

105TH CONGRESS
1ST SESSION

H. R. 2614

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

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 6, 1997

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

A BILL

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

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

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 3d 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
20 reliable, replicable research on reading, including
21 phonics.

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

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

1 **“SEC. 15102. DEFINITIONS.**

2 “For purposes of this title:

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

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

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

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

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

24 “(C) Parent literacy training, including
25 training that contributes to economic self-suffi-
26 ciency.

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

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

6 “(A) the ability to use phonics skills, that
7 is, knowledge of letters and sounds, to decode
8 printed words quickly and effortlessly, both si-
9 lently and aloud;

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

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

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

17 “(A) provide experience and opportunity
18 for language development;

19 “(B) create appreciation of the written
20 word;

21 “(C) develop an awareness of printed lan-
22 guage, the alphabet, and phonemic awareness;
23 and

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

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

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

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

13 “(C) test competing theories, where mul-
14 tiple theories exist;

15 “(D) are subjected to peer review before
16 their results are published; and

17 “(E) discover effective strategies for im-
18 proving reading skills.

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

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

25 “(b) READING AND LITERACY PARTNERSHIPS.—

1 “(1) COMPOSITION.—

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

7 “(i) The Governor of the State.

8 “(ii) The chief State school officer.

9 “(iii) The chairman and the ranking
10 member of each committee of the State
11 legislature that is responsible for education
12 policy.

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

20 “(B) OPTIONAL PARTICIPANTS.—A read-
21 ing and literacy partnership may include addi-
22 tional participants, who shall be selected jointly
23 by the Governor and the chief State school offi-
24 cer, which may include—

1 “(i) State directors of appropriate
2 Federal or State programs with a strong
3 reading component;

4 “(ii) a parent of a public or private
5 school student or a parent who educates
6 their child or children in their home;

7 “(iii) a teacher who teaches reading;
8 or

9 “(iv) a representative of (I) an insti-
10 tution of higher education operating a pro-
11 gram of teacher preparation in the State;
12 (II) a local educational agency; (III) an eli-
13 gible research institution; (IV) a private
14 nonprofit or for-profit eligible professional
15 development provider providing instruction
16 based on reliable, replicable research on
17 reading; (V) a family literacy service pro-
18 vider; (VI) an adult education provider; or
19 (VII) a community-based organization or
20 volunteer organization that is involved in
21 reading programs.

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

24 “(A) shall specify—

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

4 “(ii) the roles and duties of each such
5 participant; and

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

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

13 “(A) shall solicit applications for, and
14 award, subgrants under sections 15104 and
15 15105;

16 “(B) shall oversee the performance of the
17 subgrants and submit performance reports in
18 accordance with subsection (h); and

19 “(C) if sufficient grant funds are available
20 under this title—

21 “(i) work to enhance the capacity of
22 agencies in the State to disseminate reli-
23 able, replicable research on reading to
24 schools, classrooms, and providers of early
25 education and child care;

1 “(ii) facilitate the provision of tech-
2 nical assistance to subgrantees under sec-
3 tions 15104 and 15105 by providing them
4 information about technical assistance pro-
5 viders; and

6 “(iii) build on, and promote coordina-
7 tion among, literacy programs in the State,
8 in order to increase their effectiveness and
9 to avoid duplication of their efforts.

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

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

1 withstanding such subsection, and it shall be considered
2 a reading and literacy partnership for purposes of the
3 other provisions of this title.

4 “(d) MULTI-STATE PARTNERSHIP ARRANGE-
5 MENTS.—A reading and literacy partnership that satisfies
6 the requirements of subsection (b) may join with other
7 such partnerships in other States to develop a single appli-
8 cation that satisfies the requirements of subsection (e) and
9 identifies which State educational agency, from among the
10 States joining, shall act as the fiscal agent for the multi-
11 State arrangement. For purposes of the other provisions
12 of this title, any such multi-State arrangement shall be
13 considered to be a reading and literacy partnership.

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

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

22 “(2) shall be integrated, to the maximum extent
23 possible, with State plans and programs under this
24 Act, the Individuals with Disabilities Education Act,

1 and, to the extent appropriate, the Adult Education
2 Act;

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

8 “(4) shall describe—

9 “(A) the contractual agreement that estab-
10 lishes the partnership, including at least the ele-
11 ments of the agreement referred to in sub-
12 section (b)(2);

13 “(B) how the partnership will assess, on a
14 regular basis, the extent to which the activities
15 undertaken by the partnership and the partner-
16 ship’s subgrantees under this title have been ef-
17 fective in achieving the purposes of this title;

18 “(C) what evaluation instruments the part-
19 nership will use to determine the success of
20 local educational agencies to whom subgrants
21 under sections 15104 and 15105 are made in
22 achieving the purposes of this title;

23 “(D) how subgrants made by the partner-
24 ship under such sections will meet the require-
25 ments of this title, including how the partner-

1 ship will ensure that subgrantees will use prac-
2 tices based on reliable, replicable research on
3 reading; and

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

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

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

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

21 “(C) will use supervised individuals (in-
22 cluding tutors), who have been appropriately
23 trained using reliable, replicable research on
24 reading, to provide additional support, before
25 school, after school, on weekends, during non-

1 instructional periods of the school day, or dur-
2 ing the summer, for students in grades 1
3 through 3 who are experiencing difficulty read-
4 ing; and

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

10 “(6) shall describe how the partnership will en-
11 sure that a portion of the grant funds that the part-
12 nership receives in each fiscal year will be used to
13 make subgrants under section 15105.

14 “(f) PEER REVIEW PANEL.—

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

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

1 Sciences, the National Institute of Child Health
2 and Human Development, and the Secretary.

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

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

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

18 “(3) DUTIES OF PANEL.—

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

23 “(B) SELECTION OF APPLICATIONS.—

24 “(i) RECOMMENDATIONS OF PANEL.—

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

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

23 “(III) RANKING OF APPLICA-
24 TIONS.—With respect to each applica-
25 tion recommended for funding, the

1 panel shall assign the application a
2 rank, relative to other recommended
3 applications, based on the priority de-
4 scribed in subclause (II), the extent to
5 which the application furthers the
6 purposes of this part, and the overall
7 quality of the application.

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

15 “(ii) SECRETARIAL SELECTION.—

16 “(I) IN GENERAL.—Subject to
17 clause (iii), the Secretary shall deter-
18 mine, based on the peer review panel’s
19 recommendations, which applications
20 from reading and literacy partnerships
21 shall receive funding and the amounts
22 of such grants. In determining grant
23 amounts, the Secretary shall take into
24 account the total amount of funds
25 available for all grants under this sec-

1 tion and the types of activities pro-
2 posed to be carried out by the part-
3 nership.

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

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

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

22 “(h) REPORTING.—

23 “(1) IN GENERAL.—A reading and literacy
24 partnership that receives a grant under this section
25 shall submit performance reports to the Secretary

1 pursuant to a schedule to be determined by the Sec-
2 retary, but not more frequently than annually. Such
3 reports shall include—

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

6 “(B) the process used to select sub-
7 grantees;

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

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

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

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

21 “(a) IN GENERAL.—

22 “(1) SUBGRANTS.—A reading and literacy part-
23 nership that receives a grant under section 15103
24 shall make subgrants, on a competitive basis, to
25 local educational agencies that have at least 1 school

1 that is identified for school improvement under sec-
2 tion 1116(c) in the geographic area served by the
3 agency.

4 “(2) ROLE OF LOCAL EDUCATIONAL AGEN-
5 CIES.—A local educational agency that receives a
6 subgrant under this section shall use the subgrant in
7 a manner consistent with this section to advance re-
8 form of reading instruction in any school selected by
9 the agency that is identified for school improvement
10 under section 1116(c) at the time the agency re-
11 ceives the subgrant.

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

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

22 “(1) shall select 1 or more models of reading
23 instruction, developed using reliable, replicable re-
24 search on reading, as a model for implementing and
25 improving reading instruction by all teachers and for

1 all children in each of the schools selected by the
2 agency under subsection (a)(2) and, where appro-
3 priate, their parents;

4 “(2) shall describe each such model;

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

11 “(4) shall describe—

12 “(A) how the applicant will ensure that
13 funds available under this title, and funds avail-
14 able for reading for grades kindergarten
15 through grade 6 from other appropriate
16 sources, are effectively integrated and coordi-
17 nated with funds under this Act in order to im-
18 prove existing activities in the areas of reading
19 instruction, professional development, program
20 improvement, parental involvement, technical
21 assistance, and other activities that can help
22 meet the purposes of this 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

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 one or more
2 community-based organizations, and in particular
3 community-based organizations using volunteers,
4 working with children to improve their reading skills,
5 State- or federally-funded preschool programs, or
6 family literacy programs, under which—

7 “(A) the organizations or programs agree
8 to select the same model or models of reading
9 instruction, as a model for implementing and
10 improving reading instruction in the organiza-
11 tion or program’s programs, as was selected by
12 the applicant; and

13 “(B) the applicant agrees to train person-
14 nel from the organization or program who work
15 with children and parents in schools receiving
16 funds under the subgrant.

17 “(e) USE OF FUNDS.—

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

23 “(A) Making reasonable payments for
24 technical and other assistance to a person re-
25 sponsible for the development of a model of

1 reading instruction, or a person with experience
2 or expertise about such model and its imple-
3 mentation, who has agreed to work with the re-
4 cipient in connection with the implementation of
5 the model.

6 “(B) Carrying out a contractual agreement
7 described in subsection (d).

8 “(C) Professional development (including
9 training of volunteers), purchase of curricular
10 and other supporting materials, and technical
11 assistance.

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

22 “(E) Carrying out family literacy programs
23 based on the Even Start family literacy model
24 authorized under part B of title I to enable par-
25 ents to be their child’s first and most important

1 teacher, and making payments for the receipt
2 of technical assistance for the development of
3 such programs.

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

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

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

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

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

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

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

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

25 “(a) IN GENERAL.—

1 “(1) SUBGRANTS.—A reading and literacy part-
2 nership that receives a grant under section 15103
3 shall make subgrants on a competitive basis to local
4 educational agencies that have at least 1 school in
5 the geographic area served by the agency that—

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

10 “(B) is located in an area designated as an
11 enterprise zone under section 701(a)(1) of the
12 Housing and Community Development Act of
13 1987.

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

24 “(b) USE OF FUNDS.—

1 “(1) IN GENERAL.—A local educational agency
2 that receives a subgrant under this section shall
3 carry out, using the funds provided under the
4 subgrant, each of the duties described in paragraph
5 (2).

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

11 “(A) The promulgation, maintenance, and
12 approval of a list of tutorial assistance provid-
13 ers who are—

14 “(i) located in a geographic area con-
15 venient to the school; and

16 “(ii) capable of providing tutoring in
17 reading to children who have difficulty
18 reading, using instructional practices based
19 on the principles of reliable, replicable re-
20 search.

21 “(B) The development of procedures for
22 the receipt of applications for tutorial assist-
23 ance, from parents who are seeking such assist-
24 ance for their child or children, that select a tu-
25 torial assistance provider from the list referred

1 to in subparagraph (A) with whom the child or
2 children are enrolled, or will enroll, for tutoring
3 in reading.

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

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

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

21 “(ii) gives priority, in cases where
22 children are determined, through State or
23 local reading assessments, to be equally in
24 need of tutorial assistance, based on—

25 “a random selection principle; or

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

6 **“SEC. 15106. PROGRAM EVALUATION.**

7 “(a) IN GENERAL.—Each reading and literacy part-
8 nership that receives a grant under this title shall reserve
9 not more than 2 percent of such grant funds for the pur-
10 pose of evaluating the success of the partnership’s sub-
11 grantees in meeting the purposes of this title. At a mini-
12 mum, the evaluation shall measure the extent to which
13 students who are the intended beneficiaries of the sub-
14 grants made by the partnership have improved their read-
15 ing.

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

20 “(c) SUBMISSION TO PEER REVIEW PANEL.—A
21 reading and literacy partnership shall submit the findings
22 from the evaluation under this section to the peer review
23 panel convened under section 15103(e).

1 **“SEC. 15107. INFORMATION DISSEMINATION.**

2 “(a) IN GENERAL.—From funds reserved under sec-
3 tion 15108(b)(1), the National Institute for Literacy shall
4 disseminate information on reliable, replicable research on
5 reading and information on subgrantee projects under sec-
6 tion 15104 or 15105 that have proven effective. At a mini-
7 mum, the institute shall disseminate such information to
8 all recipients of Federal financial assistance under titles
9 I and VII of this Act, the Head Start Act, the Individuals
10 with Disabilities Education Act, and the Adult Education
11 Act.

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

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

19 “(2) shall work in conjunction with any panel
20 convened by the National Institute of Child Health
21 and Human Development and the Secretary and any
22 panel convened by the Office of Educational Re-
23 search and Improvement to assess the current status
24 of research-based knowledge on reading develop-
25 ment, including the effectiveness of various ap-
26 proaches to teaching children to read, with respect

1 to determining the criteria by which the National In-
2 stitute for Literacy judges reliable, replicable re-
3 search and the design of strategies to disseminate
4 such information; and

5 “(3) shall assist any reading and literacy part-
6 nership selected to receive a grant under section
7 15103, and that requests such assistance—

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

12 “(B) in the development of subgrant appli-
13 cation forms.

14 **“SEC. 15108. AUTHORIZATION OF APPROPRIATIONS; RES-**
15 **ERVATIONS FROM APPROPRIATIONS; SUN-**
16 **SET.**

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

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

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

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

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

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

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

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

14 “(c) RESERVATION FOR GRANTS.—

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

1 “(2) CONSORTIA.—

2 “(A) ESTABLISHMENT.—To receive a
3 grant under this subsection, a State shall estab-
4 lish a consortium of State-level programs under
5 the following laws:

6 “(i) This title.

7 “(ii) The Head Start Act.

8 “(iii) The Adult Education Act.

9 “(iv) All other State-funded preschool
10 programs and programs providing literacy
11 services to adults.

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

19 “(C) COORDINATION WITH TITLE XV.—
20 The consortium shall coordinate its activities
21 with the activities of the reading and literacy
22 partnership for the State established under sec-
23 tion 15103, if the State receives a grant under
24 such section.

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

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

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

20 **SEC. 202. DEFINITIONS.**

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

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

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

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

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

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

14 “(C) Parent literacy training, including
15 training that contributes to economic self-suffi-
16 ciency.

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

19 **SEC. 203. EVALUATION.**

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

22 (1) in paragraph (1), by striking “and” at the
23 end;

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

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

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

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

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

14 (1) by redesignating section 1210 as section
15 1212; and

16 (2) by inserting after section 1209 the follow-
17 ing:

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

19 “Each State receiving funds under this part shall de-
20 velop, based on the best available research and evaluation
21 data, indicators of program quality for programs assisted
22 under this part. Such indicators shall be used to monitor,
23 evaluate, and improve such programs within the State.
24 Such indicators shall include the following:

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

3 “(A) achievement in the areas of reading,
4 writing, English language acquisition, problem
5 solving, and numeracy;

6 “(B) receipt of a high school diploma or a
7 general equivalency diploma;

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

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

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

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

17 “(B) school attendance;

18 “(C) grade retention and promotion; and

19 “(D) such other indicators as the State
20 may develop.”.

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

24 (1) in paragraph (1), by striking “and” at the
25 end;

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

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

4 “(3) carrying out section 1210.”.

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

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

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

24 “(A) providing technical assistance to the
25 eligible entity; and

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

3 **SEC. 205. RESEARCH.**

4 The Elementary and Secondary Education Act of
5 1965, as amended by section 204 of this Act, is further
6 amended by inserting after section 1210 the following:

7 **“SEC. 1211. RESEARCH.**

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

11 “(1) to improve the quality of existing pro-
12 grams assisted under this part or other family lit-
13 eracy programs carried out under this Act or the
14 Adult Education Act; and

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

18 “(b) DISSEMINATION.—The National Institute for
19 Literacy shall disseminate, pursuant to section 15107, the
20 results of the research described in subsection (a) to
21 States and recipients of subgrants under this part.”.

1 **TITLE III—FUNDS FOR FEDERAL**
2 **WORK-STUDY PROGRAMS**

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

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

7 (1) in subsection (b)(2)—

8 (A) by striking “and” at the end of sub-
9 paragraph (A)

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

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

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

20 (2) by adding at the end the following new sub-
21 section:

22 “(d) TUTORING AND LITERACY ACTIVITIES.—

23 “(1) USE OF FUNDS.—In any academic year to
24 which subsection (b)(2)(B) applies, an institution
25 shall use the amount required to be used in accord-

1 ance with this subsection to compensate (including
2 compensation for time spent in directly related train-
3 ing and travel) students—

4 “(A) employed as a reading tutor for chil-
5 dren who are in preschool through elementary
6 school; or

7 “(B) employed in family literacy projects.

8 “(2) PRIORITY FOR SCHOOLS.—An institution
9 shall—

10 “(A) give priority, in using such funds, to
11 the employment of students in the provision of
12 tutoring services in schools that—

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

17 “(ii) are selected by a local edu-
18 cational agency under section 15104(a)(2)
19 of such Act; and

20 “(B) ensure that any student compensated
21 with such funds who is employed in a school se-
22 lected under section 15104(a)(2) of the Ele-
23 mentary and Secondary Education Act of 1965
24 is trained in the instructional practices based

1 on reliable, replicable research on reading used
2 by the school pursuant to such section 15104.

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

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

11 **TITLE IV—REPEALS**

12 **SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION** 13 **PROGRAMS.**

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

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

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

22 (3) EDUCATION PROGRAMS FOR COMMERCIAL
23 DRIVERS.—Section 373 of the Adult Education Act
24 (20 U.S.C. 1211b).

1 (4) ADULT LITERACY VOLUNTEER TRAINING.—
2 Section 382 of the Adult Education Act (20 U.S.C.
3 1213a).

4 (b) CARL D. PERKINS VOCATIONAL AND APPLIED
5 TECHNOLOGY EDUCATION ACT.—The following provisions
6 are repealed:

7 (1) OTHER STATE-ADMINISTERED PRO-
8 GRAMS.—Part B of title II of the Carl D. Perkins
9 Vocational and Applied Technology Education Act
10 (20 U.S.C. 2381 et seq.).

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

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

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

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

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

9 (c) COMMUNITY SCHOOL PARTNERSHIPS.—The
10 Community School Partnership Act (contained in part B
11 of title V of the Improving America’s Schools Act of 1994
12 (20 U.S.C. 1070 note) is repealed.

13 (d) EDUCATIONAL RESEARCH, DEVELOPMENT, DIS-
14 SEMINATION, AND IMPROVEMENT ACT OF 1994.—Section
15 941(j) of the Educational Research, Development, Dis-
16 semination, and Improvement Act of 1994 (20 U.S.C.
17 6041(j)) is repealed.

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

20 (1) INNOVATIVE ELEMENTARY SCHOOL TRANSI-
21 TION PROJECTS.—Section 1503 of the Elementary
22 and Secondary Education Act of 1965 (20 U.S.C.
23 6493).

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

4 (3) IMPACT AID PROGRAM.—Section 8006 of
5 the Elementary and Secondary Education Act of
6 1965 (20 U.S.C. 7706) is repealed.

7 (4) SPECIAL PROGRAMS AND PROJECTS TO IM-
8 PROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN
9 CHILDREN.—Subpart 2 of part A of title IX of the
10 Elementary and Secondary Education Act of 1965
11 (20 U.S.C. 7831 et seq.).

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

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

19 (7) DEFINITIONS; AUTHORIZATION OF APPRO-
20 PRIATIONS.—

21 (A) DEFINITIONS.—Section 9161 of the
22 Elementary and Secondary Education Act of
23 1965 (20 U.S.C. 7881).

24 (B) AUTHORIZATION OF APPROPRIA-
25 TIONS.—Subsections (b) and (c) of section

1 9162 of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 7882).

3 (8) DE LUGO TERRITORIAL EDUCATION IM-
4 PROVEMENT PROGRAM.—Part H of title X of the El-
5 ementary and Secondary Education Act of 1965 (20
6 U.S.C. 8221).

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

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

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

17 (g) GOALS 2000: Educate America Act.—Section
18 601(b) of the Goals 2000: Educate America Act (20
19 U.S.C. 5951(b)) is repealed.

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

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

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

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

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

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

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

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

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

24 (j) REHABILITATION ACT OF 1973.—The following
25 provisions are repealed:

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

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

7 (3) LOAN GUARANTEES FOR COMMUNITY REHA-
8 BILITATION PROGRAMS.—Section 304 of such Act
9 (29 U.S.C. 773).

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

12 (5) SPECIAL DEMONSTRATION PROGRAMS.—
13 Subsections (b) and (e) of section 311 of such Act
14 (29 U.S.C. 777a(b) and (e)).

15 (6) READER SERVICES FOR INDIVIDUALS WHO
16 ARE BLIND.—Section 314 of such Act (29 U.S.C.
17 777d).

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

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

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

4 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

5 (A) TRANSPORTATION SERVICE GRANTS.—

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

8 (B) PROJECTS TO ACHIEVE HIGH QUALITY

9 PLACEMENTS.—Subsection (b) of section 802 of
10 such Act (29 U.S.C. 797a(b)).

11 (C) EARLY INTERVENTION DEMONSTRA-

12 TION PROJECTS.—Subsection (c) of section 802
13 of such Act (29 U.S.C. 797a(c)).

14 (D) TRANSITION DEMONSTRATION

15 PROJECTS.—Subsection (d) of section 802 of
16 such Act (29 U.S.C. 797a(d)).

17 (E) BARRIERS TO SUCCESSFUL REHABILI-

18 TATION OUTCOMES FOR MINORITIES.—Sub-
19 section (e) of section 802 of such Act (29
20 U.S.C. 797a(e)).

21 (F) STUDIES, SPECIAL PROJECTS, AND

22 DEMONSTRATION PROJECTS TO STUDY MAN-
23 AGEMENT AND SERVICE DELIVERY.—Subsection
24 (f) of section 802 of such Act (29 U.S.C.
25 797a(f)).

1 (G) NATIONAL COMMISSION ON REHABILITATION SERVICES.—Subsection (h) of section
2 802 of such Act (29 U.S.C. 797a(h)).

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

7 (I) DEMONSTRATION PROJECTS TO UPGRADE WORKER SKILLS.—Subsection (j) of section
8 802 of such Act (29 U.S.C. 797a(j)).

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

13 (11) CERTAIN TRAINING ACTIVITIES.—

14 (A) DISTANCE LEARNING THROUGH TELECOMMUNICATIONS.—Subsection (a) of section
15 803 of such Act (29 U.S.C. 797b(a)).

17 (B) TRAINING REGARDING IMPARTIAL HEARING OFFICERS.—Subsection (d) of section
18 803 of such Act (29 U.S.C. 797b(d)).

20 (C) RECRUITMENT AND RETENTION OF URBAN PERSONNEL.—Subsection (e) of section
21 803 of such Act (29 U.S.C. 797b(e)).

23 (k) STEWART B. MCKINNEY HOMELESS ASSISTANCE
24 ACT.—Subtitle A of title VII of the Stewart B. McKinney

1 Homeless Assistance Act (42 U.S.C. 11421 et seq.) is re-
2 pealed.

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

8 (m) NATIONAL LITERACY ACT OF 1991.—Section
9 304 of the National Literacy Act of 1991 (20 U.S.C.
10 1213c note) is repealed.

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