

105TH CONGRESS
1ST SESSION

H. R. 2614

AN ACT

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

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Reading Excellence
5 Act”.

6 **TITLE I—READING GRANTS**

7 **SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.**

8 The Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
10 the end the following:

11 **“TITLE XV—READING GRANTS**

12 **“SEC. 15101. PURPOSE.**

13 “The purposes of this title are as follows:

14 “(1) To teach every child to read in their early
15 childhood years—

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

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

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

24 “(3) To expand the number of high-quality
25 family literacy programs.

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

4 **“SEC. 15102. DEFINITIONS.**

5 “For purposes of this title:

6 “(1) **ELIGIBLE PROFESSIONAL DEVELOPMENT**
7 **PROVIDER.**—The term ‘eligible professional develop-
8 ment provider’ means a provider of professional de-
9 velopment in reading instruction to teachers that is
10 based on reliable, replicable research on reading.

11 “(2) **ELIGIBLE RESEARCH INSTITUTION.**—The
12 term ‘eligible research institution’ means an institu-
13 tion of higher education at which reliable, replicable
14 research on reading has been conducted.

15 “(3) **FAMILY LITERACY SERVICES.**—The term
16 ‘family literacy services’ means services provided to
17 participants on a voluntary basis that are of suffi-
18 cient intensity in terms of hours, and of sufficient
19 duration, to make sustainable changes in a family
20 (such as eliminating or reducing welfare depend-
21 ency) and that integrate all of the following activi-
22 ties:

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

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

3 “(C) Parent literacy training, including
4 training that contributes to economic self-suffi-
5 ciency.

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

8 “(4) READING.—The term ‘reading’ means the
9 process of comprehending the meaning of written
10 text by depending on—

11 “(A) the ability to use phonics skills, that
12 is, knowledge of letters and sounds, to decode
13 printed words quickly and effortlessly, both si-
14 lently and aloud;

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

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

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

22 “(A) provide experience and opportunity
23 for language development;

24 “(B) create appreciation of the written
25 word;

1 “(C) develop an awareness of printed lan-
2 guage, the alphabet, and phonemic awareness;
3 and

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

7 “(6) RELIABLE, REPLICABLE RESEARCH.—The
8 term ‘reliable, replicable research’ means objective,
9 valid, scientific studies that—

10 “(A) include rigorously defined samples of
11 subjects that are sufficiently large and rep-
12 resentative to support the general conclusions
13 drawn;

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

16 “(C) test competing theories, where mul-
17 tiple theories exist;

18 “(D) are subjected to peer review before
19 their results are published; and

20 “(E) discover effective strategies for im-
21 proving reading skills.

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

24 “(a) PROGRAM AUTHORIZED.—The Secretary may
25 make grants on a competitive basis to reading and literacy

1 partnerships for the purpose of permitting such partner-
2 ships to make subgrants under sections 15104 and 15105.

3 “(b) READING AND LITERACY PARTNERSHIPS.—

4 “(1) COMPOSITION.—

5 “(A) REQUIRED PARTICIPANTS.—In order
6 to receive a grant under this section, a State
7 shall establish a reading and literacy partner-
8 ship consisting of at least the following partici-
9 pants:

10 “(i) The Governor of the State.

11 “(ii) The chief State school officer.

12 “(iii) The chairman and the ranking
13 member of each committee of the State
14 legislature that is responsible for education
15 policy.

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

23 “(v) A representative, selected jointly
24 by the Governor and the chief State school
25 officer, of a community-based organization

1 working with children to improve their
2 reading skills, particularly a community-
3 based organization using volunteers.

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

9 “(i) State directors of appropriate
10 Federal or State programs with a strong
11 reading component;

12 “(ii) a parent of a public or private
13 school student or a parent who educates
14 their child or children in their home;

15 “(iii) a teacher who teaches reading;
16 or

17 “(iv) a representative of (I) an insti-
18 tution of higher education operating a pro-
19 gram of teacher preparation in the State;
20 (II) a local educational agency; (III) an eli-
21 gible research institution; (IV) a private
22 nonprofit or for-profit eligible professional
23 development provider providing instruction
24 based on reliable, replicable research on
25 reading; (V) a family literacy service pro-

1 vider; (VI) an adult education provider;
2 (VII) a volunteer organization that is in-
3 volved in reading programs; or (VIII) a
4 school or a public library that offers read-
5 ing or literacy programs for children or
6 families.

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;

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

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

20 “(D) shall ensure that each local edu-
21 cational agency to which the partnership makes
22 a subgrant under section 15104 makes avail-
23 able, upon request and in an understandable
24 and uniform format, to any parent of a student
25 attending any school selected under section

1 15104(a)(2) in the geographic area served by
2 the agency, information regarding the qualifica-
3 tions of the student’s classroom teacher to pro-
4 vide instruction in reading.

5 “(4) FISCAL AGENT.—The State educational
6 agency shall act as the fiscal agent for the reading
7 and literacy partnership for the purposes of receipt
8 of funds from the Secretary, disbursement of funds
9 to subgrantees under sections 15104 and 15105,
10 and accounting for such funds.

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

24 “(d) MULTI-STATE PARTNERSHIP ARRANGE-
25 MENTS.—A reading and literacy partnership that satisfies

1 the requirements of subsection (b) may join with other
2 such partnerships in other States to develop a single appli-
3 cation that satisfies the requirements of subsection (e) and
4 identifies which State educational agency, from among the
5 States joining, shall act as the fiscal agent for the multi-
6 State arrangement. For purposes of the other provisions
7 of this title, any such multi-State arrangement shall be
8 considered to be a reading and literacy partnership.

9 “(e) APPLICATIONS.—A reading and literacy partner-
10 ship that desires to receive a grant under this section shall
11 submit an application to the Secretary at such time, in
12 such manner, and including such information as the Sec-
13 retary may require. The application—

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

17 “(2) shall be integrated, to the maximum extent
18 possible, with State plans and programs under this
19 Act, the Individuals with Disabilities Education Act,
20 and, to the extent appropriate, the Adult Education
21 Act;

22 “(3) shall describe how the partnership will en-
23 sure that professional development funds available at
24 the State and local levels are used effectively to im-

1 prove instructional practices for reading and are
2 based on reliable, replicable research on reading;

3 “(4) shall describe—

4 “(A) the contractual agreement that estab-
5 lishes the partnership, including at least the ele-
6 ments of the agreement referred to in sub-
7 section (b)(2);

8 “(B) how the partnership will assess, on a
9 regular basis, the extent to which the activities
10 undertaken by the partnership and the partner-
11 ship’s subgrantees under this title have been ef-
12 fective in achieving the purposes of this title;

13 “(C) what evaluation instruments the part-
14 nership will use to determine the success of
15 local educational agencies to whom subgrants
16 under sections 15104 and 15105 are made in
17 achieving the purposes of this title;

18 “(D) how subgrants made by the partner-
19 ship under such sections will meet the require-
20 ments of this title, including how the partner-
21 ship will ensure that subgrantees will use prac-
22 tices based on reliable, replicable research on
23 reading; and

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

4 “(5) shall include an assurance that each local
5 educational agency to whom the partnership makes
6 a subgrant under section 15104—

7 “(A) will carry out family literacy pro-
8 grams based on the Even Start family literacy
9 model authorized under part B of title I to en-
10 able parents to be their child’s first and most
11 important teacher, and will make payments for
12 the receipt of technical assistance for the devel-
13 opment of such programs;

14 “(B) will carry out programs to assist
15 those kindergarten students who are not ready
16 for the transition to 1st grade, particularly stu-
17 dents experiencing difficulty with reading skills;

18 “(C) will use supervised individuals (in-
19 cluding tutors), who have been appropriately
20 trained using reliable, replicable research on
21 reading, to provide additional support, before
22 school, after school, on weekends, during non-
23 instructional periods of the school day, or dur-
24 ing the summer, for students in grades 1

1 through 3 who are experiencing difficulty read-
2 ing; and

3 “(D) will carry out professional develop-
4 ment for the classroom teacher and other ap-
5 propriate teaching staff on the teaching of read-
6 ing based on reliable, replicable research on
7 reading; and

8 “(6) shall describe how the partnership—

9 “(A) will ensure that a portion of the
10 grant funds that the partnership receives in
11 each fiscal year will be used to make subgrants
12 under section 15105; and

13 “(B) will make local educational agencies
14 described in section 15105(a)(1) aware of the
15 availability of such subgrants.

16 “(f) PEER REVIEW PANEL.—

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

18 “(A) IN GENERAL.—The National Insti-
19 tute for Literacy, in consultation with the Na-
20 tional Research Council of the National Acad-
21 emy of Sciences, the National Institute of Child
22 Health and Human Development, and the Sec-
23 retary, shall convene a panel to evaluate appli-
24 cations under this section. At a minimum the
25 panel shall include representatives of the Na-

1 tional Institute for Literacy, the National Re-
2 search Council of the National Academy of
3 Sciences, the National Institute of Child Health
4 and Human Development, and the Secretary.

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

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

15 “(2) PAYMENT OF FEES AND EXPENSES OF
16 CERTAIN MEMBERS.—The Secretary shall use funds
17 reserved under section 15109(b)(2) to pay the ex-
18 penses and fees of panel members who are not em-
19 ployees of the Federal Government.

20 “(3) DUTIES OF PANEL.—

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

25 The peer review panel shall submit the model

1 application form to the Secretary for final ap-
2 proval.

3 “(B) SELECTION OF APPLICATIONS.—

4 “(i) RECOMMENDATIONS OF PANEL.—

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

14 “(II) PRIORITY.—In recommend-
15 ing applications to the Secretary, the
16 panel shall give priority to applica-
17 tions from States that have modified,
18 are modifying, or provide an assur-
19 ance that not later than 1 year after
20 receiving a grant under this section
21 the State will modify, State teacher
22 certification in the area of reading to
23 reflect reliable, replicable research, ex-
24 cept that nothing in this Act shall be

1 construed to establish a national sys-
2 tem of teacher certification.

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

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

20 “(ii) SECRETARIAL SELECTION.—

21 “(I) IN GENERAL.—Subject to
22 clause (iii), the Secretary shall deter-
23 mine, based on the peer review panel’s
24 recommendations, which applications
25 from reading and literacy partnerships

1 shall receive funding and the amounts
2 of such grants. In determining grant
3 amounts, the Secretary shall take into
4 account the total amount of funds
5 available for all grants under this sec-
6 tion and the types of activities pro-
7 posed to be carried out by the part-
8 nership.

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

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

23 “(g) LIMITATION ON ADMINISTRATIVE EXPENSES.—

24 A reading and literacy partnership that receives a grant

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

3 “(h) REPORTING.—

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

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

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

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

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

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

1 **“SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.**

2 “(a) IN GENERAL.—

3 “(1) SUBGRANTS.—A reading and literacy part-
4 nership that receives a grant under section 15103
5 shall make subgrants, on a competitive basis, to
6 local educational agencies that have at least 1 school
7 that is identified for school improvement under sec-
8 tion 1116(c) in the geographic area served by the
9 agency.

10 “(2) ROLE OF LOCAL EDUCATIONAL AGEN-
11 CIES.—A local educational agency that receives a
12 subgrant under this section shall use the subgrant in
13 a manner consistent with this section to advance re-
14 form of reading instruction in any school selected by
15 the agency that—

16 “(A) is identified for school improvement
17 under section 1116(c) at the time the agency
18 receives the subgrant; and

19 “(B) has a contractual association with 1
20 or more community-based organizations that
21 have established a record of effectiveness with
22 respect to reading readiness, reading instruction
23 for children in kindergarten through 3d grade,
24 and early childhood literacy.

25 “(b) GRANT PERIOD.—A subgrant under this section
26 shall be for a period of 3 years and may not be revoked

1 or terminated on the ground that a school ceases, during
2 the grant period, to be identified for school improvement
3 under section 1116(c).

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

9 “(1) shall describe how the local educational
10 agency will work with schools selected by the agency
11 under subsection (a)(2) to select 1 or more models
12 of reading instruction, developed using reliable,
13 replicable research on reading, as a model for imple-
14 menting and improving reading instruction by all
15 teachers and for all children in each of the schools
16 selected by the agency under such subsection and,
17 where appropriate, their parents;

18 “(2) shall select 1 or more models described in
19 paragraph (1), for the purpose described in such
20 paragraph, and shall describe each such selected
21 model;

22 “(3) shall demonstrate that a person respon-
23 sible for the development of each such model, or a
24 person with experience or expertise about such
25 model and its implementation, has agreed to work

1 with the applicant in connection with such imple-
2 mentation and improvement efforts;

3 “(4) shall describe—

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

16 “(B) the amount of funds available for
17 reading for grades kindergarten through grade
18 6 from appropriate sources other than this title,
19 including title I of this Act (except that such
20 description shall not be required to include
21 funds made available under part B of title I of
22 this Act unless the applicant has established a
23 contractual association in accordance with sub-
24 section (d)(2) with an eligible entity under such
25 part B), the Individuals with Disabilities Edu-

1 cation Act, and any other law providing Federal
2 financial assistance for professional develop-
3 ment for teachers of such grades who teach
4 reading, which will be used to help achieve the
5 purposes of this title;

6 “(5) shall describe the amount and nature of
7 funds from any other public or private sources, in-
8 cluding funds received under this Act and the Indi-
9 viduals with Disabilities Education Act, that will be
10 combined with funds received under the subgrant;

11 “(6) shall include an assurance that the appli-
12 cant—

13 “(A) will carry out family literacy pro-
14 grams based on the Even Start family literacy
15 model authorized under part B of title I to en-
16 able parents to be their child’s first and most
17 important teacher, will make payments for the
18 receipt of technical assistance for the develop-
19 ment of such programs;

20 “(B) will carry out programs to assist
21 those kindergarten students who are not ready
22 for the transition to 1st grade, particularly stu-
23 dents experiencing difficulty with reading skills;

24 “(C) will use supervised individuals (in-
25 cluding tutors), who have been appropriately

1 trained using reliable, replicable research on
2 reading, to provide additional support, before
3 school, after school, on weekends, during non-
4 instructional periods of the school day, or dur-
5 ing the summer, for students in grades 1
6 through 3 who are experiencing difficulty read-
7 ing; and

8 “(D) will carry out professional develop-
9 ment for the classroom teacher and other teach-
10 ing staff on the teaching of reading based on
11 reliable, replicable research on reading;

12 “(7) shall describe how the local educational
13 agency provides instruction in reading to children
14 who have not been determined to be a child with a
15 disability (as defined in section 602 of the Individ-
16 uals with Disabilities Education Act), pursuant to
17 section 614(b)(5) of such Act, because of a lack of
18 instruction in reading; and

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

22 “(d) PRIORITY.—In approving applications under
23 this section, a reading and literacy partnership shall give
24 priority to applications submitted by applicants who dem-
25 onstrate that they have established—

1 “(1) a contractual association with 1 or more
2 Head Start programs under the Head Start Act
3 under which—

4 “(A) the Head Start programs agree to se-
5 lect the same model or models of reading in-
6 struction, as a model for implementing and im-
7 proving the reading readiness of children par-
8 ticipating in the program, as was selected by
9 the applicant; and

10 “(B) the applicant agrees—

11 “(i) to share with the Head Start pro-
12 grams an appropriate amount of their in-
13 formation resources with respect to the
14 model, such as curricula materials; and

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

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

20 “(A) the programs agree to select the same
21 model or models of reading instruction, as a
22 model for implementing and improving reading
23 instruction in the program’s programs, as was
24 selected by the applicant; and

1 “(B) the applicant agrees to train person-
2 nel from the programs who work with children
3 and parents in schools selected under subsection
4 (a)(2); or

5 “(3) a contractual association with 1 or more
6 public libraries providing reading or literacy services
7 to preschool children, or preschool children and their
8 families, under which—

9 “(A) the libraries agree to select the same
10 model or models of reading instruction, as a
11 model for implementing and improving reading
12 instruction in the library’s reading or literacy
13 programs, as was selected by the applicant; and

14 “(B) the applicant agrees to train person-
15 nel, including volunteers, from such programs
16 who work with preschool children, or preschool
17 children and their families, in schools selected
18 under subsection (a)(2).

19 “(e) USE OF FUNDS.—

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

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

9 “(B) Carrying out a contractual agreement
10 described in subsection (d).

11 “(C) Professional development (including
12 training of volunteers), purchase of curricular
13 and other supporting materials, and technical
14 assistance.

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

1 “(E) Carrying out family literacy programs
2 based on the Even Start family literacy model
3 authorized under part B of title I to enable par-
4 ents to be their child’s first and most important
5 teacher, and making payments for the receipt of
6 technical assistance for the development of such
7 programs.

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

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

19 “(H) Providing additional support for stu-
20 dents, enrolled in a school selected under sub-
21 section (a)(2), in grades 1 through 3, who are
22 experiencing difficulty reading, before school,
23 after school, on weekends, during non-instruc-
24 tional periods of the school day, or during the
25 summer using supervised individuals (including

1 tutors), who have been appropriately trained
2 using reliable, replicable research on reading.

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

6 “(J) Providing reading assistance to chil-
7 dren who have not been determined to be a
8 child with a disability (as defined in section 602
9 of the Individuals with Disabilities Education
10 Act), pursuant to section 614(b)(5) of such Act,
11 because of a lack of instruction in reading.

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

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

1 **“SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.**

2 “(a) IN GENERAL.—

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

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

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

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

17 “(B) in the case of local educational agen-
18 cies that do not have any such empowerment
19 zone or enterprise community in the State in
20 which the agency is located, local educational
21 agencies that have at least 1 school that is iden-
22 tified for school improvement under section
23 1116(c) in the geographic area served by the
24 agency.

25 “(2) APPLICATIONS.—A local educational agen-
26 cy that desires to receive a subgrant under this sec-

1 tion shall submit an application to the reading and
2 literacy partnership at such time, in such manner,
3 and including such information as the partnership
4 may require. The application shall include an assur-
5 ance that the agency will use the subgrant funds to
6 carry out the duties described in subsection (b) for
7 children enrolled in 1 or more schools selected by the
8 agency and described in paragraph (1).

9 “(b) USE OF FUNDS.—

10 “(1) IN GENERAL.—A local educational agency
11 that receives a subgrant under this section shall
12 carry out, using the funds provided under the
13 subgrant, each of the duties described in paragraph
14 (2).

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

20 “(A) The promulgation of a set of objective
21 criteria, pertaining to the ability of a tutorial
22 assistance provider successfully to provide tuto-
23 rial assistance in reading, that will be used to
24 determine in a uniform manner, at the begin-
25 ning of each school year, the eligibility of tuto-

1 rial assistance providers, subject to the succeed-
2 ing subparagraphs of this paragraph, to be in-
3 cluded on the list described in subparagraph
4 (B) (and thereby be eligible to enter into a con-
5 tract pursuant to subparagraph (F)).

6 “(B) The promulgation, maintenance, and
7 approval of a list of tutorial assistance provid-
8 ers eligible to enter into a contract pursuant to
9 subparagraph (F) who—

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

15 “(ii) are located in a geographic area
16 convenient to the school or schools at-
17 tended by the children who will be receiv-
18 ing tutorial assistance from the providers;
19 and

20 “(iii) are capable of providing tutoring
21 in reading to children who have difficulty
22 reading, using instructional practices based
23 on the principles of reliable, replicable re-
24 search and consistent with the instruc-

1 tional methods used by the school the child
2 attends.

3 “(C) The development of procedures: (i)
4 for the receipt of applications for tutorial assist-
5 ance, from parents who are seeking such assist-
6 ance for their child or children, that select a tu-
7 torial assistance provider from the list described
8 in subparagraph (B) with whom the child or
9 children will enroll, for tutoring in reading; and
10 (ii) for considering children for tutorial assist-
11 ance who are identified under subparagraph
12 (D) and for whom no application has been sub-
13 mitted, provided that such procedures are in ac-
14 cordance with this paragraph and give such
15 parents the right to select a tutorial assistance
16 provider from the list referred to in subpara-
17 graph (B), and shall permit a local educational
18 agency to recommend a tutorial assistance pro-
19 vider from the list under subparagraph (B) in
20 a case where a parent asks for assistance in the
21 making of such selection.

22 “(D) The development of a selection proc-
23 ess for providing tutorial assistance in accord-
24 ance with this paragraph that limits the provi-
25 sion of assistance to children identified, by the

1 school the child attends, as having difficulty
2 reading, including difficulty mastering essential
3 phonic, decoding, or vocabulary skills. In the
4 case of a child included in the selection process
5 for whom no application has been submitted by
6 a parent of the child, the child's eligibilty for
7 receipt of tutorial assistance shall be deter-
8 mined under the same procedures, timeframe,
9 and criteria for consideration as is used to de-
10 termine the eligibilty of a child whose parent
11 has submitted such an application. Such local
12 educational agency shall apply the provisions of
13 subparagraphs (F) and (G) to a tutorial assist-
14 ance provider selected for a child whose parent
15 has not submitted an application pursuant to
16 subparagraph (C)(i) in the same manner as the
17 provisions are applied to a provider selected in
18 an application submitted pursuant to subpara-
19 graph (C)(i).

20 “(E) The development of procedures for
21 selecting children to receive tutorial assistance,
22 to be used in cases where insufficient funds are
23 available to provide assistance with respect to
24 all children identified by a school under sub-
25 paragraph (D) that—

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

5 “(ii) gives priority, in cases where
6 children are determined, through State or
7 local reading assessments, to be equally in
8 need of tutorial assistance, based on a ran-
9 dom selection principle.

10 “(F) The development of a methodology by
11 which payments are made directly to tutorial
12 assistance providers who are identified and se-
13 lected pursuant to subparagraphs (C), (D), and
14 (E) that is selected for funding. Such methodol-
15 ogy shall include the making of a contract, con-
16 sistent with State and local law, between the tu-
17 torial assistance provider and the local edu-
18 cational agency carrying out this paragraph.
19 Such contract—

20 “(i) shall contain specific goals and
21 timetables with respect to the performance
22 of the tutorial assistance provider;

23 “(ii) shall require the tutorial assist-
24 ance provider to report to the parent and
25 the local educational agency on the provid-

1 er's performance in meeting such goals and
2 timetables; and

3 “(iii) shall contain provisions with re-
4 spect to the making of payments to the tu-
5 torial assistance provider by the local edu-
6 cational agency.

7 “(G) The development of procedures under
8 which the local educational agency carrying out
9 this paragraph—

10 “(i) will ensure oversight of the qual-
11 ity and effectiveness of the tutorial assist-
12 ance provided by each tutorial assistance
13 provider that is selected for funding;

14 “(ii) will remove from the list under
15 subparagraph (B) ineffective and unsuc-
16 cessful providers (as determined by the
17 local educational agency based upon the
18 performance of the provider with respect to
19 the goals and timetables contained in the
20 contract between the agency and the pro-
21 vider under subparagraph (F));

22 “(iii) will provide to each parent of a
23 child identified under subparagraph (D)
24 who requests such information for the pur-
25 pose of selecting a tutorial assistance pro-

1 vider for the child, in a comprehensible for-
2 mat, information with respect to the qual-
3 ity and effectiveness of the tutorial assist-
4 ance referred to in clause (i); and

5 “(iv) will ensure that each school
6 identifying a child under subparagraph (D)
7 will provide upon request, to a parent of
8 the child, assistance in selecting, from
9 among the tutorial assistance providers
10 who are included on the list described in
11 subparagraph (B), the provider who is best
12 able to meet the needs of the child.

13 “(c) DEFINITION.— For the purposes of this section
14 the term ‘parent’ or ‘parents’ includes a legal guardian
15 or legal guardians of the child.

16 **“SEC. 15106. PROGRAM EVALUATION.**

17 “(a) IN GENERAL.—From funds reserved under sec-
18 tion 15109(b)(1), the Secretary shall conduct a national
19 assessment of the programs under this title. In developing
20 the criteria for the assessment, the Secretary shall receive
21 recommendations from the peer review panel convened
22 under section 15103(f).

23 “(b) SUBMISSION TO PEER REVIEW PANEL.—The
24 Secretary shall submit the findings from the assessment

1 under subsection (a) to the peer review panel convened
2 under section 15103(f).

3 **“SEC. 15107. INFORMATION DISSEMINATION.**

4 “(a) IN GENERAL.—From funds reserved under sec-
5 tion 15109(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. STATE EVALUATIONS.**

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

1 grants made by the partnership have improved their read-
2 ing.

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

7 “(c) SUBMISSION.—A reading and literacy partner-
8 ship shall submit the findings from the evaluation under
9 this section to the Secretary and the peer review panel
10 convened under section 15103(f). The Secretary and the
11 peer review panel shall submit a summary of the findings
12 from the evaluations under this subsection to the appro-
13 priate committees of the Congress, including the Edu-
14 cation and the Workforce Committee of the House of Rep-
15 resentatives.

16 **“SEC. 15109. AUTHORIZATION OF APPROPRIATIONS; RES-**
17 **ERVATIONS FROM APPROPRIATIONS; SUN-**
18 **SET.**

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

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

1 “(1) shall reserve 1.5 percent of the amount ap-
2 propriated under subsection (a) for each fiscal year
3 to carry out section 15106(a);

4 “(2) shall reserve \$5,075,000 to carry out sec-
5 tions 15103(f)(2) and 15107, of which \$5,000,000
6 shall be reserved for section 15107; and

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

9 “(c) SUNSET.—Notwithstanding section 422(a) of
10 the General Education Provisions Act, this title is re-
11 pealed, effective September 30, 2000, and is not subject
12 to extension under such section.”.

13 **TITLE II—AMENDMENTS TO**
14 **EVEN START FAMILY LIT-**
15 **ERACY PROGRAMS**

16 **SEC. 201. RESERVATION FOR GRANTS.**

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

20 “(c) RESERVATION FOR GRANTS.—

21 “(1) GRANTS AUTHORIZED.—From funds re-
22 served under section 15109(b)(3), the Secretary
23 shall award grants, on a competitive basis, to States
24 to enable such States to plan and implement, state-
25 wide family literacy initiatives to coordinate and in-

1 tegrate existing Federal, State, and local literacy re-
2 sources consistent with the purposes of this part.
3 Such coordination and integration shall include
4 funds available under the Adult Education Act,
5 Head Start, this part, part A of this title, and part
6 A of title IV of the Social Security Act.

7 “(2) CONSORTIA.—

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

12 “(i) This title.

13 “(ii) The Head Start Act.

14 “(iii) The Adult Education Act.

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

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

1 “(C) COORDINATION WITH TITLE XV.—

2 The consortium shall coordinate its activities
3 with the activities of the reading and literacy
4 partnership for the State established under sec-
5 tion 15103, if the State receives a grant under
6 such section.

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

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

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

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

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”;

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

24 “(d) TUTORING AND LITERACY ACTIVITIES.—

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 mentary 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 “(5) RETURN OF FUNDS.—Any institution that
14 does not use the amount required under this sub-
15 section, and that does not request and receive a
16 waiver from the Secretary under paragraph (4),
17 shall return to the Secretary, at such time as the
18 Secretary may require for reallocation under para-
19 graph (6), any balance of such amount that is not
20 used as so required.

21 “(6) REALLOCATION.—The Secretary shall
22 reallot any amounts returned pursuant to paragraph
23 (5) among institutions that used at least 4 percent
24 of the total amount of funds granted to such institu-
25 tion under this section to compensate students em-

1 employed in tutoring and literacy activities in the pre-
2 ceding academic year. Such funds shall be reallocated
3 among such institutions on the same basis as excess
4 eligible amounts are allocated to institutions pursu-
5 ant to section 442(c). Funds received by institutions
6 pursuant to this paragraph shall be used in the
7 same manner as amounts required to be used in ac-
8 cordance with this subsection.”.

9 **TITLE IV—REPEALS**

10 **SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION** 11 **PROGRAMS.**

12 (a) **ADULT EDUCATION ACT.**—The following provi-
13 sions are repealed:

14 (1) **BUSINESS, INDUSTRY, LABOR, AND EDU-**
15 **CATION PARTNERSHIPS FOR WORKPLACE LIT-**
16 **ERACY.**—Section 371 of the Adult Education Act
17 (20 U.S.C. 1211).

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

20 (3) **EDUCATION PROGRAMS FOR COMMERCIAL**
21 **DRIVERS.**—Section 373 of the Adult Education Act
22 (20 U.S.C. 1211b).

23 (4) **ADULT LITERACY VOLUNTEER TRAINING.**—
24 Section 382 of the Adult Education Act (20 U.S.C.
25 1213a).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10 (7) AUTHORIZATION OF APPROPRIATIONS.—
11 Section 9162(c) of the Elementary and Secondary
12 Education Act of 1965 (20 U.S.C. 7882(c)).

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

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

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

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

4 (g) GOALS 2000: EDUCATE AMERICA ACT.—Sub-
5 sections (b) and (d)(1) of section 601 of the Goals 2000:
6 Educate America Act (20 U.S.C. 5951) are repealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

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

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

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

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

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

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

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

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

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

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

25 (11) CERTAIN TRAINING ACTIVITIES.—

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

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

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

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

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

19 (m) NATIONAL LITERACY ACT OF 1991.—Section
20 304 of the National Literacy Act of 1991 (20 U.S.C.
21 1213c note) is repealed.

22 (n) AUTHORIZATION OF APPROPRIATIONS FOR IN-
23 DIAN EDUCATION.—Section 9162(b) of the Elementary
24 and Secondary Education Act of 1965 (20 U.S.C.
25 7882(b)) is amended to read as follows:

1 “(b) SUBPART 4.—For the purpose of carrying out
2 subpart 4 of this part, there are authorized to be appro-
3 priated to the Department of Education such sums as may
4 be necessary for fiscal year 1995 and each of the four suc-
5 ceeding fiscal years.”.

Passed the House of Representatives November 8,
1997.

Attest:

Clerk.