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105TH CONGRESS }  
2d Session }

SENATE

{ REPORT  
105-208

READING EXCELLENCE ACT

JUNE 10, 1998.—Ordered to be printed

Mr. JEFFORDS, from the Committee on Labor and Human Resources, submitted the following

REPORT

[To accompany H.R. 2614]

The Committee on Labor and Human Resources, to which was referred the bill (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-term opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes, having considered the same, reports favorably thereon with an amendment (in the nature of a substitute) and recommends that the bill (as amended) do pass.

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I. PURPOSE AND SUMMARY

The purpose of H.R. 2614, as amended by the Senate Committee on Labor and Human Resources, is to provide assistance to States and local communities primarily through teacher training in reading instruction. This purpose will be accomplished by amending title II of the Dwight D. Eisenhower Professional Development Pro-

gram as established by the Elementary and Secondary Education Act of 1965.

Each State will have the opportunity to submit a grant application to the Department of Education. If a State application is approved, funding will be provided to a State for the use of teacher training activities in reading.

The State educational agency will award grants to local educational agencies where there is a demonstrated need for improved reading instruction. The local educational agencies will form partnerships with such entities as community-based organizations, early childhood organizations, adult education and family literacy programs, or libraries. The purpose of these partnerships will be to improve the teaching of reading and the reading achievement of children and their families.

The National Institute for Literacy will be responsible for developing and maintaining strong networks to disseminate best practices based on research information to improve reading and literacy. The National Institute for Literacy will coordinate their efforts with the Secretary of Education, the National Center for Family Literacy, and the Readline Program.

The second title of H.R. 2614 authorizes \$10 million for Even Start grants to implement statewide family literacy activities.

H.R. 2614, as amended by the Senate Committee on Labor and Human Resources, authorizes \$210 million for each year if funding for the Individuals with Disabilities Education Act has been increased by at least \$500 million in each previous year.

The Reading Excellence Act is scheduled to sunset on September 30, 2000.

## II. BACKGROUND AND NEED FOR THE LEGISLATION

The most recent national survey of reading achievement by fourth graders (the 1994 National Assessment of Educational Progress) indicates that 44 percent of school children are reading below a basic level of achievement. Unfortunately, these statistics do not improve when looking at the findings from the most recent National Adult Literacy Survey. This survey found that over 40 million adults were at the lowest literacy level. Adults in this category displayed difficulty using reading and writing skills essential for carrying out daily activities.

There are several federally funded programs that attempt to address the literacy issue. These include: Title I of the Elementary and Secondary Education Act which supports instructional activities that help students meet high standards in core subject areas such as reading and math; Even Start provides family literacy programs for parents and children; Reading Is Fundamental (RIF) promotes the establishment of reading programs, including the distribution of inexpensive books to students in order to encourage students to read; and Adult Education State Grants which give assistance to educationally disadvantaged adults in developing basic literacy skills. These programs have a good track record for those they have served. However, many individuals are not able to participate in these programs. For example: Title One currently only serves two-thirds of those students eligible to receive Title I services; Even Start provides support to about one-fourth of those indi-

viduals who could be assisted by participation in the Even Start program; and Adult Education is estimated to serve only one-seventh of those adults who are functionally illiterate.

In addition to federally supported reading and literacy programs, there are also many private initiatives underway that are aimed at combating illiteracy. One such effort is the Everybody Wins program which matches up reading volunteers with young students. Volunteer efforts are important, but they alone will not eradicate this nation's growing illiteracy problem.

In order to improve this Nation's reading ability, we must have teachers who are appropriately trained to teach reading to both children and adults. The Reading Excellence Act, H.R. 2614, as amended by the Senate Committee on Labor and Human Resources, expands the current Eisenhower Professional Development Program to include teacher training for reading. By emphasizing the importance of professional development for reading, those programs that currently attempt to address literacy issues will be greatly enhanced.

### III. HISTORY OF THE LEGISLATION AND VOTES IN COMMITTEE

#### FULL COMMITTEE HEARING

On April 28, 1998, the Committee on Labor and Human Resources held an overview hearing on reading and literacy. The hearing focused on the need for expanding and improving teacher training for reading. This was highlighted by Blanche Podhajski, president of the Stern Center for Language and Learning in Williston, VT. Dr. Podhajski said that access to highly skilled teachers is the key to children learning how to read and that the personnel preparation for the teaching of reading is incomplete. In addition, the hearing also illustrated the importance of family literacy programs. Raynice Brumfield, an adult student in the District of Columbia Public Schools Head Start Toyota Family Literacy Program, testified that through her participation in a family literacy program, she is now able to read at a tenth grade level and will soon begin working at George Washington University.

Dr. Catherine Snow, chair of the Committee on the Prevention of Reading Difficulties in Young Children and Dr. Reid Lyon, chief of the Learning Disabilities and Developmental Psychology Branch at the National Institute of Child Health and Human Development testified about various methods which may be used in teaching reading. Both commented that there must be an emphasis on professional development for reading. Teacher preparation in reading instruction should include phoneme awareness, phonics, fluency, and reading comprehension.

The committee also heard from Dr. Perri Klass, from the Department of Pediatrics at Boston Medical Center, who discussed the importance of exposing children to books early in life, and presented a pediatric literacy program known as Reach Out and Read. At its 300 sites nationwide, pediatricians encourage parents to read aloud to their infants and young children, advise patients on practical tips on how to do so, and give them new, age-appropriate children's books at well-child checkups from six months to five years old.

Charles Bunting, Chancellor of Vermont State Colleges, presented testimony about the role of college work study students in tutoring children in reading. Chancellor Bunting discussed the importance of having a formal training program for those college work study students participating in a reading tutoring effort. Chancellor Bunting was joined by Dawnna Lactot, a Community College of Vermont student from Danville, Vermont who shared with the committee her reading tutoring experience with Vermont students.

Peggy Minnis, the program coordinator of the D.C. Head Start Toyota Family Literacy Program, discussed the successful partnership that exists in her project between Head Start, the National Center for Family Literacy, and the Toyota Corporation. This partnership has been effective in enhancing the reading literacy levels of both children and their parents.

The April 28, 1998 hearing also received testimony from Noel Gunther, the executive director of the W.E.T.A. Learning Project in Arlington, Virginia. Mr. Gunther's testimony focused on the Readline project which would primarily provide assistance on teaching reading to both teachers and parents through television, video tapes, the Internet, and teleconferences. The hearing concluded with testimony presented by Janet Arnowitz, a teacher in the Fairfax County, VA, school system. Ms. Arnowitz discussed the importance of professional development.

#### EXECUTIVE SESSION

On May 13, 1998, the Committee on Labor and Human Resources met in executive session to consider H.R. 2614. Following opening statements, three amendments were offered.

The first was offered by Senator Jeffords. The amendment was offered as a substitute to the original text of H.R. 2614. The substitute included the following provisions: amending the Eisenhower Professional Development Program to include a new section for teacher training for reading instruction; providing processes for awarding grants to States and for the awarding of grants by States to local educational agencies; tutorial training to support extended learning time opportunities; dissemination of best practices research information through the National Institute for literacy; the expansion of the Even Start program; and the inclusion of a funding trigger for the Reading Excellence Act based on increasing the annual appropriation for the Individuals with Disabilities Education Act. The substitute was agreed to by unanimous voice vote.

Following consideration of Senator Jeffords' substitute, Senator Jeffords offered a set of en bloc amendments. The en bloc amendments included the following items: targeting the with-in State grants to high poverty school districts with the greatest needs for improved reading instruction; ensuring that State and local professional development activities are based on the best available research in reading instruction; strengthening assessment provisions for local educational agencies; requiring State educational agencies to submit annual evaluation reports; requiring the Secretary of Education to consult with the National Research Council and the National Institute for Child Health and Human Development during the peer review process; providing that teacher training in reading instruction includes phonemic awareness, phonics, fluency,

and reading comprehension. The en bloc amendments were agreed to by an unanimous voice vote.

The third amendment was offered by Senator Gregg. The purpose of the amendment was to increase the Individuals with Disabilities Education Act trigger from \$250 million to \$500 million. In order for funding to be appropriated annually for the Reading Excellence Act, the appropriation for the Individuals with Disabilities Education Act in the previous year must be increased by \$500 million. The amendment was adopted by an unanimous voice vote.

After the amendments were considered, H.R. 2614, the Reading Excellence Act was voted out favorably by the committee by a vote of 18 yeas and 0 nays.

#### IV. EXPLANATION OF THE BILL AND COMMITTEE VIEWS

Last November, the House of Representatives passed the Reading Excellence Act, H.R. 2614, which was sponsored by Representative Bill Goodling, Chairman of the House Education and Workforce Committee. A similar bill, S. 1596, was introduced in the Senate by Senator Paul Coverdell earlier this year. The goal of this legislation is to improve the reading and literacy skills of children and families.

During the committee's hearing on H.R. 2614, witness after witness emphasized the necessity of having teachers who were appropriately trained to teach reading to both children and adults. Following the hearing, the committee believed that it was essential to further enhance the professional development sections of H.R. 2614 without adding new Federal, State, or local bureaucracies to implement the professional development activities.

The bipartisan objective of the committee was to expand the Eisenhower Professional Development Program, which is now geared toward math and science teacher training, to include professional development for reading. The Eisenhower program has been very effective and has an administrative structure that would effectively work for the implementation of professional development activities for teacher training for reading instruction. The committee believes that without having to add a new administrative structure, most of the funding allocated under the Reading Excellence Act will be used for direct services with the primary focus on professional development.

#### Title I—Professional Development in Reading and Literacy

##### STATE APPLICATIONS

Each State educational agency seeking funding under this program must submit an application to the Secretary of Education which the Secretary will either approve or disapprove. A State educational agency may join with other State educational agencies to develop a single application for a multi-State arrangement.

Each State plan must be developed in conjunction with the Governor of the State (in those States where the Governor does not appoint the Chief State School Officer), the State agency for higher education, community-based and other nonprofit organizations with demonstrated effectiveness in reading readiness, reading instruction for both adults and children, and early childhood literacy, in-

stitutions of higher education or schools of education, and State directors of appropriate Federal and State programs with a strong reading or literacy component, and with teachers.

In developing the State plan, an assessment must be carried out pertaining to the local needs for reading and literacy professional development. Additionally, an assessment should also examine the availability, adequacy, and age appropriateness of reading and library materials within schools.

The State plan must also assess and describe: the needs of local educational agencies serving rural and urban areas; of teachers; the use of technology in regard to professional development; parental participation in literacy-related activities; the role of reading tutors; how the State educational agency will provide technical assistance to local educational agencies; how the State educational agency will coordinate literacy programs; how the State educational agency will provide access to diverse and age-appropriate reading material; an evaluation process; how each local educational agency will carry out family literacy programs; and will carry out programs to assist those pre-kindergarten and kindergarten students who are not ready for the transition to first grade.

#### STATE USE OF FUNDS

Each State educational agency that receives funds under the Reading Excellence Act shall implement the following activities: providing technical assistance to schools and local educational agencies; conducting an assessment pertaining to the State's needs for reading and literacy professional development, including an assessment adequate and age appropriate reading and library materials; coordinating reading and literacy programs; and conducting evaluations of local educational agency literacy activities.

Each grant that is awarded will be for three years in duration.

#### LOCAL PLAN FOR IMPROVING TEACHING AND LEARNING OF READING AND LITERACY PROGRAMS

Each local educational agency seeking funds under the Reading Excellence Act shall submit an application to the State educational agency for approval. In addition, each local educational agency requesting financial assistance must form a partnership with one or more community-based organizations with demonstrated effectiveness in reading readiness, reading instruction and reading achievement for adults and children.

The local plan must include descriptions of the following: an assessment of local needs for reading and literacy professional development; an assessment of the needs of teachers; parental participation in reading and literacy activities; tutorial participation in literacy activities; how the local educational agency will work with the local public library to promote family literacy activities; how the local educational agency will promote coordination among literacy programs; how the local educational agency will carry out family literacy activities; and other public funds or private sources that may be used for literacy programs.

## LOCAL ACTIVITIES

Each local educational agency must use the funds for the following activities: supporting partnerships among pre-schools, elementary schools, secondary schools, consortia of schools, local educational agencies, community-based organizations and public libraries, libraries would provide outreach to preschool children to promote reading readiness and family literacy activities; professional development for teachers and tutors that includes training in phoneme awareness, phonics, fluency, and reading comprehension; parental involvement literacy programs; promoting programs that provide access to diverse and age-appropriate reading material, including an assessment of adequate age-appropriate reading and library materials; coordinating literacy programs, including family literacy efforts; and establishing programs to assist pre-kindergarten and kindergarten students, especially for those students not ready for the transition to first grade.

Public libraries are very important partners for carrying out the Reading Excellence Act activities. Unfortunately, not all communities have public libraries. If the local educational agency is situated in a community that does not have a public library, the local educational agency is not required to include a public library in the partnership.

A local educational agency that is awarded a grant under the Reading Excellence Act would be required to provide professional development to teachers in schools that have the greatest need for such services. The greatest need would be determined by poor student performance on reading assessments, a higher percentage of students from low-income families, or a combination of both.

## LOCAL DISTRIBUTION OF FUNDS

Each local educational agency receiving a grant under the Reading Excellence Act, will not use less than eighty percent of the funds for professional development in reading instruction for teachers at individual schools. Not more than 20 percent shall be used for professional development efforts at the school district level.

## INFORMATION DISSEMINATION

The National Institute for Literacy is required to disseminate reading and literacy information. In carrying out this effort, the institute shall use information networks that have been developed by the Secretary of Education, the National Center for Family Literacy, and the Readline Program.

The National Institute for Literacy is also encouraged to work with a leading local non-profit captioning agency with experience in education research to determine how captioned television may be used for family literacy activities.

## AUTHORIZATION OF APPROPRIATIONS

\$210 million is authorized for each of the fiscal years 1998, 1999, and 2000 for carrying out the Reading Excellence Act. From the \$210 million authorization, \$10 million will be made available for the Even Start program and \$5 million is reserved for the National Institute for Literacy to carry out dissemination activities. How-

ever, actual funding of the Reading Excellence Act will only occur if the amount appropriated to carry out the Individuals with Disabilities Education Act for fiscal years 1998, 1999, and 2000 exceeds by \$500 million the amount appropriated for fiscal years 1997, 1998, and 1999 respectively.

## Title II—Amendments to Even Start Family Literacy Programs

### RESERVATION FOR GRANTS

Funds awarded under this title will be used to enable states to plan and implement statewide family literacy initiatives to coordinate and integrate Federal, State, and local literacy resources. To receive a grant, a State must establish a consortium of literacy related programs. Each State that receives funding must provide a matching contribution to the Federal funds. The State match would be an amount equal to the Federal funds that were allocated under the grant.

### EVALUATION

States and entities receiving funding under this title would be required to carry out evaluations regarding the effectiveness of the initiatives.

### INDICATORS OF PROGRAM QUALITY

States shall use specific indicators in the evaluation process. For adult literacy programs, those indicators are: achievement in reading, writing, English language acquisition, problem solving, and numeracy; receipt of a secondary school diploma or its recognized equivalent; entry into a postsecondary school, a job retraining program, or employment or career advancement, including the military; and other indicators the State may develop. With respect to literacy activities involving children, those indicators are: improvement in the ability to read on grade level or reading readiness; school attendance; grade retention and promotion; and other indicators the State may develop.

### RESEARCH

The Secretary of Education is required to carry out research pertaining to successful family literacy services. The National Institute for Literacy will be responsible for disseminating the results of the research.

## V. COST ESTIMATE

U.S. CONGRESS,  
CONGRESSIONAL BUDGET OFFICE,  
*Washington, DC, June 1, 1998.*

Hon. JAMES M. JEFFORDS,  
*Chairman, Committee on Labor and Human Resources,*  
*U.S. Senate, Washington, DC.*

DEAR MR. CHAIRMAN. The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 2614, an act to improve the reading and literacy skills of children and families.



If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contact is Justin Latus.

Sincerely,

JUNE E. O'NEILL, *Director*.

Enclosure.

CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

*H.R. 2614—An act to improve the reading and literacy skills of children and families*

Summary: H.R. 2614 would authorize appropriations of \$210 million for each of fiscal years 1998–2000 for grants to states for literacy programs if certain conditions are met. Funding has already been provided for fiscal year 1998. Assuming appropriation of the authorized amounts for 1999 and 2000, outlays for these programs would total \$630 million over the 1998–2003 period. Because enactment of H.R. 2614 would not affect direct spending or receipts, pay-as-you-go procedures would not apply.

H.R. 2614 contains no intergovernmental or private-sector mandates, as defined in the Unfunded Mandates Reform Act (UMRA). Any requirements imposed on states and local education agencies would be conditions for receiving federal assistance under the programs authorized in the bill.

Estimated cost to the Federal Government: The estimated budgetary impact of H.R. 2614 is shown in the following table. The costs of this legislation fall within budget function 500 (education, training, employment, and social services).

[By fiscal year, in millions of dollars]

	1998	1999	2000	2001	2002	2003
SPENDING SUBJECT TO APPROPRIATION						
Spending under current law: <sup>1</sup>						
Budget authority .....	210	0	0	0	0	0
Estimated outlays .....	11	136	53	11	0	0
Proposed changes:						
Authorization level .....	0	210	210	0	0	0
Estimated outlays .....	0	11	147	189	63	11
Total spending under H.R. 2614:						
Authorization level .....	210	210	210	0	0	0
Estimated outlays .....	11	147	200	200	63	11

<sup>1</sup> Public Law 105–78 appropriated \$210 million for fiscal year 1998 for literacy programs, if authorizing legislation was enacted by July 1, 1998. Otherwise the money would be used for special education programs.

Basis of estimate: The act would authorize appropriations of \$210 million for literacy grants in any of the fiscal years 1998, 1999, and 2000 in which appropriations for special education (pursuant to the Individuals with Disabilities Education Act) are at least \$500 million higher than in the previous year. Funding for the special education program in fiscal year 1998 was \$4.8 billion, exceeding the \$4.0 billion the program received in 1997 by more than \$500 million. H.R. 2614, therefore, would authorize 1998 appropriations of \$210 million for literacy programs. For the purposes of this estimate, CBO assumes that the \$500 million increases in appropriations would occur in subsequent years as well. We therefore estimate that the bill would also authorize appropriations of \$210 million for literacy programs for fiscal years 1999 and 2000, totaling \$630 million over the three-year period. H.R. 2614 states

that notwithstanding the General Education Provisions Act, authorizations of appropriations for this program would not be automatically extended one more year.

Funding for the 1998 authorization has already been appropriated. The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 1998 (Public Law 105-78) made \$210 million available for literacy programs on July 1, 1998, provided that authorizing legislation was enacted by that date. Otherwise, the money will be transferred to the special education account. Pursuant to standard scorekeeping rules, the appropriation bill was charged with the \$210 million cost at the time Public Law 105-78 was enacted, and thus H.R. 2614 would not have a direct spending impact.

Pay-as-you-go considerations: None.

Intergovernmental and private-sector impact: H.R. 2614 contains no intergovernmental or private-sector mandates as defined in UMRA. Any requirements imposed on states and local education agencies would be conditions for receiving federal assistance under the programs authorized in the bill. CBO estimates that, under H.R. 2614, states and local education agencies would receive \$204 million annually in grants for fiscal years 1998 to 2000, assuming appropriation of the necessary funds.

Previous CBO estimate: On October 24, 1997, CBO provided an estimate for H.R. 2614, the Reading Excellence Act of 1997, which had been reported out of the House Committee on Education and the Workforce. The House-reported version of H.R. 2614 authorized appropriations of \$260 million a year for three years.

Estimate prepared by: Federal costs: Justin Latus; Impact on State, local, and tribal governments: Marc Nicole; Impact on the private sector: Nabeel Alsalam.

Estimate approved by: Robert A. Sunshine, Deputy Assistant Director for Budget Analysis.

The Congressional Budget Office has determined that the costs associated with H.R. 2614 fall within budget function 500 (education, training, employment, and social services).

## VI. REGULATORY IMPACT STATEMENT

The Committee has determined that H.R. 2614 may result in some additional paperwork, time, and costs to the Department of Education which would be entrusted with implementation and enforcement of the act. It is difficult to estimate the volume of additional paperwork necessary by the act, but the committee does not believe it will be significant.

## VII. APPLICATION OF THE LAW TO THE LEGISLATIVE BRANCH

Section 102(b)(3) of Public Law 104-1, the Congressional Accountability Act (CAA), requires a description of the application of this bill to the legislative branch. H.R. 2614 amends title II and section 1202 of the Elementary and Secondary Education Act of 1965. Therefore, H.R. 2614 does not amend any act that applies to the legislative branch.

## VIII. SECTION-BY-SECTION ANALYSIS

## Title 1—Professional Development in Reading and Literacy

*Section 101. Professional development in reading and literacy*

Section 101 specifies the name for title I.

## PART C—PROFESSIONAL DEVELOPMENT IN READING AND LITERACY

*Section 2251. Program authorized*

Section 2251 authorizes the Secretary to award grants to State educational agencies for reading and literacy professional development activities.

*Section 2252. Allotment of funds*

Section 2252(a)(1) specifies a reservation of funds for the outlying areas.

Section 2252(a)(2) specifies a reservation of funds for schools operated by the Bureau of Indian Affairs.

Section 2252(b)(1)(2) specifies a calculation of State allotments.

Section 2252(e) established the reallocation procedure.

*Section 2253. Within-State allocations*

Section 2253(a) specifies that five percent may be reserved for State administrative costs.

Section 2253(b) specifies the calculation of determining the within State allocations.

*Section 2254. Consortia requirements*

Section 2254(a) specifies that a local educational agency that receives less than \$10,000 shall form a consortium with another local educational agency or an education service agency serving another local educational agency.

Section 2254(b)(1)(2) establishes that a State educational agency may grant a waiver to a local educational agency in regard to consortia requirements.

Section 2254(c) specifies that each established consortium shall use technology or other mechanisms to implement professional development programs.

*Section 2255. State applications*

Section 2255(a) establishes that each State educational agency must submit an application.

Section 2255(b)(1) describes the State plan.

Section 2255(b)(2) describes the contents of the State plan. The contents include: State and local assessments of the needs for reading and literacy professional development activities; a description of the needs of local educational agencies serving rural and urban areas; an assessment of the needs of teachers, parents, and tutors in enhancing children's reading fluency; a description of how the State educational agency will provide technical assistance; a description of how the State educational agency will promote the coordination of literacy programs in the State; a description of how the State educational agency will evaluate the local educational agencies' activities; a description of how the State educational

agency will provide access to diverse and age-appropriate reading materials; and an assurance that each participating local educational agency must carry out a family literacy program.

Section 2255(c)(1) specifies the approval process for grant applications.

Section 2255(c)(2) specifies the disapproval process for grant applications.

Section 2255(c)(3) establishes a peer review process for grant applications.

Section 2255(d) establishes compliance requirements for the State plan.

Section 2255(e) describes an option for more than 1 State educational agency to submit a multi-State application.

*Section 2256. State use of funds*

Section 2256(a) describes State educational agency activities.

Section 2256(a)(1) provides for technical assistance in carrying out professional development and literacy activities.

Section 2256(a)(2) establishes a State assessment process.

Section 2256(a)(3) provides for State coordination of reading and literacy programs.

Section 2256(4) establishes the evaluation process.

Section 2256(b)(1) describes the awarding of grants by the State educational agency to local educational agencies within the State.

Section 2256(b)(2) establishes that grants are awarded for three years.

*Section 2257. Local plan for improving teaching and learning of reading and literacy programs*

Section 2257(a) describes the local educational agency application process.

Section 2257(b) describes a special rule which requires a local educational agency to form a partnership with one or more community-based organizations which have demonstrated effectiveness in carrying out activities related to reading readiness and reading instruction.

Section 2257(c) describes the contents of the local plan.

Section 2257(c)(1) establishes a local needs assessment.

Section 2257(c)(2) requires a description of the needs of teachers.

Section 2257(c)(3) requires a description of how parental participation will be addressed.

Section 2257(c)(4) requires a description of how tutors can participate.

Section 2257(c)(5) requires a description of how the local educational agency will coordinate literacy programs.

Section 2257(c)(6) requires a description of how the local educational agency will carry out family literacy programs.

Section 2257(c)(7) requires a description of how the local educational agency will coordinate reading activities.

Section 2257(c)(8) requires a description of other public or private funding that may be combined with funds awarded under this part.

Section 2257(d) establishes local plan approval.

*Section 2258. Local activities*

Section 2258 establishes that each local educational agency shall use grant funds for activities including: supporting partnerships for professional development activities; providing activities to parents that will enhance their children's reading fluency; providing professional development for tutors; promoting programs that provide diverse and age-appropriate reading material; providing coordination of reading programs (including family literacy programs).

*Section 2259. Local distribution of funds*

Section 2259 describes the local distribution of funds.

*Section 2260. Information dissemination*

Section 2260(a) establishes that the National Institute for Literacy shall disseminate reading and literacy information;

Section 2260(b) establishes that the National Institute for Literacy shall use networks developed with other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline program.

*Section 2261. Authorization of appropriations*

Section 2261(a) establishes that prior to expending the authorized funds for each of the three years for the Reading Excellence Act, the Individuals with Disabilities Education Act is required to have its annual appropriation for each of the three years increased by five hundred million dollars.

Section 2261(b) provides for a \$5 million reservation of funds to carry out information dissemination.

Section 2261(c) provides for the sunset of this part on September 30, 2000.

Title II—Amendments to Even Start Family Literacy Programs

*Section 201. Reservation for grants*

Section 201(c)(1) establishes the authorization for grants.

Section 201(c)(2) establishes that a State shall establish a consortium of State-level programs including Even Start, Head Start, Adult Education, and other literacy programs.

Section 201(b) establishes a State plan for a participating consortium.

Section 201(c)(3) provides technical assistance to States.

Section 201(c)(4) establishes a matching requirement.

*Section 202. Definitions*

Section 202 establishes definitions for title II.

*Section 203. Evaluation*

Section 203 provides for local evaluations.

*Section 204. Indicators of program quality*

Section 204 makes technical amendments and redesignates related sections of the Elementary and Secondary Education Act of 1965.

*Section 1210. Indicators of program quality*

Section 1210 requires each State receiving funding to develop program quality indicators.

Section 1210(b) makes technical amendments to section 1203(a) of the Elementary and Secondary Education Act of 1965.

Section 1210(c) establishes the awarding of subgrants.

*Section 205. Research*

Section 205 amends the Elementary and Secondary Education Act of 1965.

*Section 1211. Research*

Section 1211 requires the Secretary to carry out research activities regarding successful family literacy services.

## IX. CHANGES IN EXISTING LAW

In compliance with rule XXVI paragraph 12 of the Standing Rules of the Senate, the following provides a print of the statute or the part or section thereof to be amended or replaced (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

**Elementary and Secondary Education Act of 1965**

\* \* \* \* \*

**TITLE I—HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS****SEC. 1001. [20 U.S.C. 6301] DECLARATION OF POLICY AND STATEMENT OF PURPOSES.**

\* \* \* \* \*

**PART B—EVEN START FAMILY LITERACY PROGRAMS**

\* \* \* \* \*

**SEC. 1202. [20 U.S.C. 6362] PROGRAM AUTHORIZED.**

(a) RESERVATION FOR MIGRANT PROGRAMS, OUTLYING AREAS, AND INDIAN TRIBES.—

\* \* \* \* \*

(c) RESERVATION FOR GRANTS.—

(1) GRANTS AUTHORIZED.—In any fiscal year in which the amount appropriated to carry out this part exceeds the amount appropriated to carry out this part for the preceding fiscal year, the Secretary may reserve such funds in excess of the amount appropriated for such preceding fiscal years as do not exceed \$1,000,000 to award grants, on a competitive basis, to States to enable such States to plan and implement, statewide

family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education Act, Head Start, Even Start, and the Family Support Act of 1988.

(2) **MATCHING REQUIREMENT.**—The Secretary shall not make a grant to a State under paragraph (1) unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

(c) **RESERVATION FOR GRANTS.**—

(1) **GRANTS AUTHORIZED.**—*From funds reserved under section 2261(a) to carry out this section for a fiscal year, the Secretary shall award grants, on a competitive basis, to States to enable such States to plan and implement statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include coordination and integration of funds available under the Adult Education Act, the Head Start Act, this part, part A of this title, and part A of title IV of the Social Security Act.*

(2) **CONSORTIA.**—

(A) **ESTABLISHMENT.**—*To receive a grant under this subsection, a State shall establish a consortium of State-level programs under the following provisions of law:*

(i) *This title.*

(ii) *The Head Start Act.*

(iii) *The Adult Education Act.*

(iv) *All other State-funded preschool programs and programs providing literacy services to adults.*

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

(C) **COORDINATION WITH PART C OF TITLE II.**—*The consortium shall coordinate its activities with the activities assisted under part C of title II, if the State receives a grant under such part.*

(3) **TECHNICAL ASSISTANCE.**—*The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to States receiving a grant under this subsection.*

(4) **MATCHING REQUIREMENT.**—*The Secretary shall not make a grant to a State under this subsection unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.*

\* \* \* \* \*

## (e) DEFINITIONS.—For the purpose of this part—

(1) \* \* \*

\* \* \* \* \*

(3) the term “family literacy services” means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

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

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

(C) Parent literacy training, including training that contributes to economic self-sufficiency.

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

[(3)] (4) the terms “Indian tribe” and “tribal organization” have the meanings given such terms in section 4 of the Indian Self-Determination and Education Assistance Act; and

[(4)] (5) the term “State” includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

\* \* \* \* \*

**SEC. 1203. [20 U.S.C. 6363] STATE PROGRAMS.**

(A) STATE LEVEL ACTIVITIES.—Each State that receives a grant under section 1202(d)(1) may use not more than 5 percent of the grant funds for the costs of—

(1) administration; [and]

(2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b)[.]; and

(3) carrying out section 1210.

\* \* \* \* \*

**SEC. 1208. [20 U.S.C. 6368] AWARD OF SUBGRANTS.**

## (a) SELECTION PROCESS.—

\* \* \* \* \*

[(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State education agency shall review the progress being made toward meeting the objectives of the program after the conclusion of the startup period, if any.]

[(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.]

(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall evaluate the program based on the indicators of program quality developed by



*the State under section 1210. Such evaluation shall take place after the conclusion of the startup period, if any.*

*(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1210, after—*

*(A) providing technical assistance to the eligible entity; and*

*(B) affording the eligible entity notice and an opportunity for a hearing.*

\* \* \* \* \*

**SEC. 1209. [20 U.S.C. 6269] EVALUATION.**

From funds reserved under section 1202(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this part—

(1) to determine the performance and effectiveness of programs assisted under this part; **[and]**

(2) to identify effective Even Start programs assisted under this part that can be duplicated and used in providing technical assistance to Federal, State, and local programs~~[[.]]~~; and

*(3) to provide States and eligible entities receiving a subgrant under this part, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure local evaluations undertaken under section 1205(10) provide accurate information on the effectiveness of programs assisted under this part.*

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

*Each State receiving funds under this part shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this part. The indicators shall be used to monitor, evaluate, and improve such programs within the State. The indicators shall include the following:*

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

*(A) achievement in the areas of reading, writing, English language acquisition, problem solving and numeracy;*

*(B) receipt of a secondary school diploma or its recognized equivalent;*

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

*(D) such other indicators as the State may develop.*

*(2) With respect to eligible participants in a program who are children—*

*(A) improvement in ability to read on grade level or reading readiness;*

*(B) school attendance;*

*(C) grade retention and promotion; and*

*(D) such other indicators as the State may develop.*

**SEC. 1211. RESEARCH.**

(a) *IN GENERAL.*—The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services. The purpose of the research shall be—

(1) *to improve the quality of existing programs assisted under this part or other family literacy programs carried out under this Act or the Adult Education Act; and*

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

(b) *DISSEMINATION.*—The National Institute for Literacy shall disseminate, pursuant to section 2260, the results of the research described in subsection (a) to States and recipients of subgrants under this part.

**SEC. [1210] 1212. [20 U.S.C. 6370] CONSTRUCTION.**

Nothing in this part shall be construed to prohibit a recipient of funds under this part from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings where appropriate.

\* \* \* \* \*

**SEC. 2003. [20 U.S.C. 6603] AUTHORIZATION OF APPROPRIATIONS; ALLOCATION BETWEEN PARTS.**

(a) *AUTHORIZATION OF APPROPRIATIONS.*—For the purpose of carrying out this title (*other than part C*), there are authorized to be appropriated \$800,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

(b) \* \* \*

\* \* \* \* \*

(3) 1 percent of such amounts to carry out [part C] *part D* except that such 1 percent shall not exceed \$3,200,000 in any fiscal year.

\* \* \* \* \*

## TITLE II—DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

\* \* \* \* \*

### PART C—PROFESSIONAL DEVELOPMENT IN READING AND LITERACY

**SEC. 2251. PROGRAM AUTHORIZED.**

*The Secretary is authorized to award grants to State educational agencies for the improvement of teaching and learning through sustained and intensive high quality professional development activities in reading and literacy at the State and local levels.*

**SEC. 2252. ALLOTMENT OF FUNDS.**

(a) *RESERVATIONS.*—From the amount available to carry out this part for any fiscal year, the Secretary shall reserve—

(1)  $\frac{1}{2}$  of 1 percent for the outlying areas, to be distributed among the outlying areas on the basis of their relative need for assistance under this part, as determined by the Secretary; and

(2)  $\frac{1}{2}$  of 1 percent for the Secretary of the Interior for programs under this part for professional development activities for teachers, other staff, and administrators in schools operated or funded by the Bureau of Indian Affairs.

(b) **STATE ALLOTMENTS.**—The Secretary shall allot the amount available to carry out this part and not reserved under subsection (a) for a fiscal year to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico as follows, except that no State shall receive less than  $\frac{1}{2}$  of 1 percent of such amount:

(1) 50 percent shall be allotted among such jurisdictions on the basis of their relative populations of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data.

(2) 50 percent shall be allotted among such jurisdictions in accordance with the relative amounts such jurisdictions received under part A of title I for the preceding fiscal year.

(c) **REALLOTMENT.**—If any jurisdiction does not apply for an allotment under subsection (b) for any fiscal year, the Secretary shall reallocate the amount of the allotment to the remaining jurisdictions in accordance with such subsection.

**SEC. 2253. WITHIN-STATE ALLOCATIONS.**

(a) **RESERVATION.**—From the amount made available to a State under this part for any fiscal year, not more than 5 percent may be reserved for the administrative costs of the State educational agency and to carry out State-level activities described in section 2256(a).

(b) **LOCAL EDUCATIONAL AGENCY ELIGIBILITY.**—A State educational agency shall award grants under this part for a fiscal year to a local educational agency only if the number of children, that are served by the local educational agency and counted under section 1124(c) for the fiscal year, is equal to or exceeds the lesser of—

(1) 30 percent of the total number of children aged 5 through 17 served by the local educational agency for the fiscal year; or

(2) the total number of children aged 5 through 17 served by the local educational agency for the fiscal year multiplied by the result obtained from multiplying 1.5 by a fraction, the numerator of which is the total number of children in the State counted under section 1124(c) for the fiscal year, and the denominator of which is the total number of children aged 5 through 17 in the State for the fiscal year.

(c) **ALLOCATION.**—A State educational agency shall allocate funds made available under this part and not reserved under subsection (a) for a fiscal year among local educational agencies in the State that are described in subsection (b), according to the local educational agencies respective need for assistance under this part, as determined by the State educational agency, taking into account factors such as—

(1) the number of children served by the local educational agency who are from low-income families; and

(2) the number of elementary school and secondary school students who are served by the local educational agency and whose reading achievement is unsatisfactory.

**SEC. 2254. CONSORTIA REQUIREMENTS.**

(a) *CONSORTIA.*—A local educational agency receiving a grant under this part of less than \$10,000 shall form a consortium with another local educational agency or an educational service agency serving another local educational agency in order to be eligible to participate in programs assisted under this part.

(b) *WAIVER.*—The State educational agency may waive the application of subsection (a) in the case of any local educational agency that demonstrates that the amount of the agency's grant under this part is sufficient to provide a program of sufficient size, scope, and quality to be effective. In granting waivers under the preceding sentence, the State educational agency shall—

(1) give special consideration to local educational agencies serving rural areas if distances or traveling time between schools make formation of the consortium more costly or less effective; and

(2) consider cash or in-kind contributions provided from State or local sources that may be combined with the local educational agency's grant for the purpose of providing services under this part.

(c) *SPECIAL RULE.*—Each consortium shall rely, as much as possible, on technology or other arrangements to provide professional development programs tailored to the needs of each school or school district participating in a consortium described in subsection (a).

**SEC. 2255. STATE APPLICATIONS.**

(a) *APPLICATIONS REQUIRED.*—Each State educational agency desiring an allotment under this part for any fiscal year shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

(b) *STATE PLAN TO IMPROVE TEACHING AND LEARNING OF READING AND LITERACY PROGRAMS.*

(1) *IN GENERAL.*—Each application under this section shall include a State plan that is coordinated with the State's plan for other Federal education programs that pertain to reading and literacy activities.

(2) *CONTENTS.*—Each State plan shall—

(A) be developed—

(i) in conjunction with the Governor of the State (in those States where the Governor does not appoint the Chief State School Officer), the State agency for higher education, community-based and other nonprofit organizations of demonstrated effectiveness in reading readiness, reading instruction for both adults and children, and early childhood literacy, institutions of higher education or schools of education, and State directors of appropriate Federal or State programs with a strong reading or literacy component; and

(ii) with the extensive participation of teachers who teach reading, and of parents;

(B) include an assessment of State and local needs for reading and literacy professional development for pre-school, elementary school, and secondary school teachers, and teachers who teach in adult and family literacy programs;

(C) include a description of how the plan has assessed the needs of local educational agencies serving rural and urban areas, and a description of the actions planned to meet such needs;

(D) include a description of how the activities assisted under this part will address the needs of teachers in schools receiving assistance under title I and will effectively teach all students to read independently;

(E) include a description of—

(i) how professional development activities assisted under this part will be based on the best available research on reading development and reading disorders; and

(ii) the extent to which the activities prepare teachers in all the major components of reading instruction (including phoneme awareness, phonics, fluency, and reading comprehension);

(F) describe how the State will use technology to enhance reading and literacy professional development activities for teachers;

(G) describe how parents can participate in literacy-related activities assisted under this part to enhance children's reading fluency;

(H) describe how reading tutors can participate in literacy-related activities assisted under this part, including professional development opportunities, to enhance children's reading fluency;

(I) describe how the State educational agency will facilitate the provision of technical assistance to the local educational agencies that receive grants under this part in order to assist in establishing the local educational agencies' local professional development activities;

(J) describe how the State educational agency—

(i) will build on, and promote coordination among, literacy programs in the State, in order to increase the effectiveness of the programs and to avoid duplication of the efforts of the programs; and

(ii) will promote programs that provide access to diverse and age-appropriate reading material;

(K) describe how the State educational agency will assess and evaluate, on a regular basis, local educational agency activities assisted under this part;

(L) describe the methods the State educational agency will use to assess and evaluate the progress of local educational agencies in the State that receive grants under this part; and

(M) include an assurance that each local educational agency to which the State educational agency awards a grant—

(i) will carry out family literacy programs, such as the Even Start family literacy program authorized under part B of title I, to enable parents to be their child's first and most important teacher; and

(ii) will carry out programs to assist those pre-kindergarten and kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills.

(c) **PLAN APPROVAL.**—

(1) **IN GENERAL.**—The Secretary shall approve an application of a State educational agency under this section if such application meets the requirements of this section.

(2) **DISAPPROVAL.**—The Secretary shall not finally disapprove a State plan, except after giving the State educational agency notice and an opportunity for a hearing.

(3) **PEER REVIEW.**—The Secretary shall establish a peer review process, in consultation with the National Research Council of the National Academy of Sciences and the National Institute of Child Health and Human Development, to make recommendations regarding approval of State plans.

(d) **ASSURANCES.**—A State plan shall contain assurances that the State will comply with the requirements of this section, and provide for such fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State under this section.

(e) **MULTI-STATE PARTNERSHIP ARRANGEMENTS.**—For the purposes of carrying out this section, a State educational agency may join with other State educational agencies to develop a single application that satisfies the requirements of this section and identifies which State educational agency, from among the States joining, shall act as the fiscal agent for the multi-State arrangement.

(f) **REPORTING.**—A State educational agency that receives an allotment under this part shall submit an annual performance report to the Secretary. Such report shall include a description of—

(1) the assessment and evaluation methods described in section 2255(b)(2)(L); and

(2) the local educational agencies receiving grants under this part.

**SEC. 2256. STATE USE OF FUNDS.**

(a) **STATE LEVEL ACTIVITIES.**—Each State educational agency shall use funds made available under section 2253(a)—

(1) to provide technical assistance to schools and local educational agencies, and entities administering adult and family literacy programs, for the purpose of providing effective professional development reading and literacy activities;

(2) to conduct an assessment of State needs for reading and literacy professional development, including the needs in both rural and urban areas;

(3) to provide for coordination of reading and literacy programs within the State in order to avoid duplication and increase the effectiveness of reading and literacy activities; and

(4) to conduct evaluations of local educational agency activities assisted under this part.

(b) **GRANTS.**—

(1) **IN GENERAL.**—Each State educational agency receiving an allotment under this part shall use the funds made available under section 2253(c) to award grants in accordance with such section to local educational agencies within the State.

(2) *GRANT PERIOD.*—A grant awarded under this subsection shall be awarded for a period of 3 years.

**SEC. 2257. LOCAL PLAN FOR IMPROVING TEACHING AND LEARNING OF READING AND LITERACY PROGRAMS.**

(a) *IN GENERAL.*—Each local educational agency desiring a grant under this part shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may require. Such application shall include an assessment of local needs for professional development activities in reading and literacy—

- (1) at the elementary school and secondary school levels; and
- (2) in adult and family literacy programs.

(b) *SPECIAL RULE.*—A local educational agency that applies for a grant under this part shall form a partnership, with 1 or more community-based organizations of demonstrated effectiveness in reading readiness, reading instruction and achievement for both adults and children, and early childhood literacy, such as a Head Start program, public library, or an agency that oversees adult education programs, to carry out the local activities described in section 2258.

(c) *CONTENTS.*—Each local plan shall—

(1) include an assessment of local needs for reading and literacy professional development;

(2) include a description of how the activities described in section 2258 will address the needs of teachers—

- (A) in schools receiving assistance under title I; and
- (B) in adult and family literacy programs;

(3) describe how parents can participate in literacy-related activities assisted under this part to enhance children's reading fluency;

(4) describe how reading tutors can participate in literacy-related activities assisted under this part, including professional development opportunities, to enhance children's reading fluency;

(5) describe how the local educational agency will build on, and promote coordination among, literacy programs at the local level in order to increase the effectiveness of the programs and to avoid duplication of effort;

(6) describe how the local educational agency—

(A) will carry out family literacy programs, such as the Even Start family literacy program authorized under part B of title I, to enable parents to be their child's first and most important teacher;

(B) will carry out programs to assist those pre-kindergarten and kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills; and

(C) will promote programs that provide access to diverse and age-appropriate reading material;

(7) describe how the local plan will be carried out in coordination with other Federal education programs that pertain to reading and literacy activities; and

(8) describe the amount and nature of funds from other public or private sources that will be combined with funds received under this section.

(d) *LOCAL PLAN APPROVAL.*—The State educational agency shall approve an application of a local educational agency under this section if such application meets the requirements of this section.

**SEC. 2258. LOCAL ACTIVITIES.**

(a) *IN GENERAL.*—Each local educational agency shall use the funds made available under section 2256(b)—

(1) to support partnerships among pre-schools, elementary schools, secondary schools, consortia of such schools, local educational agencies, community-based organizations (such as a Head Start program), adult education programs, institutions of higher education, or (where appropriate) public libraries, of demonstrated effectiveness in reading readiness, and in reading instruction and achievement, for adults and children;

(2) to provide intensive, ongoing professional development activities to train teachers to meet the diverse reading needs of all students, which activities shall—

(A) be based on the best available research on reading development and reading disorders; and

(B) prepare teachers in all the major components of reading instruction (including phoneme awareness, phonics, fluency, and reading comprehension);

(3) to develop professional development programs and strategies to effectively involve parents in helping their children with reading;

(4) to provide parents with literacy-related activities that will enhance children's reading fluency;

(5) to provide reading tutors with literacy-related activities, including professional development opportunities, to enhance children's reading fluency;

(6) to promote programs that provide access to diverse and age-appropriate reading material;

(7) to provide coordination of reading and literacy programs within the local educational agency to avoid duplication and increase the effectiveness of reading and literacy activities;

(8) to coordinate family literacy programs, such as the Even Start family literacy program authorized under part B of title I, to enable parents to be their child's first and most important teacher, and to make payments for the receipt of technical assistance for the development of such programs; and

(9) to establish programs to assist those pre-kindergarten and kindergarten students enrolled in schools served by the local educational agency who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills.

(b) *SPECIAL RULES.*—A local educational agency receiving a grant under this part shall use the funds for activities described in subsection (a) that—

(1) provide professional development activities in reading instruction to teachers in elementary schools and secondary schools having the greatest need for such services, as evidenced by poor student performance on reading assessments, a high percentage of students from low-income families, or a combination of such performance and percentage; and



(2) are provided to teachers at public and private nonprofit elementary schools and secondary schools.

**SEC. 2259. LOCAL DISTRIBUTION OF FUNDS.**

*Each local educational agency that receives funds under this part for any fiscal year—*

*(1) shall use not less than 80 percent of such funds for the professional development of teachers and, where appropriate, administrators, pupil services personnel, parents, tutors, and other staff of individual schools, and for other literacy-related activities, in a manner that—*

*(A) to the extent practicable, takes place at an individual school site; and*

*(B) is consistent with the local educational agency's plan under section 2257, any school plan under part A of title I, and any other plan for professional development carried out with Federal, State, or local funds that emphasizes sustained, ongoing activities related to professional development for teachers; and*

*(2) may use not more than 20 percent of such funds for school district-level professional development activities, including, where appropriate, the participation of administrators, policy-makers, tutors, and parents, if such activities directly support instructional personnel, and for other literacy-related activities.*

**SEC. 2260. INFORMATION DISSEMINATION.**

*(a) IN GENERAL.—From funds reserved under section 2261(b), the National Institute for Literacy shall disseminate information with respect to reading and literacy. At a minimum, the institute shall disseminate such information to all recipients of Federal financial assistance under this title, titles I and VII, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education Act.*

*(b) COORDINATION.—In carrying out this section, the National Institute for Literacy shall use, to the extent practicable, information networks developed and maintained through other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline Program.*

**SEC. 2261. AUTHORIZATION OF APPROPRIATIONS.**

*(a) IN GENERAL.—If the amount appropriated to carry out the Individuals with Disabilities Education Act for fiscal year 1998, 1999, or 2000 exceeds by \$500,000,000 the amount so appropriated for fiscal year 1997, 1998, or 1999, respectively, there are authorized to be appropriated to carry out this part and section 1202(c) \$210,000,000 for the fiscal year 1998, 1999, or 2000, as the case may be, of which \$10,000,000 shall be available to carry out section 1202(c).*

*(b) RESERVATION.—From amounts appropriated under subsection (a) for a fiscal year, the Secretary shall reserve \$5,000,000 to carry out section 2260.*

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

**PART [C] *D*—PROFESSIONAL DEVELOPMENT  
DEMONSTRATION PROJECT**

**SEC. 2301. [20 U.S.C. 6671] FINDINGS AND PURPOSE.**

\* \* \* \* \*

**PART [D] *E*—GENERAL PROVISIONS**

**SEC. 2401. [20 U.S.C. 6701] REPORTING AND ACCOUNTABILITY.**

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