

Reads

FAX TRANSMISSION

AMERICA READS CHALLENGE, U.S. DEPT. OF ED

600 INDEPENDENCE AVE. SW, #6132

WASHINGTON, DC 20202

202/401-2993

FAX: 202/401-0596

To: Bill Kincaid

Date: January 21, 1998

Fax #: 456-5581

Pages: 4, including this cover sheet.

From: Ann M. O'Leary

Subject: Talking Points on Reading

COMMENTS:

IMPROVING THE TEACHING AND LEARNING OF READING FOR AMERICA'S CHILDREN:
Meeting the President's goal of ensuring that all children can read well and independently by the end of the third grade

- ▶ In order to give all children the opportunity to learn, practice, and develop their reading skills, we must provide them with the highest quality teachers and the most optimal learning environments in all schools, communities, and homes.
 - ▶ The President has made a commitment to improving the teaching and learning of reading through:
 - ▶ increasing funding for Title I programs by more than one-third throughout his Administration -- an important increase for the more than 76% of Title I school participants who receive extra reading instruction to help them achieve to the same high standards expected of all children;
 - ▶ initiating the America Reads Challenge -- thousands of reading tutors are now working in schools and communities throughout the country and, when legislation passes, funds will be available for schools and communities to work together to provide extended learning time for children to practice and further develop reading skills, offer families resources to help their children develop literacy skills at home, and improve in-school reading instruction through quality professional development; and,
 - ▶ proposing the Class Size Reduction Initiative -- a \$7.4 billion commitment to reduce class sizes for 1st and 2nd grade so that children will receive the individual attention and assistance they need to successfully tackle the task of learning to read.
- 3rd grade*

Together these programs and initiatives will work to improve opportunities for children to learn to read in school, the community, and the home.

Teaching Reading in the Schools

- ▶ Teacher Quality - We must provide teachers with opportunities to develop the skills they need to be effective teachers.
 - ▶ This year, the Administration worked with Congress to boost the Eisenhower Professional Development program by \$25 million to improve professional development opportunities in the area of reading.
 - ▶ A key component of the class size reduction initiative is to improve teacher quality -- 10% of the funding will be reserved to give every school district funds to improve professional development for new and veteran teachers, including funds for training teachers in effective reading instruction practices.
 - ▶ The House version of the America Reads legislation includes a provision for all school districts receiving this funding to demonstrate how they will leverage existing Federal funds to improve professional development opportunities in reading.
 - ▶ The Administration is working to reauthorize Title V of the Higher Education Act to focus on recruiting new teachers for high-poverty urban and rural areas, preparing them well, and supporting them during induction, the critical first stage of a teacher's careers.

- ▶ **Class Size Reduction -- Smaller classes mean more attention and assistance from the teacher to help each child in the class learn to read.**
 - ▶ A recent study in California showed both urban and suburban districts are reporting significantly higher reading scores on standardized tests as a result of California's reform to reduce class sizes.
 - ▶ A study of Tennessee's class size reduction effort showed that smaller classes allowed teachers to individualize instruction in order to better match each child's ability with the instructional opportunities provided, and teachers reported that they have more time to meet each child's needs using a variety of instructional practices.
- ▶ **Title I and Class Size Reduction: Improving opportunities for low-income students**
 - ▶ School districts will be able to use Title I funds to reduce class sizes which will enable Title I teachers to give enhanced services to students needing extra help in the classroom.
 - ▶ Smaller classes will enhance the effectiveness of Title I teachers by enabling the regular teachers to offer an enriched reading curriculum so that, when extra help is necessary, Title I supplemental services will build on a strong base.

SWP's?

Practicing and Further Developing Reading Skills through Extended Learning Time

- ▶ Study after study finds that sustained individualized attention and tutoring after school and over the summer, when combined with parental involvement and quality school instruction, can raise reading levels. The President's America Reads Challenge is based on this solid research. Through the America Reads Challenge, thousands of reading tutors are already helping children learn to read.
- ▶ More than 830 colleges and universities have accepted the President's America Reads Challenge and are sending their FWS students into surrounding schools and communities to tutor children in reading. With the large increase in FWS in FY 1997, the Administration was able to encourage colleges and universities to participate by waiving the 25 percent FWS matching fee that they normally have to provide.
- ▶ The America Reads legislation will ensure that thousands more tutors will be able to help children learn to read, and that time spent in extended learning opportunities will be connected to quality instruction in the classroom and with families helping children with their literacy skills at home.
- ▶ The President's Child Care Initiative includes a proposal to expand enriching after-school opportunities for children through school-community partnerships under the 21st Century Community Learning Centers, including funding applicants that provide services to assist students who need additional support to master reading and literacy skills.

Helping Families Help Their Children Build Literacy Skills

- ▶ Parents are their child's first and most important teachers beginning at birth. Recent scientific research shows that experiences before and after birth, particularly in the first three years of life, dramatically influence brain development. Nurturing, talking to, singing to and reading to our youngest children can improve their ability to learn and develop throughout their lives.
- ▶ The President has demonstrated his commitment to early childhood development by expanding Head Start. Funding was increased by \$374 million for a total of \$4.4 billion in the 1998 budget to enable more children to improve their readiness for school. The President is committed to the goal of serving one million 3- and 4-year old children by the year 2002 and has already increased Head Start funding by 57% since 1993.
- ▶ The President's Child Care initiative promotes early learning and healthy child development by establishing a new early learning fund, which will include linking individual child care providers to centers for education and support.
- ▶ The First Lady created a national partnership called the Prescription for Reading that prescribes reading to infants and toddlers as part of their regular well-baby check-ups. Pediatricians, hospitals, health centers, book publishers, libraries, and others have joined together to make sure that infants and toddlers who go to the doctor have access to books and are read to regularly.
- ▶ The Administration worked with Congress to increase the Even Start family literacy program -- it was allocated an additional \$22 million this year to further develop and expand family literacy efforts across the Nation.
- ▶ The America Reads Challenge legislation seeks to reinforce the importance of skill-building activities for children beginning at birth, and of programs that encourage and support family involvement in these activities.

1. USA Today

November 10, 1997

Today's topic: TEACHING READING

Why use volunteers when pros are available?

Plans to help the nation's school kids become better readers are hung up over a basic question: Is this a job for amateurs or professionals?

The answer should be a no-brainer. Research studies document that children learn best when taught by certified reading specialists.

Yet a common-sense proposal to fund remedial reading tutors for low-income children is opposed by the Clinton administration, which believes volunteers are better suited for the job.

There is little disagreement over the seriousness of the nation's literacy problem. About 40% of 10-year-olds can't read at grade level. So Clinton's State of the Union promise to make readers out of every student by the end of third grade was widely applauded by educators.

But there was less universal enthusiasm for his \$2.75 billion America Reads plan. It called for mobilizing and training "a citizen army" of 1 million volunteers to help teach reading to elementary students.

That's no easy chore. The best

instructors are trained in more than one approach and know how to identify the telltale signs of learning disabilities.

Though many schools encourage the involvement of volunteers, a recent study by Johns Hopkins researchers found no proof that active volunteer programs improve basic reading skills among elementary students. Rather, programs utilizing certified teachers were found to have the most success helping troubled young readers.

The inadequate training of volunteers was the most serious concern raised by educators. But they also foresaw problems scheduling and screening unpaid volunteers to work with young children. And they questioned the wisdom of paying \$2.75 billion for volunteers when that much money could buy additional reading teachers for every school in the country.

On Saturday, the House passed a more modest, and realistic, alternative. The \$210 million compromise borrows heavily from some elements of Clinton's proposal, including funding to provide more classroom teachers with specialized

training in reading instruction.

Instead of relying on volunteers, though, the House bill funds grants for specialized reading tutors to work in low-income neighborhoods after school, on weekends and during summer breaks.

The Department of Education and teacher unions oppose the bill's tutoring grants, labeling them "after-school vouchers." Their objections are unfounded and unfair. Unlike vouchers, which use public money to pay private-school tuition, these tutoring grants would be administered by public schools. And they would pay only for reading specialists sanctioned by the schools themselves.

Rather than undermine the work of public schools, these reading specialists would work with children to supplement school programs. As professionals, that's what effective teachers are trained to do.

The Department of Education declined to provide an opposing view. ■

**President Clinton's America Reads Challenge Advances in Congress:
Helping Every Child Read Well and Independently by the End of 3rd Grade**

We have to have a bipartisan commitment to education that transcends politics. We have to have a follow-through on the bipartisan commitment to fund America Reads to its full potential.

President Clinton, September 21, 1997

AMERICORPS RECEIVES \$64 MILLION INCREASE FOR AMERICA READS. The Corporation for National and Community Service won more than a 10 percent increase in its budget to fund AmeriCorps members who will recruit and coordinate tutoring efforts, to provide children with the extra practice they need to read well and independently by the end of third grade. (This increase is in stark contrast to the *31 percent cut* in the earlier House versions of the bills that fund National Service.)

\$262 MILLION SET ASIDE FOR EDUCATION DEPARTMENT AMERICA READS PROGRAMS. The education funding bill also provides a total of \$52 million for teacher and tutor training in reading and family literacy as well as an advance appropriation of \$210 million for the child literacy legislation that the President insisted on as part of the Bipartisan Balanced Budget Agreement.

READING EXCELLENCE ACT IS AN IMPORTANT STEP FORWARD. The House of Representatives is expected to pass the America Reads implementing legislation today (11/8/98). While the bill needs to be strengthened in the Senate, it does address the President's priorities:

- **Mobilize Trained Tutors to Help Children Learn to Read.** Local reading programs will use grants to provide opportunities for children to work with trained tutors beyond the regular school day. Community based organizations working on literacy efforts will be a critical member of the State Literacy and Reading partnership. Priority funding is given to local educational agencies that partner with Head Start programs, preschool programs, family literacy organizations, or libraries which are carrying out literacy programs for preschool children and their families.
- **Help Parents Work With Their Children to Build Literacy Skills.** Local reading programs must also focus on family literacy, to help parents in their role as their child's first and most important teacher.
- **Leverage Resources to Improve School Reading Programs Overall.** To receive grants, school districts must first ensure that they are using other resources -- such as teacher training funds -- to ensure that proven-practices are being used to help children learn to read. America Reads grants would supplement these funds, providing teaching staff with additional training.

HEAD START FUNDING INCREASED \$374 MILLION. To enable more children to improve their readiness for school, Congress has provided nearly \$4.4 billion for Head Start, continuing on track with the President's commitment to the goal of serving one million children. With this increase, Head Start funding will have increased 57% since 1993.



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

November 7, 1997
(House)

STATEMENT OF ADMINISTRATION POLICY

(THIS STATEMENT HAS BEEN COORDINATED BY OMB WITH THE CONCERNED AGENCIES.)

H.R. 2614 - The Reading Excellence Act
(Rep. Goodling (R) PA and 6 others)

The Administration supports House passage of H.R. 2614 if the anticipated amendments are included in the bill. The bill is consistent with the objectives of the President's America Reads Challenge insofar as it: (1) provides tutoring assistance to children who need it; (2) promotes family literacy programs to help parents be their child's first teacher; and (3) improves teachers' ability to teach reading effectively.

The Administration does have concerns that need to be addressed in the Senate. First, while some progress has been made on the issue of tutorial assistance grants, the separate authority for these grants should be deleted or substantially modified. In their current form, these grants are inadequately connected to, and supportive of, in-school reading programs and the local reading grants that the bill would also authorize.

Second, the Administration objects to the bill's new mandate on colleges participating in the work-study program. The current approach of providing incentives to colleges to use voluntarily more of their work-study funds for reading tutors is working well, and a new Federal mandate is not needed.

Third, the Administration objects to the bill's failure to include schools funded or operated by the Bureau of Indian Affairs (BIA) in the local reading improvement subgrant provisions of the bill. The BIA educates a considerable number of preschoolers and elementary school children, many of whom live in the poorest counties in the Nation and are in need of reading instruction assistance.

Additionally, the bill's provisions relating to the peer-review panel to be created under the bill should be revised to place the convening authority in the hands of the Secretary of Education, who administers this new program, in order to ensure accountability in the award of Federal funds.

Finally, the Administration is concerned that many of the provisions in the bill remain overly prescriptive and may limit the flexibility of local educational agencies in designing their programs.

* * * * *

DRAFT -- NOT FOR RELEASE

October 21, 1997
(House)

H.R. 2614 - The Reading Excellence Act
(Rep. Goodling (R) PA and 6 others)

The Administration would support House passage of H.R. 2614 if the provisions relating to tutorial assistance grants were deleted or substantially modified. Creating these separate grants to meet the reading needs of children is unnecessarily costly and inadequately connected to, and supportive of, in-school reading programs and of the local reading grants that the bill would also authorize.

The Administration also objects to the bill's new mandate on colleges participating in the work-study program. The current approach of providing incentives to colleges to voluntarily use more of their work-study funds for reading tutors is working very well, and no few Federal mandates on this point are needed.

Finally, the bill's provisions relating to the National Institute for Literacy and the peer-review panel to be created under the bill should be revised to reflect the appropriate role of the Secretary of Education in administering this new program and to ensure accountability in the award of Federal funds.

* * * * *

America Reads
CHALLENGE

FAX TRANSMITTAL

DATE:*10/7/97***TO:***Bill Kencaid***FROM:**

Diane B. Jones, Communications Director

PHONE:

202-401-3292

FAX:

202-401-0596

RE:*USA Today editorial response*

*Please review and call me
w/ edits, questions, etc.*

*Bob Shieman has already read
and provided comments which
have been incorporated here.*

2 pages to follow

"Another View" VOLUNTEER TUTORS CAN ASSIST TEACHERS AND PARENTS IN THEIR EFFORTS TO HELP CHILDREN LEARN TO READ.

By Carol H. Rasco

The Reading Excellence Act builds on President Clinton's America Reads Challenge, and is a step forward in reaching a critically important goal--making sure that every child reads well and independently by the end of the third grade. The bi-partisan process that led to this bill represents the good that can be accomplished when Democrats and Republicans work together to put children first.

Reading is the most critical skill needed for success. This bill provides support for children in the three places where they learn to read--the home, the community, and the classroom.

Good reading begins in the home. The President recognized this in developing the America Reads Challenge, and Congress upheld his commitment to strengthen parent involvement in family literacy in this bill.

Beyond the home, the community also has a key role to play. Children need to practice and further develop their reading skills after school, on weekends, and over the summer. Well-trained volunteer tutors can provide these critically important extended practice opportunities. The Reading Excellence Act provides funds to communities to get involved in these "America Reads" activities and will complement Federal Work-Study and AmeriCorps tutoring efforts currently in progress.

Nothing, however, can replace a talented, dedicated classroom teacher. That is why President Clinton has fought for and won the highest level of federal support ever for teacher professional development. This legislation leverages those efforts to ensure that teachers are well-trained to help children learn to read.

President Clinton recognizes that tutoring works best when connected to a quality in-school reading program. The Tutorial Assistance Grants in the bill as reported by the Committee does not adequately ensure that tutoring programs reflect the efforts of classroom instruction. As the bill moves forward, we will continue to work closely with

Congress to make this vital connection.

Every day I meet with teachers, parents, and community members who tell me that they're desperate for tutoring help. I see children whose lives are turned around because of the work of dedicated, skilled volunteer tutors. At a time when so many of our schools and teachers are overburdened, we cannot afford to ignore this great resource.

####

Carol Rasco is the director of the "America Reads Challenge."

363 words

5-9/39

October 30, 1997
(House)

DRAFT

H.R. 2614 - The Reading Excellence Act
(Rep. Goodling (R) PA and 6 others)

The Administration would support House passage of H.R. 2614 if the provisions relating to tutorial assistance grants were deleted or substantially modified. Creating these separate grants to meet the reading needs of children is unnecessarily costly. They also are inadequately connected to, and supportive of, in-school reading programs and the local reading grants that the bill would also authorize.

The Administration also has serious concerns about the bill's new mandate on colleges participating in the work-study program. The current approach of providing incentives to colleges to use voluntarily more of their work-study funds for reading tutors is working well, and a new Federal mandate is not needed.

The Administration objects to the bill's failure to include schools funded or operated by the Bureau of Indian Affairs (BIA) in the local reading improvement subgrant provisions of the bill. The BIA educates a considerable number of preschoolers and elementary school children, many of whom live in the poorest counties in the Nation and are in need of reading instruction assistance.

Additionally, the bill's provisions relating to the peer-review panel to be created under the bill should be revised to place the convening authority in the hands of the Secretary of Education, who administers this new program, in order to ensure accountability in the award of Federal funds.

Finally, the Administration is concerned that many of the provisions in the bill is overly prescriptive and may limit the flexibility of local educational agencies in designing their programs.

The bill generally adopts the goals and concepts of the President's America Reads Challenge through goals that will (1) provide extra help to children who are tutoring assistance to children who need it, (2) provide family literacy programs to help parents be their child's first teacher, and (3) improve the effectiveness of a school's overall reading program.

The Administration does have concerns that need to be addressed as the bill moves in the Senate.

001, 30, 1997 2:01PM OFFICE OF SECRETARY

AmericaReads
CHALLENGE

FAX TRANSMITTAL

DATE: 10/30/97
TO: Bob Shureman
Mike Cohen
FROM: Diane B. Jones, Communications Director
PHONE: 202-401-3292
FAX: 202-401-0596
RE:

Corrected Draft Statement

Please trash other version

2 pages to follow

DRAFT STATEMENT ON AMERICA READS APPROPRIATIONS

The Bipartisan Budget Agreement required, "\$260 million for a child literacy initiative consistent with the President's America Reads Challenge." The Appropriations proposal provides for increased funds for existing literacy efforts, but it does not help further the President's America Reads Challenge because it places these funds in inflexible existing authorities. The proposal to use \$25 million under the Eisenhower Professional Development State Formula Grant program, \$16 million under the Even Start State Formula Grant program, and only \$5 million under the Fund for the Improvement of Education (FIE) would not allow the Administration to improve reading through activities consistent with the goals and concepts of the President's America Reads Challenge and is, therefore, not acceptable under the Balanced Budget Agreement.

The President's America Reads Challenge is a challenge to the American people to mobilize public and private resources to ensure that every child can read well and independently by the end of the third grade. In meeting this goal, it is crucial that funds are provided in existing authorities that are flexible enough to further this Challenge. This funding proposal does not allow the Administration to work toward the goal of the America Reads Challenge to mobilize an army of one million volunteer reading tutors in order to supplement quality classroom instruction in reading. The America Reads Challenge Act, introduced in Congress on April 28, 1997, would pay for 25,000 reading specialists and coordinators to organize the tutor training and support needed to enlist, instruct, train and put into action the entire army of America Reads volunteers to help children from birth through third grade learn to read. The Appropriations proposal is not consistent with the America Reads Challenge Act.

In a Statement of Administration Policy (SAP) regarding S. 1061 and a separate SAP regarding H. 2264 - Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill, FY 1998 -- the Administration stated, "...the lack of funding for the President's America Reads Challenge, [is] contrary to the Bipartisan Budget Agreement. If such policies were adopted, particularly in light of other concerns raised in this Statement of Administration Policy, the President's senior advisers would be forced to recommend the President veto a bill."

The SAP further outlined the Administration's policy on the President's America Reads Challenge by stating:

"Unfortunately, the Committee has failed to provide the \$260 million necessary for the President's America Reads Challenge in the Department of Education and the bill provides only \$16 million of the \$42 million requested for America Reads in the portion of the Corporation for National and Community Service budget funding by this bill. The Committee has provided advance appropriations for America Reads to the Department of Education for FY 1999, pending new authorization, which would produce a full year's delay in getting needed reading assistance to millions of children. The Bipartisan Budget Agreement specifically calls for funding a literacy program, 'consistent with the goals and concepts of the President's America Reads program' at the levels proposed in the President's FY 1998 Budget. America Reads is one of the Administration's highest funding priorities. The Administration believes that full FY 1998 funding for this initiative should be restored to both the Department of Education and the Corporation for National and Community Service activities funded in this bill and in the VA/HUD Appropriations bill.

001-50-1001 2-101M OFFICE OF SECRETARY

The Administration is working closely with the authorizing committees to develop legislation effective for FY 1998. There is ample time to enact legislation, as needed, by April 1 for a program that would begin on July 1, in time for summer activities and the 1998-1999 school year. The Administration urges the Congress to do so. However, to ensure that funding is provided in a manner consistent with the Bipartisan Budget Agreement, the Administration strongly urges the Congress to include in this Act a provision to make the funds available on April 1 under existing authorities, in the event that final action on the authorization bill is not completed in a timely manner."

The Eisenhower Professional Development State Formula Grant program must primarily be used to improve professional development in the areas of math and science. Even with a specification to use the increase for professional development in reading, this program would not allow for the training of reading tutors, and would not create the mobilization and organization of community resources in support of the President's America Reads Challenge. While the Administration supports an increase of Eisenhower Professional Development funds in the area of reading, the increase does not comport with the Balanced Budget Agreement as it relates to the President's America Reads Challenge.

The Even Start State Formula Grant is a program that supports family literacy, but to increase funds under Even Start for one year would not help meet the goals of the America Reads Challenge and would have out-year budget implications. Even Start grants are awarded to local educational agencies for a four year period. Developing one-year programs is not sound policy. It would allow communities to plan for a program, but not implement a program. While, providing additional money to existing sites for a one-year period would help to increase the number of adults and children served, the programs would not be able to continue this capacity of service after one year if Even Start was not funded at the same level in subsequent years. The Administration supports an overall increase in Even Start for an extended period of time, but a one year increase under the auspices of the President's America Reads Challenge is, again, not consistent with the Balanced Budget Agreement.

The flexibility to train Federal Work Study students as reading tutors under the Fund for Improvement of Education (FIE) is crucial, and is consistent with the goals and concepts of the President's initiative. The Administration appreciates Congress' action on this program as it is critical for a quality reading tutoring program with Federal Work Study Students.

The Administration accepts the FIE allocation as part of the Balanced Budget Agreement, but does not believe that \$5 million of a \$260 million is an acceptable level to meet the agreement under the Balanced Budget.

URGENT

Total Pages: 3

LRM ID: CJB121

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Monday, October 27, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below
Constance J. Bowers for
FROM: Janet R. Forsgren (for) Assistant Director for Legislative Reference
OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: Statement of Administration Policy on HR2614 Reading Excellence Act

DEADLINE: cob today Monday, October 27, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. **Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.**

COMMENTS: This draft statement, prepared by the Department of Education, addresses HR 2614, a copy of which was circulated to you Friday. HR 2614 is scheduled for House consideration this week. Therefore, **this deadline is firm.**

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79-National Institute for Literacy - Andrew Hartman - (202) 632-1522
59-INTERIOR - Jane Lyder - (202) 208-4371
110-Social Security Administration - Judy Chesser - (202) 358-6030
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} Lisa M. Kountoupes
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Janet R. Forsgren

Excellence Act

FAX RETURN of **pages, attached to this reponse sheet**

DRAFT -- NOT FOR RELEASE

October 21, 1997
(House)

H.R. 2614 - The Reading Excellence Act
(Rep. Goodling (R) PA and 6 others)

The Administration would support House passage of H.R. 2614 if the provisions relating to tutorial assistance grants were deleted or substantially modified. Creating these separate grants to meet the reading needs of children is unnecessarily costly and inadequately connected to, and supportive of, in-school reading programs and of the local reading grants that the bill would also authorize.

The Administration also objects to the bill's new mandate on colleges participating in the work-study program. The current approach of providing incentives to colleges to voluntarily use more of their work-study funds for reading tutors is working very well, and no few Federal mandates on this point are needed.

Finally, the bill's provisions relating to the National Institute for Literacy and the peer-review panel to be created under the bill should be revised to reflect the appropriate role of the Secretary of Education in administering this new program and to ensure accountability in the award of Federal funds.

LRM ID: CJB120

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Friday, October 24, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below
FROM: *Janet R. Forsgren*
OMB CONTACT: Janet R. Forsgren (for) Assistant Director for Legislative Reference
Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: Committee Markup on HR2614 Reading Excellence Act

DEADLINE: 3:00 p.m. Monday, October 27, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. **Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.**

COMMENTS: HR 2614, as ordered reported, is scheduled to be considered by the House during the week of October 27th. Please provide comments for inclusion in a Statement of Administration Policy.

DISTRIBUTION LIST

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William R. Kincaid
Michael Cohen
Robert G. Damus
Daniel J. Chenok
James C. Murr
Janet R. Forsgren

LRM ID: CJB120

SUBJECT: Committee Markup on HR2614 Reading Excellence Act

**RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM**

If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

(1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or

(2) sending us a memo or letter

Please include the LRM number shown above, and the subject shown below.

TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148
Office of Management and Budget
Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)
 _____ (Name)
 _____ (Agency)
 _____ (Telephone)

The following is the reponse of our agency to your request for views on the above-captioned subject:

Concur

 No Objection

No Comment

See proposed edits on pages _____

Other: _____

 FAX RETURN of pages, attached to this reponse sheet

HR 2614- As approved, with amendments, by Committee on Education and the Workforce

AMENDMENT IN THE NATURE OF A SUBSTITUTE

TO H.R. 2614

OFFERED BY MR. GOODLING

Strike all after the enacting clause and insert the following:

1 SECTION 1. SHORT TITLE.

2 This Act may be cited as the "Reading Excellence
3 Act".

4 TITLE I—READING GRANTS

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

6 The Elementary and Secondary Education Act of
7 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
8 the end the following:

9 "TITLE XV—READING GRANTS

10 "SEC. 15101. PURPOSE.

11 "The purposes of this title are as follows:

12 "(1) To teach every child to read in their early
13 childhood years—

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

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

17 "(2) To improve the reading skills of students,
18 and the in-service instructional practices for teachers
19 who teach reading, through the use of findings from

15101 (1)-
(2)

1 reliable, replicable research on reading, including
2 phonics.

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

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

8 "SEC. 15102. DEFINITIONS.

9 "For purposes of this title:

10 "(1) ELIGIBLE PROFESSIONAL DEVELOPMENT
11 PROVIDER.—The term 'eligible professional develop-
12 ment provider' means a provider of professional de-
13 velopment in reading instruction to teachers that is
14 based on reliable, replicable research on reading.

15 "(2) ELIGIBLE RESEARCH INSTITUTION.—The
16 term 'eligible research institution' means an institu-
17 tion of higher education at which reliable, replicable
18 research on reading has been conducted.

19 "(3) FAMILY LITERACY SERVICES.—The term
20 'family literacy services' means services provided to
21 participants on a voluntary basis that are of suffi-
22 cient intensity in terms of hours, and of sufficient
23 duration, to make sustainable changes in a family
24 (such as eliminating or reducing welfare depend-

15101(3) -
15102(3)

1 ency) and that integrate all of the following activi-
2 ties:

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

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

7 “(C) Parent literacy training, including
8 training that contributes to economic self-suffi-
9 ciency.

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

12 “(4) READING.—The term ‘reading’ means the
13 process of comprehending the meaning of written
14 text by depending on—

15 “(A) the ability to use phonics skills, that
16 is, knowledge of letters and sounds, to decode
17 printed words quickly and effortlessly, both si-
18 lently and aloud;

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

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

24 “(5) READING READINESS.—The term ‘reading
25 readiness’ means activities that—

1 “(A) provide experience and opportunity
2 for language development;

3 “(B) create appreciation of the written
4 word;

5 “(C) develop an awareness of printed lan-
6 guage, the alphabet, and phonemic awareness;
7 and

8 “(D) develop an understanding that spo-
9 ken and written language is made up of pho-
10 nemes, syllables, and words.

11 “(6) RELIABLE, REPLICABLE RESEARCH.—The
12 term ‘reliable, replicable research’ means objective,
13 valid, scientific studies that—

14 “(A) include rigorously defined samples of
15 subjects that are sufficiently large and rep-
16 resentative to support the general conclusions
17 drawn;

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

20 “(C) test competing theories, where mul-
21 tiple theories exist;

22 “(D) are subjected to peer review before
23 their results are published; and

24 “(E) discover effective strategies for im-
25 proving reading skills.

15102(5)(A) -
(6)

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1 **"SEC. 15103. GRANTS TO READING AND LITERACY PART-**
2 **NERSHIPS.**

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

7 **"(b) READING AND LITERACY PARTNERSHIPS.—**

8 **"(1) COMPOSITION.—**

9 **"(A) REQUIRED PARTICIPANTS.—**In order
10 to receive a grant under this section, a State
11 shall establish a reading and literacy partner-
12 ship consisting of at least the following partici-
13 pants:

14 **"(i) The Governor of the State.**

15 **"(ii) The chief State school officer.**

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

20 **"(iv) A representative, selected jointly**
21 **by the Governor and the chief State school**
22 **officer, of at least 1 local educational agen-**
23 **cy that has at least 1 school that is identi-**
24 **fied for school improvement under section**
25 **1116(c) in the geographic area served by**
26 **the agency.**

15103(a)-

(b)(1)(A)(i)

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not
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or
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1 “(v) A representative, selected jointly
2 by the Governor and the chief State school
3 officer, of a community-based organization
4 working with children to improve their
5 reading skills, particularly a community-
6 based organization using volunteers.

7 “(B) OPTIONAL PARTICIPANTS.—A read-
8 ing and literacy partnership may include addi-
9 tional participants, who shall be selected jointly
10 by the Governor and the chief State school offi-
11 cer, which may include—

12 “(i) State directors of appropriate
13 Federal or State programs with a strong
14 reading component;

15 “(ii) a parent of a public or private
16 school student or a parent who educates
17 their child or children in their home;

18 “(iii) a teacher who teaches reading;
19 or

20 “(iv) a representative of (I) an insti-
21 tution of higher education operating a pro-
22 gram of teacher preparation in the State;
23 (II) a local educational agency; (III) an eli-
24 gible research institution; (IV) a private
25 nonprofit or for-profit eligible professional

1 development provider providing instruction
2 based on reliable, replicable research on
3 reading; (V) a family literacy service pro-
4 vider; (VI) an adult education provider; ~~(VII)~~
5 (VII) a volunteer organization that is in-
6 volved in reading ~~programs~~ —————→

see p. 7-A

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

9 “(A) shall specify—

10 “(i) the nature and extent of the asso-
11 ciation among the participants referred to
12 in paragraph (1); and

13 “(ii) the roles and duties of each such
14 participant; and

15 “(B) shall remain in effect during the en-
16 tire grant period proposed in the partnership’s
17 grant application under subsection (e).

18 “(3) FUNCTIONS.—Each reading and literacy
19 partnership for a State shall prepare and submit an
20 application under subsection (e) and, if the partner-
21 ship receives a grant under this section—

22 “(A) shall solicit applications for, and
23 award, subgrants under sections 15104 and
24 15105;

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7-A

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accepted
V.V.

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A
SUBSTITUTE OFFERED BY MR. GOODLING
OFFERED BY MR. KILDEE**

Page 7, line 4, strike "or".

Page 7, after line 6, strike "programs." and insert
"programs; or (VIII) a school or a public library that of-
fers reading or literacy programs for children or fami-
lies."

1 “(B) shall oversee the performance of the
2 subgrants and submit performance reports in
3 accordance with subsection (h); ~~and~~]

4 “(C) if sufficient grant funds are available
5 under this title—

6 “(i) work to enhance the capacity of
7 agencies in the State to disseminate reli-
8 able, replicable research on reading to
9 schools, classrooms, and providers of early
10 education and child care;

11 “(ii) facilitate the provision of tech-
12 nical assistance to subgrantees under sec-
13 tions 15104 and 15105 by providing them
14 information about technical assistance pro-
15 viders; and

16 “(iii) build on, and promote coordina-
17 tion among, literacy programs in the State,
18 in order to increase their effectiveness and
19 to avoid duplication of their efforts; ~~and~~ *and*

see p. 8-A ← **19** →

20 “(4) FISCAL AGENT.—The State educational
21 agency shall act as the fiscal agent for the reading
22 and literacy partnership for the purposes of receipt
23 of funds from the Secretary, disbursement of funds
24 to subgrantees under sections 15104 and 15105,
25 and accounting for such funds.

15103(6)(3)(B) -
(4)

8-A

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amended by
Goodling
accepted 10-16

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A
SUBSTITUTE OFFERED BY MR. GOODLING
OFFERED BY MR. MILLER OF CALIFORNIA**

Page 8, line 3, strike "and".

Page 8, line 19, strike the period at the end and in-
sert "; and".

Page 8, after line 19, insert the following:

→ "(D) shall ensure that each local edu-
cational agency to which the partnership makes
a subgrant under section 15104 ~~or 15105~~
makes available, upon request and in an under-
standable and uniform format, to any parent of
a student attending any school ^{selected under section 15104 (a)(2)} in the geo-
graphic area served by the agency, information
regarding the qualifications of the student's
classroom teacher to provide instruction in
reading.

1 “(c) PRE-EXISTING PARTNERSHIP.—If, before the
2 date of the enactment of the Reading Excellence Act, a
3 State established a consortium, partnership, or any other
4 similar body, that includes the Governor and the chief
5 State school officer and has, as a central part of its mis-
6 sion, the promotion of literacy for children in their early
7 childhood years through the 3d grade, but that does not
8 satisfy the requirements of subsection (b)(1), the State
9 may elect to treat that consortium, partnership, or body
10 as the reading and literacy partnership for the State not-
11 withstanding such subsection, and it shall be considered
12 a reading and literacy partnership for purposes of the
13 other provisions of this title.

14 “(d) MULTI-STATE PARTNERSHIP ARRANGE-
15 MENTS.—A reading and literacy partnership that satisfies
16 the requirements of subsection (b) may join with other
17 such partnerships in other States to develop a single appli-
18 cation that satisfies the requirements of subsection (c) and
19 identifies which State educational agency, from among the
20 States joining, shall act as the fiscal agent for the multi-
21 State arrangement. For purposes of the other provisions
22 of this title, any such multi-State arrangement shall be
23 considered to be a reading and literacy partnership.

24 “(e) APPLICATIONS.—A reading and literacy partner-
25 ship that desires to receive a grant under this section shall

1 submit an application to the Secretary at such time, in
2 such manner, and including such information as the Sec-
3 retary may require. The application—

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

7 “(2) shall be integrated, to the maximum extent
8 possible, with State plans and programs under this
9 Act, the Individuals with Disabilities Education Act,
10 and, to the extent appropriate, the Adult Education
11 Act;

12 “(3) shall describe how the partnership will en-
13 sure that professional development funds available at
14 the State and local levels are used effectively to im-
15 prove instructional practices for reading and are
16 based on reliable, replicable research on reading;

17 “(4) shall describe—

18 “(A) the contractual agreement that estab-
19 lishes the partnership, including at least the ele-
20 ments of the agreement referred to in sub-
21 section (b)(2);

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

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

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

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

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

17 "(5) shall include an assurance that each local
18 educational agency to whom the partnership makes
19 a subgrant under section 15104—

20 "(A) will carry out family literacy pro-
21 grams based on the Even Start family literacy
22 model authorized under part B of title I to en-
23 able parents to be their child's first and most
24 important teacher, and will make payments for

15103(ex)(4)(C)-
(3)(A)

1 the receipt of technical assistance for the devel-
2 opment of such programs;

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

7 "(C) will use supervised individuals (in-
8 cluding tutors), who have been appropriately
9 trained using reliable, replicable research on
10 reading, to provide additional support, before
11 school, after school, on weekends, during non-
12 instructional periods of the school day, or dur-
13 ing the summer, for students in grades 1
14 through 3 who are experiencing difficulty read-
15 ing; and

16 "(D) will carry out professional develop-
17 ment for the classroom teacher and other ap-
18 propriate teaching staff on the teaching of read-
19 ing based on reliable, replicable research on
20 reading; and

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

25 "(f) PEER REVIEW PANEL.—

15103(c)(5)(B)-
(f)

1 “(1) COMPOSITION OF PEER REVIEW PANEL.—

2 “(A) IN GENERAL.—The National Insti-
3 tute for Literacy, in consultation with the Na-
4 tional Research Council of the National Acad-
5 emy of Sciences, the National Institute of Child
6 Health and Human Development, and the Sec-
7 retary, shall convene a panel to evaluate appli-
8 cations under this section. At a minimum the
9 panel shall include representatives of the Na-
10 tional Institute for Literacy, the National Re-
11 search Council of the National Academy of
12 Sciences, the National Institute of Child Health
13 and Human Development, and the Secretary.

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

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

24 “(2) PAYMENT OF FEES AND EXPENSES OF
25 CERTAIN MEMBERS.—The Secretary shall use funds

1 reserved under section 15108(b)(2) to pay the ex-
2 penses and fees of panel members who are not em-
3 ployees of the Federal Government.

4 "(3) DUTIES OF PANEL.—

5 "(A) MODEL APPLICATION FORMS.—The
6 peer review panel shall develop a model applica-
7 tion form for reading and literacy partnerships
8 desiring to apply for a grant under this section.
9 The peer review panel shall submit the model
10 application form to the Secretary for final ap-
11 proval.

12 "(B) SELECTION OF APPLICATIONS.—

13 "(i) RECOMMENDATIONS OF PANEL.—

14 "(I) IN GENERAL.—The Sec-
15 retary shall receive grant applications
16 from reading and literacy partnerships
17 under this section and shall provide
18 the applications to the peer review
19 panel for evaluation. With respect to
20 each application, the peer review panel
21 shall initially recommend the applica-
22 tion for funding or for disapproval.

23 "(II) PRIORITY.—In recommend-
24 ing applications to the Secretary, the
25 panel shall give priority to applica-

15103(F)(3)(4)-
(B)(i)(II)

1 tions from States that have modified,
2 are modifying, or provide an assur-
3 ance that not later than 1 year after
4 receiving a grant under this section
5 the State will modify, State teacher
6 certification in the area of reading to
7 reflect reliable, replicable research, ex-
8 cept that nothing in this Act shall be
9 construed to establish a national sys-
10 tem of teacher certification.

11 "(III) RANKING OF APPLICA-
12 TIONS.—With respect to each applica-
13 tion recommended for funding, the
14 panel shall assign the application a
15 rank, relative to other recommended
16 applications, based on the priority de-
17 scribed in subclause (II), the extent to
18 which the application furthers the
19 purposes of this part, and the overall
20 quality of the application.

21 "(IV) RECOMMENDATION OF
22 AMOUNT.—With respect to each appli-
23 cation recommended for funding, the
24 panel shall make a recommendation to
25 the Secretary with respect to the

15102(f)(3)(B)(i)(III) -
(IV)

1 amount of the grant that should be
2 made.

3 "(ii) SECRETARIAL SELECTION.—

4 "(I) IN GENERAL.—Subject to
5 clause (iii), the Secretary shall deter-
6 mine, based on the peer review panel's
7 recommendations, which applications
8 from reading and literacy partnerships
9 shall receive funding and the amounts
10 of such grants. In determining grant
11 amounts, the Secretary shall take into
12 account the total amount of funds
13 available for all grants under this sec-
14 tion and the types of activities pro-
15 posed to be carried out by the part-
16 nership.

17 "(II) EFFECT OF RANKING BY
18 PANEL.—In making grants under this
19 section, the Secretary shall select ap-
20 plications according to the ranking of
21 the applications by the peer review
22 panel, except in cases where the Sec-
23 retary determines, for good cause,
24 that a variation from that order is ap-
25 propriate.

15103(f)(3)(B)(ii)+

1 “(iii) MINIMUM GRANT AMOUNTS.—

2 Each reading and literacy partnership se-
3 lected to receive a grant under this section
4 shall receive an amount for each fiscal year
5 that is not less than \$100,000.

6 “(g) LIMITATION ON ADMINISTRATIVE EXPENSES.—

7 A reading and literacy partnership that receives a grant
8 under this section may use not more than 3 percent of
9 the grant funds for administrative costs.

10 “(h) REPORTING.—

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

17 “(A) the results of use of the evaluation in-
18 struments referred to in subsection (e)(4)(C);

19 “(B) the process used to select sub-
20 grantees;

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

23 “(D) with respect to subgrants under sec-
24 tion 15104, the model or models of reading in-

15103 (F)(3)(B)(ii)-
(h)(1)

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1 instruction, based on reliable, replicable research
2 on reading, selected by subgrantees.

3 "(2) PROVISION TO PEER REVIEW PANEL.—The
4 Secretary shall provide the reports submitted under
5 paragraph (1) to the peer review panel convened
6 under subsection (f). The panel shall use such re-
7 ports in recommending applications for funding
8 under this section.

9 "SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.

10 "(a) IN GENERAL.—

11 "(1) SUBGRANTS.—A reading and literacy part-
12 nership that receives a grant under section 15103
13 shall make subgrants, on a competitive basis, to
14 local educational agencies that have at least 1 school
15 that is identified for school improvement under sec-
16 tion 1116(c) in the geographic area served by the
17 agency.

18 "(2) ROLE OF LOCAL EDUCATIONAL AGEN-
19 CIES.—A local educational agency that receives a
20 subgrant under this section shall use the subgrant in
21 a manner consistent with this section to advance re-
22 form of reading instruction in any school selected by
23 the agency that—

1 “(A) is identified for school improvement
2 under section 1116(c) at the time the agency
3 receives the subgrant; and

4 “(B) has a contractual association with 1
5 or more community-based organizations that
6 have established a record of effectiveness with
7 respect to reading readiness, reading instruction
8 for children in kindergarten through 3d grade,
9 and early childhood literacy.

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

15 “(c) APPLICATIONS.—A local educational agency that
16 desires to receive a subgrant under this section shall sub-
17 mit an application to the reading and literacy partnership
18 at such time, in such manner, and including such informa-
19 tion as the partnership may require. The application—

20 “(1) shall select 1 or more models of reading
21 instruction, developed using reliable, replicable re-
22 search on reading, as a model for implementing and
23 improving reading instruction by all teachers and for
24 all children in each of the schools selected by the

15104(a)(2)(A) -
(c)(1)

1 agency under subsection (a)(2) and, where appro-
2 priate, their parents;

3 "(2) shall describe each such model;

4 "(3) shall demonstrate that a person respon-
5 sible for the development of each such model, or a
6 person with experience or expertise about such
7 model and its implementation, has agreed to work
8 with the applicant in connection with such imple-
9 mentation and improvement efforts;

10 "(4) shall describe—

11 "(A) how the applicant will ensure that
12 funds available under this title, and funds avail-
13 able for reading for grades kindergarten
14 through grade 6 from other appropriate
15 sources, are effectively coordinated and, where
16 appropriate, integrated, with funds under this
17 Act in order to improve existing activities in the
18 areas of reading instruction, professional devel-
19 opment, program improvement, parental in-
20 volvement, technical assistance, and other ac-
21 tivities that can help meet the purposes of this
22 title; and

23 "(B) the amount of funds available for
24 reading for grades kindergarten through grade
25 6 from appropriate sources other than this title,

1 including title I of this Act (except that such
2 description shall not be required to include
3 funds made available under part B of title I of
4 this Act unless the applicant has established a
5 contractual association in accordance with sub-
6 section (d)(2) with an eligible entity under such
7 part B), the Individuals with Disabilities Edu-
8 cation Act, and any other law providing Federal
9 financial assistance for professional develop-
10 ment for teachers of such grades who teach
11 reading, which will be used to help achieve the
12 purposes of this title;

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

18 “(6) shall include an assurance that the appli-
19 cant—

20 “(A) will carry out family literacy pro-
21 grams based on the Even Start family literacy
22 model authorized under part B of title I to en-
23 able parents to be their child's first and most
24 important teacher, will make payments for the

1 receipt of technical assistance for the develop-
2 ment of such programs;

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

7 "(C) will use supervised individuals (in-
8 cluding tutors), who have been appropriately
9 trained using reliable, replicable research on
10 reading, to provide additional support, before
11 school, after school, on weekends, during non-
12 instructional periods of the school day, or dur-
13 ing the summer, for students in grades 1
14 through 3 who are experiencing difficulty read-
15 ing; and

16 "(D) will carry out professional develop-
17 ment for the classroom teacher and other teach-
18 ing staff on the teaching of reading based on
19 reliable, replicable research on reading;

20 "(7) shall describe how the local educational
21 agency provides instruction in reading to children
22 who have not been determined to be a child with a
23 disability (as defined in section 602 of the Individ-
24 uals with Disabilities Education Act), pursuant to

15104(C)(6)(B) -
(7)

1 section 614(b)(5) of such Act, because of a lack of
2 instruction in reading; and

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

6 "(d) PRIORITY.—In approving applications under
7 this section, a reading and literacy partnership shall give
8 priority to applications submitted by applicants who dem-
9 onstrate that they have established—

10 "(1) a contractual association with one or more
11 Head Start programs under the Head Start Act
12 under which—

13 "(A) the Head Start programs agree to se-
14 lect the same model or models of reading in-
15 struction, as a model for implementing and im-
16 proving the reading readiness of children par-
17 ticipating in the program, as was selected by
18 the applicant; and

19 "(B) the applicant agrees—

20 "(i) to share with the Head Start pro-
21 grams an appropriate amount of their in-
22 formation resources with respect to the
23 model, such as curricula materials; and

24 "(ii) to train personnel from the Head
25 Start programs; ~~or~~

1 “(2) a contractual association with 1 or more
2 State- or federally-funded preschool programs, or
3 family literacy programs, under which—

4 “(A) the programs agree to select the same
5 model or models of reading instruction, as a
6 model for implementing and improving reading
7 instruction in the program's programs, as was
8 selected by the applicant; and

9 “(B) the applicant agrees to train person-
10 nel from the programs who work with children
11 and parents in schools receiving funds under
12 the subgrant *→ ; or*

see p. 24-A 12 *←*
13 “(e) USE OF FUNDS.—

14 “(1) IN GENERAL.—Subject to paragraph (2),
15 an applicant who receives a subgrant under this sec-
16 tion may use the subgrant funds to carry out activi-
17 ties that are authorized by this title and described
18 in the subgrant application, including the following:

19 “(A) Making reasonable payments for
20 technical and other assistance to a person re-
21 sponsible for the development of a model of
22 reading instruction, or a person with experience
23 or expertise about such model and its imple-
24 mentation, who has agreed to work with the re-

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version

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A SUBSTITUTE TO H.R. 2614
OFFERED BY MR. KILDEE**

Page 23, line 25, strike "or".

Page 24, line 12, strike the period and insert "; or".

Page 24, after line 12, insert the following:

"(3) a contractual association with 1 or more public libraries providing reading or literacy services to preschool children or preschool children and their families, under which

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

(B) the applicant agrees to train personnel, including volunteers, from the programs who work with preschool children or preschool children and their families in schools receiving funds under the subgrant.

15104(d)(3)

1 ipient in connection with the implementation of
2 the model.

3 “(B) Carrying out a contractual agreement
4 described in subsection (d).

5 “(C) Professional development (including
6 training of volunteers), purchase of curricular
7 and other supporting materials, and technical
8 assistance.

9 “(D) Providing, on a voluntary basis,
10 training to parents of children enrolled in a
11 school selected under subsection (a)(2) on how
12 to help their children with school work, particu-
13 larly in the development of reading skills. Such
14 training may be provided directly by the
15 subgrant recipient, or through a grant or con-
16 tract with another person. Such training shall
17 be consistent with reading reforms taking place
18 in the school setting.

19 “(E) Carrying out family literacy programs
20 based on the Even Start family literacy model
21 authorized under part B of title I to enable par-
22 ents to be their child's first and most important
23 teacher, and making payments for the receipt
24 of technical assistance for the development of
25 such programs.

15104(c)(1)(B)-
(6)

1 “(F) Providing instruction for parents of
2 children enrolled in a school selected under sub-
3 section (a)(2), and others who volunteer to be
4 reading tutors for such children, in the instruc-
5 tional practices based on reliable, replicable re-
6 search on reading used by the applicant.

7 “(G) Programs to assist those kinder-
8 garten students enrolled in a school selected
9 under subsection (a)(2) who are not ready for
10 the transition to 1st grade, particularly stu-
11 dents experiencing difficulty with reading skills.

12 “(H) Providing additional support for stu-
13 dents, enrolled in a school selected under sub-
14 section (a)(2), in grades 1 through 3, who are
15 experiencing difficulty reading, before school,
16 after school, on weekends, during non-instruc-
17 tional periods of the school day, or during the
18 summer using supervised individuals (including
19 tutors), who have been appropriately trained
20 using reliable, replicable research on reading.

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

24 “(J) Providing reading assistance to chil-
25 dren who have not been determined to be a

15104(e)(1)(F) -
(J)

1 child with a disability (as defined in section 602
2 of the Individuals with Disabilities Education
3 Act), pursuant to section 614(b)(5) of such Act,
4 because of a lack of instruction in reading.

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

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

19 "SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.

20 "(a) IN GENERAL.—

21 ~~"(1) SUBGRANTS.—A reading and literacy part-~~
22 ~~nership that receives a grant under section 15103~~
23 ~~shall make subgrants on a competitive basis to local~~
24 ~~educational agencies that have at least 1 school in~~
25 ~~the geographic area served by the agency that—~~

see pp
27-A
and
27-B

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H.L.C.

V.V.

#2

37-A

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A
SUBSTITUTE OFFERED BY MR. GOODLING
OFFERED BY MR. RIGGS**

Beginning on page 27, strike line 21 through page
28, line 8, and insert the following:

1 “(1) SUBGRANTS.—A reading and literacy part-
2 nership that receives a grant under section 15103
3 shall make subgrants on a competitive basis to—

4 “(A) local educational agencies that have
5 at least 1 school in the geographic area served
6 by the agency that—

7 “(i) is located in an area designated
8 as an empowerment zone under part I of
9 subchapter U of chapter 1 of the Internal
10 Revenue Code of 1986; or

11 “(ii) is located in an area designated
12 as an enterprise community under part I
13 of subchapter U of chapter 1 of the Inter-
14 nal Revenue Code of 1986; or

15 “(B) in the case of local educational agen-
16 cies that do not have any such empowerment
17 zone or enterprise community in the State in
18 which the agency is located, local educational

October 21, 1997

15105(ax1)

27-B

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H.L.C.

2

- 1 agencies that have at least 1 school that is iden-
- 2 tified for school improvement under section
- 3 1116(c) in the geographic area served by the
- 4 agency.

15105 (a)(1)(B)

1 “(A) is located in an area designated as an
2 empowerment zone under subchapter U of
3 chapter 1 of the Internal Revenue Code of
4 1986; or

5 “(B) is located in an area designated as an
6 enterprise zone under section 701(a)(1) of the
7 Housing and Community Development Act of
8 1987.

9 “(2) APPLICATIONS.—A local educational agen-
10 cy that desires to receive a subgrant under this sec-
11 tion shall submit an application to the reading and
12 literacy partnership at such time, in such manner,
13 and including such information as the partnership
14 may require. The application shall include an assur-
15 ance that the agency will use the subgrant funds to
16 carry out the duties described in subsection (b) for
17 children enrolled in 1 or more schools selected by the
18 agency and described in paragraph (1).

19 “(b) USE OF FUNDS.—

20 “(1) IN GENERAL.—A local educational agency
21 that receives a subgrant under this section shall
22 carry out, using the funds provided under the
23 subgrant, each of the duties described in paragraph
24 (2).

1 “(2) DUTIES.—The duties described in this
2 paragraph are the provision of tutorial assistance in
3 reading to children who have difficulty reading,
4 using instructional practices based on the principles
5 of reliable, replicable research, through the following:

6 “(A) The promulgation, maintenance, and
7 approval of a list of tutorial assistance provid-
8 ers who—

9 “(i) have established a record of effec-
10 tiveness with respect to reading readiness,
11 reading instruction for children in kinder-
12 garten through 3d grade, and early child-
13 hood literacy;

14 “(ii) are located in a geographic area
15 convenient to the school; and

16 “(iii) are capable of providing tutoring
17 in reading to children who have difficulty
18 reading, using instructional practices based
19 on the principles of reliable, replicable re-
20 search and consistent with the instruc-
21 tional methods used by the school the child
22 attends.

23 “(B) The development of procedures for
24 the receipt of applications for tutorial assist-
25 ance, from parents who are seeking such assist-

1 ance for their child or children, that select a tu-
2 torial assistance provider from the list referred
3 to in subparagraph (A) with whom the child or
4 children are enrolled, or will enroll, for tutoring
5 in reading.

6 “(C) The development of a selection proc-
7 ess for funding applications under subpara-
8 graph (B) that limits the provision of assistance
9 to children who have difficulty reading, includ-
10 ing difficulty mastering essential phonic, decod-
11 ing, or vocabulary skills.

12 “(D) The development of procedures for
13 funding applications under subparagraph (B),
14 to be used in cases where insufficient funds are
15 available to provide assistance with respect to
16 all complete applications received from eligible
17 parents of children described in subparagraph
18 (C), that—

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

23 “(ii) gives priority, in cases where
24 children are determined, through State or

15105(5X2XC) -
(D)

1 local reading assessments, to be equally in
2 need of tutorial assistance, based on—
3 “a random selection principle; or
4 “(E) The development of a methodology by
5 which payments are made directly to tutorial
6 assistance providers identified in applications
7 under subparagraph (B) that are selected for
8 funding, and the making of such payments.

9 **SEC. 15106. PROGRAM EVALUATION.**

10 ~~“(a) NATIONAL EVALUATION.”~~

11 ~~“(1) IN GENERAL.—From funds reserved under~~
12 ~~section 15108(b)(1), the Secretary and the peer re-~~
13 ~~view panel convened under section 15103(f) shall~~
14 ~~jointly carry out a national evaluation of the pro-~~
15 ~~grams under this title by—~~

16 ~~“(A) developing the criteria for the evalua-~~
17 ~~tion; and~~

18 ~~“(B) entering into a contract with an en-~~
19 ~~tity, jointly selected by the Secretary and the~~
20 ~~panel, under which the entity will perform the~~
21 ~~evaluation using the criteria.~~

22 ~~“(2) SUBMISSION TO CONGRESS.—The Sec-~~
23 ~~retary and the peer review panel shall submit the re-~~
24 ~~sults of the evaluation to the appropriate committees~~
25 ~~of the Congress, including the Education and the~~

del p. 31-A

15105(b)(2)(E)-
15106

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31-A

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#5
accepted
15-13

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A
SUBSTITUTE OFFERED BY MR. GOODLING
OFFERED BY MR. PAYNE**

Beginning on page 81, strike line 10 through page
88, line 2, and insert the following:

- 1 “(a) IN GENERAL.—From funds reserved under sec-
2 tion 15108(b)(1), the Secretary shall conduct a national
3 assessment of the programs under this title. In developing
4 the criteria for the assessment, the Secretary shall receive
5 recommendations from the peer review panel convened
6 under section 15108(f).
7 “(b) SUBMISSION TO PEER REVIEW PANEL.—The
8 Secretary shall submit the findings from the assessment
9 under subsection (a) to the peer review panel convened
10 under section 15108(f).

~~Page 86, line 1, strike “\$1,700,000” and insert “1.5
percent of the amount appropriated under subsection (a)
for each fiscal year”.~~

October 1, 1997

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15106(a)-
(b)

1 Workforce Committee of the House of Representa-
2 tives.

3 "(b) STATE EVALUATIONS.—

4 "(1) IN GENERAL.—Each reading and literacy
5 partnership that receives a grant under this title
6 shall reserve not more than 2 percent of such grant
7 funds for the purpose of evaluating the success of
8 the partnership's subgrantees in meeting the pur-
9 poses of this title. At a minimum, the evaluation
10 shall measure the extent to which students who are
11 the intended beneficiaries of the subgrants made by
12 the partnership have improved their reading.

13 "(2) CONTRACT.—A reading and literacy part-
14 nership shall carry out the evaluation under this
15 subsection by entering into a contract with an eligi-
16 ble research institution under which the institution
17 will perform the evaluation.

18 "(3) SUBMISSION.—A reading and literacy
19 partnership shall submit the findings from the eval-
20 uation under this subsection to the Secretary and
21 the peer review panel convened under section
22 15103(f). The Secretary and the peer review panel
23 shall submit a summary of the findings from the
24 evaluations under this subsection to the appropriate
25 committees of the Congress, including the Education

15106

1 ~~and the Workforce Committee of the House of Rep-~~
2 ~~resentatives.~~

3 **"SEC. 15107. INFORMATION DISSEMINATION.**

4 “(a) IN GENERAL.—From funds reserved under sec-
5 tion 15108(b)(2), the National Institute for Literacy shall
6 disseminate information on reliable, replicable research on
7 reading and information on subgrantee projects under sec-
8 tion 15104 or 15105 that have proven effective. At a mini-
9 mum, the institute shall disseminate such information to
10 all recipients of Federal financial assistance under titles
11 I and VII of this Act, the Head Start Act, the Individuals
12 with Disabilities Education Act, and the Adult Education
13 Act.

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

16 “(1) shall use, to the extent practicable, infor-
17 mation networks developed and maintained through
18 other public and private persons, including the Sec-
19 retary, the National Center for Family Literacy, and
20 the Readline Program;

21 “(2) shall work in conjunction with any panel
22 convened by the National Institute of Child Health
23 and Human Development and the Secretary and any
24 panel convened by the Office of Educational Re-
25 search and Improvement to assess the current status

1 of research-based knowledge on reading develop-
2 ment, including the effectiveness of various ap-
3 proaches to teaching children to read, with respect
4 to determining the criteria by which the National In-
5 stitute for Literacy judges reliable, replicable re-
6 search and the design of strategies to disseminate
7 such information; and

8 "(3) shall assist any reading and literacy part-
9 nership selected to receive a grant under section
10 15103, and that requests such assistance—

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

15 "(B) in the development of subgrant appli-
16 cation forms.

17 "SEC. 15108. AUTHORIZATION OF APPROPRIATIONS; RES-
18 ERVATIONS FROM APPROPRIATIONS; SUN-
19 SET.

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

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

see p. 34-A ←

34A

#9

accepted
w/ reservation
that Payne &
Riggs talk

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A
SUBSTITUTE OFFERED BY MR. GOODLING**

OFFERED BY MR. RIGGS

Page 34, after line 16, insert the following (and conform provisions accordingly):

"SEC. 15108. STATE EVALUATIONS.

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

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

"(c) Submission.--A reading and literacy partnership shall submit the findings from the evaluation under this subsection to the Secretary and the peer review panel convened under section 15103(f). The Secretary and the peer review panel shall submit a summary of the findings from the evaluations under this subsection to the appropriate committees of the Congress, including the Education and the Workforce Committee of the House of Representatives.

(new) 15108

[Payne]

①

"(1) shall reserve ~~\$1,700,000~~ to carry out section 15106(a);

→ 1.5 percent of the amount appropriated under subsection (a) for each fiscal year

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

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

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

TITLE II—AMENDMENTS TO EVEN START FAMILY LITERACY PROGRAMS

SEC. 201. RESERVATION FOR GRANTS.

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

"(c) RESERVATION FOR GRANTS.—

"(1) GRANTS AUTHORIZED.—From funds reserved under section 15108(b)(3), the Secretary shall award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy re-

15108 (b)(1) - (c)

201 [ESFA, 1202(c)(1)]

1 sources consistent with the purposes of this part.
2 Such coordination and integration shall include
3 funds available under the Adult Education Act,
4 Head Start, this part, part A of this title, and part
5 A of title IV of the Social Security Act.

6 "(2) CONSORTIA.—

7 "(A) ESTABLISHMENT.—To receive a
8 grant under this subsection, a State shall estab-
9 lish a consortium of State-level programs under
10 the following laws:

11 "(i) This title.

12 "(ii) The Head Start Act.

13 "(iii) The Adult Education Act.

14 "(iv) All other State-funded preschool
15 programs and programs providing literacy
16 services to adults.

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

24 "(C) COORDINATION WITH TITLE XV.—

25 The consortium shall coordinate its activities

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37

1 with the activities of the reading and literacy
2 partnership for the State established under sec-
3 tion 15103, if the State receives a grant under
4 such section.

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

10 "(4) TECHNICAL ASSISTANCE.—The Secretary
11 shall provide, directly or through a grant or contract
12 with an organization with experience in the develop-
13 ment and operation of successful family literacy
14 services, technical assistance to States receiving a
15 grant under this subsection.

16 "(5) MATCHING REQUIREMENT.—The Sec-
17 retary shall not make a grant to a State under this
18 subsection unless the State agrees that, with respect
19 to the costs to be incurred by the eligible consortium
20 in carrying out the activities for which the grant was
21 awarded, the State will make available non-Federal
22 contributions in an amount equal to not less than
23 the Federal funds provided under the grant."

October 8, 1997

201
[ESEA, 102(c)(3)-
(5)]

1 **SEC. 202. DEFINITIONS.**

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

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

6 (2) by inserting after paragraph (2) the follow-
7 ing:

8 “(3) the term ‘family literacy services’ means
9 services provided to participants on a voluntary basis
10 that are of sufficient intensity in terms of hours,
11 and of sufficient duration, to make sustainable
12 changes in a family (such as eliminating or reducing
13 welfare dependency) and that integrate all of the fol-
14 lowing activities:

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

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

19 “(C) Parent literacy training, including
20 training that contributes to economic self-suffi-
21 ciency.

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

24 **SEC. 203. EVALUATION.**

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

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

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

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

6 "(3) to provide States and eligible entities re-
7 ceiving a subgrant under this part, directly or
8 through a grant or contract with an organization
9 with experience in the development and operation of
10 successful family literacy services, technical assist-
11 ance to ensure local evaluations undertaken under
12 section 1205(10) provide accurate information on
13 the effectiveness of programs assisted under this
14 part."

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

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

18 (1) by redesignating section 1210 as section
19 1212; and

20 (2) by inserting after section 1209 the follow-
21 ing:

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

23 "Each State receiving funds under this part shall de-
24 velop, based on the best available research and evaluation
25 data, indicators of program quality for programs assisted

1 under this part. Such indicators shall be used to monitor,
2 evaluate, and improve such programs within the State.
3 Such indicators shall include the following:

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

6 “(A) achievement in the areas of reading,
7 writing, English language acquisition, problem
8 solving, and numeracy;

9 “(B) receipt of a high school diploma or a
10 general equivalency diploma;

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

14 “(D) such other indicators as the State
15 may develop.

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

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

20 “(B) school attendance;

21 “(C) grade retention and promotion; and

22 “(D) such other indicators as the State
23 may develop.”.

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

4 (1) in paragraph (1), by striking “and” at the
5 end;

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

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

9 “(3) carrying out section 1210.”.

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

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

22 “(4) INSUFFICIENT PROGRESS.—The State
23 educational agency may refuse to award subgrant
24 funds if such agency finds that the eligible entity
25 has not sufficiently improved the performance of the

204(b) [ESBA, 1203(a)]

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

1 program, as evaluated based on the indicators of
2 program quality developed by the State under sec-
3 tion 1210, after—

4 “(A) providing technical assistance to the
5 eligible entity; and

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

8 **SEC. 205. RESEARCH.**

9 The Elementary and Secondary Education Act of
10 1965, as amended by section 204 of this Act, is further
11 amended by inserting after section 1210 the following:

12 **“SEC. 1211. RESEARCH.**

13 “(a) IN GENERAL.—The Secretary shall carry out,
14 through grant or contract, research into the components
15 of successful family literacy services, to use—

16 “(1) to improve the quality of existing pro-
17 grams assisted under this part or other family lit-
18 eracy programs carried out under this Act or the
19 Adult Education Act; and

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

23 “(b) DISSEMINATION.—The National Institute for
24 Literacy shall disseminate, pursuant to section 15107, the

1 results of the research described in subsection (a) to
2 States and recipients of subgrants under this part.”.

3 **TITLE III—FUNDS FOR FEDERAL**
4 **WORK-STUDY PROGRAMS**

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

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

9 (1) in subsection (b)(2)—

10 (A) by striking “and” at the end of sub-
11 paragraph (A)

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

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

16 “(B) in academic year 1998 and succeed-
17 ing academic years, an institution shall use at
18 least 2 percent of the total amount of funds
19 granted to such institution under this section
20 for such academic year in accordance with sub-
21 section (d); and”; and

22 (2) by adding at the end the following new sub-
23 section:

24 “(d) TUTORING AND LITERACY ACTIVITIES.—

301 [HEA, 443(b)(2), (d)]

1 “(1) USE OF FUNDS.—In any academic year to
2 which subsection (b)(2)(B) applies, an institution
3 shall use the amount required to be used in accord-
4 ance with this subsection to compensate (including
5 compensation for time spent in directly related train-
6 ing and travel) students—

7 “(A) employed as a reading tutor for chil-
8 dren who are in preschool through elementary
9 school; or

10 “(B) employed in family literacy projects.

11 “(2) PRIORITY FOR SCHOOLS.—An institution
12 shall—

13 “(A) give priority, in using such funds, to
14 the employment of students in the provision of
15 tutoring services in schools that—

16 “(i) are identified for school improve-
17 ment under section 1116(c) of the Elemen-
18 tary and Secondary Education Act of
19 1965; or

20 “(ii) are selected by a local edu-
21 cational agency under section 15104(a)(2)
22 of such Act; and

23 “(B) ensure that any student compensated
24 with such funds who is employed in a school se-
25 lected under section 15104(a)(2) of the Ele-

1 elementary and Secondary Education Act of 1965
2 is trained in the instructional practices based
3 on reliable, replicable research on reading used
4 by the school pursuant to such section 15104.

5 “(3) FEDERAL SHARE.—The Federal share of
6 the compensation of work study students com-
7 pensated under this subsection may exceed 75 per-
8 cent.

9 “(4) WAIVER.—The Secretary may waive the
10 requirements of this subsection if the Secretary de-
11 termines that enforcing such requirements would
12 cause a hardship for students at the institution.”.

13 TITLE IV—REPEALS

14 SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION 15 PROGRAMS.

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

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

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

301 (HEA 442(IX3)-(4)]

401 (IX1) (2)

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

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

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

10 (1) BUSINESS-LABOR-EDUCATION PARTNERSHIP
11 FOR TRAINING.—Part D of title III of the Carl D.
12 Perkins Vocational and Applied Technology Edu-
13 cation Act (20 U.S.C. 2391 et seq.).

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

19 (3) COMMUNITY EDUCATION EMPLOYMENT
20 CENTERS AND VOCATIONAL EDUCATION LIGHT-
21 HOUSE SCHOOLS.—Part G of title III of the Carl D.
22 Perkins Vocational and Applied Technology Edu-
23 cation Act (20 U.S.C. 2396 et seq.).

24 (4) DEMONSTRATION PROGRAMS.—Part B of
25 title IV of the Carl D. Perkins Vocational and Ap-

401(a)(3) -
(6)(4)

1 plied Technology Education Act (20 U.S.C. 2411 et
2 seq.).

3 (5) CERTAIN BILINGUAL PROGRAMS.—Sub-
4 sections (b) and (c) of section 441 of the Carl D.
5 Perkins Vocational and Applied Technology Edu-
6 cation Act (20 U.S.C. 2441).

7 (c) COMMUNITY SCHOOL PARTNERSHIPS.—The
8 Community School Partnership Act (contained in part B
9 of title V of the Improving America's Schools Act of 1994
10 (20 U.S.C. 1070 note) is repealed.

11 (d) EDUCATIONAL RESEARCH, DEVELOPMENT, DIS-
12 SEMINATION, AND IMPROVEMENT ACT OF 1994.—Section
13 941(j) of the Educational Research, Development, Dis-
14 semination, and Improvement Act of 1994 (20 U.S.C.
15 6041(j)) is repealed.

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

18 (1) INNOVATIVE ELEMENTARY SCHOOL TRANSI-
19 TION PROJECTS.—Section 1503 of the Elementary
20 and Secondary Education Act of 1965 (20 U.S.C.
21 6493).

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

401(b)(5) -
(e)(2)

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

4 (4) SPECIAL PROGRAMS AND PROJECTS TO IM-
5 PROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN
6 CHILDREN.—Subpart 2 of part A of title IX of the
7 Elementary and Secondary Education Act of 1965
8 (20 U.S.C. 7831 et seq.).

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

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

16 (7) AUTHORIZATION OF APPROPRIATIONS.—
17 Subsections (b) and (c) of section 9162 of the Ele-
18 mentary and Secondary Education Act of 1965 (20
19 U.S.C. 7882).

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

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

40(c)(3) -
(9)

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

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

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

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

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

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

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

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

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

401(e)(10) -
(4)(4)

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

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

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

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

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

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

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

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

401(4X5) -
QX2)

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

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

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

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

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

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

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

21 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

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

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

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

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

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

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

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

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

401(j)(10)(B) -
(H)

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

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

7 (11) CERTAIN TRAINING ACTIVITIES.—

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

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

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

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

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

401(j)(10)(I) -
(2)

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

401(m)

Funding Components of America Reads under Existing Authorities

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

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

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

Options for authorities to use, in order of preference:

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

Suggested appropriations language follows.

FY 1999**Child Literacy**

For carrying out a child literacy initiative, \$260,000,000, which shall become available on October 1, 1998 and shall remain available through September 30, 1999: Provided, That, if the initiative is not authorized by (date), the funds shall be transferred to "Education for the Disadvantaged" to be merged with that account and to be available for child literacy, including family literacy, activities under section 1502: Provided further, that the transferred funds shall become available for obligation on October 1, 1998 and shall remain available through September 30, 1999.

FY 1998**ALTERNATIVE A:** (\$60 million in the Title I Demonstration authority)**Education for the Disadvantaged (House)**

In the Education for the Disadvantaged account, change the total from \$8,204,217,000 to \$8,264,217,000 and change the amount to become available on October 1 from \$1,298,386,000 to \$1,358,386,000.

Add the following proviso:

Provided further, That \$60,000,000 shall be available for child literacy, including family literacy, activities under section 1502.

Education for the Disadvantaged (Senate)

In the Education for the Disadvantaged account, change the total from \$7,807,349,000 to \$7,867,217,000 and change the amount to become available on October 1 from \$1,298,386,000 to \$1,358,386,000.

Add the following proviso:

Provided further, That \$60,000,000 shall be available for child literacy, including family literacy, activities under section 1502.

ALTERNATIVE B: (\$10 million for Eisenhower Federal Activities and \$50 million for FIE)**Eisenhower Professional Development (House)**

In the School Improvement Programs account, change the total from \$1,480,888,000 to

\$1,490,888,000.

Add the following proviso:

\$10,000,000 shall be for Eisenhower professional development Federal Activities to support child literacy, including family literacy, activities under Title II-A of the Elementary and Secondary Education Act,

Eisenhower Professional Development (Senate)

In the School Improvement Programs account, change the total from \$1,482,293,000 to *\$1,492,293,000.*

Add the following proviso:

\$10,000,000 shall be for Eisenhower professional development Federal Activities to support child literacy, including family literacy, activities under Title II-A of the Elementary and Secondary Education,

FIE (House)

In the Education Research, Statistics, and Improvement account, change the total from \$508,252,000 (after amendments) to *\$558,252,000.*

Replace the provisos with the following:

Provided, That \$130,000,000 shall be available for section 10101 of part A of title X of the Elementary and Secondary Education Act, of which \$50,000,000 shall be for child literacy, including family literacy, activities; and of which \$50,000,000 shall be for grants to local educational agencies to demonstrate effective approaches to comprehensive school reform: Provided further, That such approaches show the most promise of enabling children to meet challenging State content standards and challenging State student performance standards which shall include an emphasis on basic academics and parental involvement based on proven research and practices.

FIE (Senate)

In the Education Research, Statistics, and Improvement account, change the total from \$362,225,000 to *\$412,225,000.*

Add the following proviso:

Provided, That \$100,000,000 be made available for section 10101 of part A of title X of the Elementary and Secondary Education Act of which \$50,000,000 shall be for child literacy, including family literacy, activities.