this subpart to assist rural public schools most in need of restructuring of America's rural education and to promote the use of communications technologies for

schools, and schools-within-bilingual and special education students with special

expand programs and activities in urban public schools in meeting

including—
and other educational personnel, instructional technology and the delivery of services in urban improvement of the National Education development efforts that eliminate and disability bias-free

collaboration with other municipalities, universities, or the

ment and outreach efforts and enhance parental encouragement

other support services that contribute to National Education Goals; and improve access to education

most in need of services by providing other urban local educational successful programs within the elimination

and strengthen the curriculum and grade levels.

The local educational agency described in this section shall submit an application, in such manner, and at such time as the Secretary may reasonably require.

Application submitted pursuant to this section shall be valid for a period of not more than five years. The Secretary shall make an award only to those agencies that—

(1) are in compliance with the provisions of section 10966; and
(2) the action of the Secretary that the action 10961 shows progress toward the Goals.

Not more than five percent of any award may be used for administrative

In making awards under this section, special consideration shall be given to urban education which there is—

"(b) FLEXIBILITY.—Each urban eligible local educational agency shall have the flexibility to serve homeless children, children in schools undergoing desegregation, immigrants, migrants, or other highly mobile populations within the program assisted under this subpart.

"Subpart 2—Rural Education Demonstration Grants

"SEC. 10971. FINDINGS.

"The Congress finds that—

"(1) the ability of America's rural public school systems to meet the National Education Goals will contribute to the economic competitiveness and academic standing of the Nation in the world community;

"(2) approximately 60 percent of the Nation's public school districts are rural with a population of less than 2,500;

"(3) about 1 out of every 4 of America's rural school children are living below the poverty line;

"(4) the quality of public education in the rural areas of the Nation has a direct effect on the economic development of the rural communities of the Nation;

"(5) the success of rural public schools in boosting the achievement of minority youth attending such schools will determine the ability of the Nation to close the gap between the haves and the have-nots in society;

"(6) the academic performance of students in the average rural school system is below that of students in most other suburban school systems;

"(7) the average age of rural public school buildings is more than 45 years old and such buildings are often in serious disrepair, creating poor and demoralizing working and learning conditions;

"(8) shortages of teachers for rural public school systems is greater than in other kinds of school systems;

"(9) solving the challenges facing the Nation's rural public schools will require the concerted and collaborative efforts of all levels of government and all sectors of the community;

"(10) additional Federal funding would contribute significantly to addressing the comprehensive needs of rural schools;

"(11) rural public schools enroll a disproportionately large share of the Nation's poor and at-risk youth;

"(12) a declining number of rural public secondary school graduates are pursuing postsecondary education opportunities;

"(13) rural preschoolers have less access to early childhood development programs than other children; and

"(14) Federal and State funding of rural public schools has not adequately reflected need.

"SEC. 10972. PURPOSE.

"It is the purpose of this subpart to provide financial assistance to rural public schools most in need, to encourage the comprehensive restructuring of America's rural schools, the appropriate use of telecommunications technologies for learning, and to support innovative

programs which improve performance through programs and projects designed to—

"(1) assist rural public schools in meeting National Education Goals;

"(2) encourage rural public schools to engage in school reform;

"(3) develop pilot projects that experiment with innovative ways to teach rural public school children more effectively;

"(4) improve the educational and social well-being of rural public school children;

"(5) close the achievement gap between children attending rural public schools and other children, while improving the achievement level of all children nationally;

"(6) conduct coordinated research on rural education problems, solutions, promising practices, and distance learning technologies;

"(7) improve the Nation's global economic and educational competitiveness by improving the Nation's rural public schools;

"(8) encourage community, parental, and business collaboration in the improvement of rural public schools;

"(9) encourage rural school consortia for the purpose of increasing efficiency and course offerings;

"(10) encourage a positive role for rural public schools in local rural entrepreneurship and the identification of rural community economic development opportunities;

"(11) encourage community-as-school concepts, which include the role public schools can play to assist with rural community economic revitalization; and

"(12) provide for the recruitment and meaningful inservice opportunities for rural public school teachers.

"SEC. 10973. RURAL SCHOOL GRANTS.

"(a) **AUTHORITY.**—The Secretary is authorized to make grants to rural eligible local educational agencies, or State educational agencies in the case where the State educational agency is the local educational agency, for activities designed to assist in local school improvement efforts.

"(b) **AWARD RULES.**—

"(1) **LESS THAN \$50,000,000.**—If the amount made available to carry out this subpart for any fiscal year is less than \$50,000,000, the Secretary shall award grants under this section on a competitive basis.

"(2) **EQUAL TO OR GREATER THAN \$50,000,000.**—If the amount made available to carry out this subpart for any fiscal year is equal to or greater than \$50,000,000, the Secretary shall award grants under this section so that a rural eligible local educational agency in each State receives such a grant.

"(c) **ADMINISTRATIVE COSTS.**—Not more than five percent of a grant awarded under section 10573 shall be used for administrative costs.

"(d) **DURATION.**—Each grant under this section shall be awarded for a period of not more than five years.

"SEC. 10974. USES OF FUNDS

"(a) **IN GENERAL.**—Grants under section 10973 may be used by rural public schools to meet the National Education Goals, including—

"(1) increase the achievement of rural school children to at least the national average, including educational programs, including—

"(A) effective programs;

"(B) tutoring,

and programs to improve academic achievement;

"(C) supplemental programs;

"(D) efforts to order critical thinking skills;

"(E) efforts to

reduce class sizes;

"(2) develop pilot programs to teach rural public school children;

"(3) encourage the

purpose of increasing the achievement of rural public school children;

"(4) provide meaningful inservice training for rural public school teachers;

"(5) assist rural schools in the use of educational technologies;

"(6) ensure the reach of such as—

"(A) full workday programs for early childhood development;

"(B) parenting programs for teenage parents, and

"(C) activities designed to assist in child care programs;

"(D) efforts to improve prekindergarten services;

"(E) improving teacher staff and standards;

"(F) collaborative efforts of agencies to provide for the transition from home to school;

"(G) establishing programs in public secondary schools;

and

"(H) augmenting programs to meet the special needs of limited-English proficiency students, and migrant students;

"(7) increase the graduation rate of rural students to at least the national average;

and funds are used to serve secondary students at-risk of dropping out.

"(A) dropout prevention programs for students at-risk of dropping out.

"SEC. 10974. USES OF FUNDS.

"(a) IN GENERAL.—Grant funds made available under section 10973 may be used by rural eligible local educational agencies to meet the National Education Goals through programs designed to—

"(1) increase the academic achievement of rural public school children to at least the national average of such achievement, including education reform initiatives, such as—

"(A) effective public schools programs;

"(B) tutoring, mentoring, and other activities to improve academic achievement directly;

"(C) supplementary academic instruction;

"(D) efforts to improve problem-solving and higher-order critical thinking skills; and

"(E) efforts to lengthen the school day, school year, or reduce class sizes;

"(2) develop pilot projects that experiment with innovative ways to teach rural public school children more effectively;

"(3) encourage the formation of rural school consortia for the purpose of increasing efficiency and course offerings;

"(4) provide meaningful inservice training opportunities for rural public school teachers;

"(5) assist rural schools in acquiring and improving access to educational technology, including distance learning technologies;

"(6) ensure the readiness of all rural children for school, such as—

"(A) full workday, full calendar-year comprehensive early childhood development programs;

"(B) parenting classes, including parenting classes for teenage parents, and parent involvement activities;

"(C) activities designed to coordinate prekindergarten and child care programs;

"(D) efforts to integrate developmentally appropriate prekindergarten services into the overall public school program;

"(E) improving the skills of early childhood education staff and standards for programs;

"(F) collaborative efforts with health and social service agencies to provide comprehensive services and to facilitate the transition from home to school;

"(G) establishment of comprehensive child care centers in public secondary schools for student parents and their children; and

"(H) augmenting early childhood development programs to meet the special educational and cultural needs of limited-English proficient children, children with disabilities, and migrant preschool children;

"(7) increase the graduation rates of rural public school students to at least the national average of such rate, when funds are used to serve secondary schools, such as—

"(A) dropout prevention activities and support services for students at-risk of dropping out of school;

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"(B) reentry, outreach and support activities to recruit students who have dropped out of school to return to school;

"(C) development of systemwide policies and practices that encourage students to stay in school;

"(D) efforts to provide individualized student support;

"(E) collaborative activities between schools, parents, community groups, agencies, and institutions of higher education aimed at preventing individuals from dropping out of school;

"(F) programs to increase student attendance; and

"(G) alternative programs for students, especially bilingual, special education, and migrant students, who have dropped out of school or are at risk of dropping out of school;

"(8) prepare rural public school students to enter higher education, pursue careers, and exercise their responsibilities as citizens, such as—

"(A) activities designed to increase the number and percentages of students, enrolling in postsecondary educational institutions after graduation from secondary schools;

"(B) in-school youth employment, vocational education, and career education programs that improve the transition from school to work;

"(C) activities designed in collaboration with colleges and universities to assist rural public school graduates in completing higher education;

"(D) activities designed in conjunction with community colleges to provide a kindergarten through grade 14 experience for rural public school secondary school students;

"(E) efforts to increase voter registration among eligible public secondary school students attending schools served by rural eligible local educational agencies;

"(F) activities designed to promote community service and volunteerism among students, parents, teachers, and the community;

"(G) civic education, law-related education, and other programs designed to enhance responsible citizenship and understanding of the political process; and

"(H) encouraging a positive role for rural public schools in local rural entrepreneurship and the identification of rural community economic development opportunities;

"(9) recruit and retain qualified teachers, such as—

"(A) school-based management projects and activities;

"(B) programs designed to increase the status of the teaching profession;

"(C) alternative routes to certification for qualified individuals from business, the military, and other fields;

"(D) efforts to recruit and retain teachers in critical shortage areas, including early childhood teachers, mathematics and science teachers, foreign language teachers, and special education and bilingual teachers;

"(E) upgrading through the use of inservice training;

"(F) upgrading professionals to a certified teachers;

"(G) efforts to support minority teachers;

"(H) programs designed to enter the teaching profession;

"(I) incentives for schools;

"(J) collaborative activities to revise and meet the needs of rural schools.

"(K) training in distance learning technology;

"(10) decrease the number of public school students, and the physical health of such students.

"(A) activities designed to improve the self-worth of rural students;

"(B) the provision of social services and other health care programs;

"(C) programs designed to improve discipline and reduce crime;

"(D) activities designed to prevent drug use among students;

"(E) collaborative efforts, and community development;

"(F) efforts to encourage rural education; and

"(G) alternative schools programs, including special education programs.

"(b) APPLICATIONS.—Each State section 10973 shall submit a report, in such manner, and at such time, in such manner, and at such time, and a Secretary may reasonably require that section 10973 shall be of sufficient quality to ensure rural school improvement.

"SEC. 10975. HIGHER EDUCATION.

"(a) GRANTS.—The Secretary shall establish institutions of higher education partnerships between institutions of higher education and State educational agencies to assist rural educational agencies in undertaking such activities.

"(b) AUTHORIZED ACTIVITIES.—The Secretary may be used to—

"(1) assist rural schools in achieving their Goals;

"(E) upgrading the skills of existing classroom teachers through the use of year-round, systematic, comprehensive inservice training programs;

"(F) upgrading the skills of teacher aides and para-professionals to assist such individuals in becoming certified teachers;

"(G) efforts specifically designed to increase the number of minority teachers in rural public schools;

"(H) programs designed to encourage parents and students to enter the teaching profession;

"(I) incentives for teachers to work in rural public schools;

"(J) collaborative activities with colleges and universities to revise and upgrade teacher training programs to meet the needs of rural public school students; and

"(K) training activities for the purpose of incorporating distance learning technologies; or

"(10) decrease the use of drugs and alcohol among rural public school students, and to enhance the physical and emotional health of such students, such as—

"(A) activities designed to improve the self-esteem and self-worth of rural students;

"(B) the provision of health care services and other social services and the coordination of such services with other health care providers;

"(C) programs designed to improve safety and discipline and reduce in-school violence and vandalism;

"(D) activities that begin in the early grades and are designed to prevent drug and alcohol abuse and smoking among students;

"(E) collaborative activities with other agencies, businesses, and community groups;

"(F) efforts to enhance health education and nutrition education; and

"(G) alternative public schools, and schools-within-schools programs, including bilingual, migrant, and special education programs for students with special needs.

"(b) APPLICATIONS.—Each eligible entity desiring a grant under section 10973 shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require. Each grant awarded under section 10973 shall be of sufficient size and scope to achieve significant rural school improvement.

"SEC. 10975. HIGHER EDUCATION GRANTS.

"(a) GRANTS.—The Secretary is authorized to make grants to institutions of higher education, consortia of such institutions, or partnerships between institutions of higher education and local educational agencies to assist rural schools and rural eligible local educational agencies in undertaking local school improvement activities.

"(b) AUTHORIZED ACTIVITIES.—Grant funds under this section may be used to—

"(1) assist rural schools in meeting National Education Goals;

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