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113TH CONGRESS
1st Session

HOUSE OF REPRESENTATIVES

REPT. 113–150
Part 1

STUDENT SUCCESS ACT

R E P O R T

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

TO ACCOMPANY

H.R. 5

TO SUPPORT STATE AND LOCAL ACCOUNTABILITY FOR PUBLIC EDUCATION, INFORM PARENTS OF THEIR SCHOOLS' PERFORMANCE

together with

MINORITY VIEWS

JULY 11, 2013.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

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STUDENT SUCCESS ACT

JULY 11, 2013.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. KLINE, from the Committee on Education and the Workforce, submitted the following

R E P O R T

together with

MINORITY VIEWS

[To accompany H.R. 5]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and the Workforce, to whom was referred the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Student Success Act".

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.
Sec. 3. References.
Sec. 4. Transition.
Sec. 5. Effective dates.
Sec. 6. Authorization of appropriations.

TITLE I—AID TO LOCAL EDUCATIONAL AGENCIES

Subtitle A—In General

Sec. 101. Title heading.
Sec. 102. Statement of purpose.
Sec. 103. Flexibility to use Federal funds.
Sec. 104. School improvement.

Sec. 105. Direct student services.
Sec. 106. State administration.

Subtitle B—Improving the Academic Achievement of the Disadvantaged

Sec. 111. Part A headings.
Sec. 112. State plans.
Sec. 113. Local educational agency plans.
Sec. 114. Eligible school attendance areas.
Sec. 115. Schoolwide programs.
Sec. 116. Targeted assistance schools.
Sec. 117. Academic assessment and local educational agency and school improvement; school support and recognition.
Sec. 118. Parental involvement.
Sec. 119. Qualifications for teachers and paraprofessionals.
Sec. 120. Participation of children enrolled in private schools.
Sec. 121. Fiscal requirements.
Sec. 122. Coordination requirements.
Sec. 123. Grants for the outlying areas and the Secretary of the Interior.
Sec. 124. Allocations to States.
Sec. 125. Basic grants to local educational agencies.
Sec. 126. Adequacy of funding of targeted grants to local educational agencies in fiscal years after fiscal year 2001.
Sec. 127. Education finance incentive grant program.
Sec. 128. Carryover and waiver.

Subtitle C—Additional Aid to States and School Districts

Sec. 131. Additional aid.

Subtitle D—National Assessment

Sec. 141. National assessment of title I.

Subtitle E—Title I General Provisions

Sec. 151. General provisions for title I.

TITLE II—TEACHER PREPARATION AND EFFECTIVENESS

Sec. 201. Teacher preparation and effectiveness.
Sec. 202. Conforming repeals.

TITLE III—PARENTAL ENGAGEMENT AND LOCAL FLEXIBILITY

Sec. 301. Parental engagement and local flexibility.

TITLE IV—IMPACT AID

Sec. 401. Purpose.
Sec. 402. Payments relating to Federal acquisition of real property.
Sec. 403. Payments for eligible federally connected children.
Sec. 404. Policies and procedures relating to children residing on Indian lands.
Sec. 405. Application for payments under sections 8002 and 8003.
Sec. 406. Construction.
Sec. 407. Facilities.
Sec. 408. State consideration of payments providing State aid.
Sec. 409. Federal administration.
Sec. 410. Administrative hearings and judicial review.
Sec. 411. Definitions.
Sec. 412. Authorization of appropriations.
Sec. 413. Conforming amendments.

TITLE V—GENERAL PROVISIONS FOR THE ACT

Sec. 501. General provisions for the Act.
Sec. 502. Repeal.
Sec. 503. Other laws.
Sec. 504. Amendment to IDEA.

TITLE VI—REPEAL

Sec. 601. Repeal of title VI.

TITLE VII—HOMELESS EDUCATION

Sec. 701. Statement of policy.
Sec. 702. Grants for State and local activities for the education of homeless children and youths.
Sec. 703. Local educational agency subgrants for the education of homeless children and youths.
Sec. 704. Secretarial responsibilities.
Sec. 705. Definitions.
Sec. 706. Authorization of appropriations.

SEC. 3. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

SEC. 4. TRANSITION.

Unless otherwise provided in this Act, any person or agency that was awarded a grant under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301

et seq.) prior to the date of the enactment of this Act shall continue to receive funds in accordance with the terms of such award, except that funds for such award may not continue more than one year after the date of the enactment of this Act.

SEC. 5. EFFECTIVE DATES.

(a) IN GENERAL.—Except as otherwise provided in this Act, this Act, and the amendments made by this Act, shall be effective upon the date of enactment of this Act.

(b) NONCOMPETITIVE PROGRAMS.—With respect to noncompetitive programs under which any funds are allotted by the Secretary of Education to recipients on the basis of a formula, this Act, and the amendments made by this Act, shall take effect on October 1, 2013.

(c) COMPETITIVE PROGRAMS.—With respect to programs that are conducted by the Secretary on a competitive basis, this Act, and the amendments made by this Act, shall take effect with respect to appropriations for use under those programs for fiscal year 2014.

(d) IMPACT AID.—With respect to title IV of the Act (20 U.S.C. 7701 et seq.) (Impact Aid), this Act, and the amendments made by this Act, shall take effect with respect to appropriations for use under that title for fiscal year 2014.

SEC. 6. AUTHORIZATION OF APPROPRIATIONS.

The Act (20 U.S.C. 6301 et seq.) is amended by inserting after section 2 the following:

"SEC. 3. AUTHORIZATIONS OF APPROPRIATIONS.

"(a) TITLE I.—

"(1) PART A.—There are authorized to be appropriated to carry out part A of title I $16,651,767,000 for each of fiscal years 2014 through 2019.

"(2) PART B.—There are authorized to be appropriated to carry out part B of title I $3,028,000 for each of fiscal years 2014 through 2019.

"(b) TITLE II.—There are authorized to be appropriated to carry out title II $2,441,549,000 for each of fiscal years 2014 through 2019.

"(c) TITLE III.—

"(1) PART A.—

"(A) SUBPART 1.—There are authorized to be appropriated to carry out subpart 1 of part A of title III $300,000,000 for each of fiscal years 2014 through 2019.

"(B) SUBPART 2.—There are authorized to be appropriated to carry out subpart 2 of part A of title III $91,647,000 for each of fiscal years 2014 through 2019.

"(C) SUBPART 3.—There are authorized to be appropriated to carry out subpart 3 of part A of title III $25,000,000 for each of fiscal years 2014 through 2019.

"(2) PART B.—There are authorized to be appropriated to carry out part B of title III $2,055,709,000 for each of fiscal years 2014 through 2019.

"(d) TITLE IV.—

"(1) PAYMENTS FOR FEDERAL ACQUISITION OF REAL PROPERTY.—For the purpose of making payments under section 4002, there are authorized to be appropriated $63,445,000 for each of fiscal years 2014 through 2019.

"(2) BASIC PAYMENTS; PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—For the purpose of making payments under section 4003(b), there are authorized to be appropriated $1,093,203,000 for each of fiscal years 2014 through 2019.

"(3) PAYMENTS FOR CHILDREN WITH DISABILITIES.—For the purpose of making payments under section 4003(d), there are authorized to be appropriated $45,881,000 for each of fiscal years 2014 through 2019.

"(4) CONSTRUCTION.—For the purpose of carrying out section 4007, there are authorized to be appropriated $16,529,000 for each of fiscal years 2014 through 2019.

"(5) FACILITIES MAINTENANCE.—For the purpose of carrying out section 4008, there are authorized to be appropriated $4,591,000 for each of fiscal years 2014 through 2019.".

TITLE I—AID TO LOCAL EDUCATIONAL AGENCIES

Subtitle A—In General

SEC. 101. TITLE HEADING.

The title heading for title I (20 U.S.C. 6301 et seq.) is amended to read as follows:

"TITLE I—AID TO LOCAL EDUCATIONAL AGENCIES".

SEC. 102. STATEMENT OF PURPOSE.

Section 1001 (20 U.S.C. 6301) is amended to read as follows:

"SEC. 1001. STATEMENT OF PURPOSE.

"The purpose of this title is to provide all children the opportunity to graduate high school prepared for postsecondary education or the workforce. This purpose can be accomplished by—

"(1) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, English learners, migratory children, children with disabilities, Indian children, and neglected or delinquent children;

"(2) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

"(3) affording parents substantial and meaningful opportunities to participate in the education of their children; and

"(4) challenging States and local educational agencies to embrace meaningful, evidence-based education reform, while encouraging state and local innovation.".

SEC. 103. FLEXIBILITY TO USE FEDERAL FUNDS.

Section 1002 (20 U.S.C. 6302) is amended to read as follows:

"SEC. 1002. FLEXIBILITY TO USE FEDERAL FUNDS.

"(a) ALTERNATIVE USES OF FEDERAL FUNDS FOR STATE EDUCATIONAL AGENCIES.—

"(1) IN GENERAL.—Subject to subsections (c) and (d) and notwithstanding any other provision of law, a State educational agency may use the applicable funding that the agency receives for a fiscal year to carry out any State activity authorized or required under one or more of the following provisions:

"(A) Section 1003.

"(B) Section 1004.

"(C) Subpart 2 of part A of title I.

"(D) Subpart 3 of part A of title I.

"(E) Subpart 4 of part A of title I.

"(F) Chapter B of subpart 6 of part A of title I.

"(2) NOTIFICATION.—Not later than June 1 of each year, a State educational agency shall notify the Secretary of the State educational agency's intention to use the applicable funding for any of the alternative uses under paragraph (1).

"(3) APPLICABLE FUNDING DEFINED.—

"(A) IN GENERAL.—Except as provided in subparagraph (B), in this subsection, the term 'applicable funding' means funds provided to carry out State activities under one or more of the following provisions.

"(i) Section 1003.

"(ii) Section 1004.

"(iii) Subpart 2 of part A of title I.

"(iv) Subpart 3 of part A of title I.

"(v) Subpart 4 of part A of title I.

"(B) LIMITATION.—In this subsection, the term 'applicable funding' does not include funds provided under any of the provisions listed in subparagraph (A) that State educational agencies are required by this Act—

"(i) to reserve, allocate, or spend for required activities;

"(ii) to allocate, allot, or award to local educational agencies or other entities eligible to receive such funds; or

"(iii) to use for technical assistance or monitoring.

"(4) DISBURSEMENT.—The Secretary shall disburse the applicable funding to State educational agencies for alternative uses under paragraph (1) for a fiscal year at the same time as the Secretary disburses the applicable funding to

State educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

"(b) ALTERNATIVE USES OF FEDERAL FUNDS FOR LOCAL EDUCATIONAL AGENCIES.—

"(1) IN GENERAL.—Subject to subsections (c) and (d) and notwithstanding any other provision of law, a local educational agency may use the applicable funding that the agency receives for a fiscal year to carry out any local activity authorized or required under one or more of the following provisions:

"(A) Section 1003.

"(B) Subpart 1 of part A of title I.

"(C) Subpart 2 of part A of title I.

"(D) Subpart 3 of part A of title I.

"(E) Subpart 4 of part A of title I.

"(F) Subpart 6 of part A of title I.

"(2) NOTIFICATION.—A local educational agency shall notify the State educational agency of the local educational agency's intention to use the applicable funding for any of the alternative uses under paragraph (1) by a date that is established by the State educational agency for the notification.

"(3) APPLICABLE FUNDING DEFINED.—

"(A) IN GENERAL.—Except as provided in subparagraph (B), in this subsection, the term 'applicable funding' means funds provided to carry out local activities under one or more of the following provisions:

"(i) Subpart 2 of part A of title I.

"(ii) Subpart 3 of part A of title I.

"(iii) Subpart 4 of part A of title I.

"(iv) Chapter A of subpart 6 of part A of title I.

"(B) LIMITATION.—In this subsection, the term 'applicable funding' does not include funds provided under any of the provisions listed in subparagraph (A) that local educational agencies are required by this Act—

"(i) to reserve, allocate, or spend for required activities;

"(ii) to allocate, allot, or award to entities eligible to receive such funds; or

"(iii) to use for technical assistance or monitoring.

"(4) DISBURSEMENT.—Each State educational agency that receives applicable funding for a fiscal year shall disburse the applicable funding to local educational agencies for alternative uses under paragraph (1) for the fiscal year at the same time as the State educational agency disburses the applicable funding to local educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

"(c) RULE FOR ADMINISTRATIVE COSTS.—A State educational agency or a local educational agency shall only use applicable funding (as defined in subsection (a)(3) or (b)(3), respectively) for administrative costs incurred in carrying out a provision listed in subsection (a)(1) or (b)(1), respectively, to the extent that the agency, in the absence of this section, could have used funds for administrative costs with respect to a program listed in subsection (a)(3) or (b)(3), respectively.

"(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to relieve a State educational agency or local educational agency of any requirements relating to—

"(1) use of Federal funds to supplement, not supplant, non-Federal funds;

"(2) comparability of services;

"(3) equitable participation of private school students and teachers;

"(4) applicable civil rights requirements;

"(5) section 1113; or

"(6) section 1111.".

SEC. 104. SCHOOL IMPROVEMENT.

Section 1003 (20 U.S.C. 6303) is amended—

(1) in subsection (a)—

(A) by striking "2 percent" and inserting "7 percent"; and

(B) by striking "subpart 2 of part A" and all that follows through "sections 1116 and 1117," and inserting "chapter B of subpart 1 of part A for each fiscal year to carry out subsection (b),";

(2) in subsection (b)—

(A) in paragraph (1), by striking "for schools identified for school improvement, corrective action, and restructuring, for activities under section 1116(b)" and inserting "to carry out the State's system of school improvement under section 1111(b)(3)(B)(iii)"; and

(B) in paragraph (2), by striking "or educational service agencies" and inserting ", educational service agencies, or non-profit or for-profit external

providers with expertise in using evidence-based or other effective strategies to improve student achievement";

(3) in subsection (c)—

(A) in paragraph (1), by inserting "and" at the end;

(B) in paragraph (2), by striking "need for such funds; and" and inserting "commitment to using such funds to improve such schools."; and

(C) by striking paragraph (3);

(4) in subsection (d)(1), by striking "subpart 2 of part A;" and inserting "chapter B of subpart 1 of part A;";

(5) in subsection (e)—

(A) by striking "in any fiscal year" and inserting "in fiscal year 2015 and each subsequent fiscal year";

(B) by striking "subpart 2" and inserting "chapter B of subpart 1 of part A"; and

(C) by striking "such subpart" and inserting "such chapter";

(6) in subsection (f), by striking "and the percentage of students from each school from families with incomes below the poverty line"; and

(7) by striking subsection (g).

SEC. 105. DIRECT STUDENT SERVICES.

The Act (20 U.S.C. 6301 et seq.) is amended by inserting after section 1003 the following:

"SEC. 1003A. DIRECT STUDENT SERVICES.

"(a) STATE RESERVATION.—Each State shall reserve 3 percent of the amount the State receives under chapter B of subpart 1 of part A for each fiscal year to carry out this section. Of such reserved funds, the State educational agency may use up to 1 percent to administer direct student services.

"(b) DIRECT STUDENT SERVICES.—From the amount available after the application of subsection (a), each State shall award grants in accordance with this section to local educational agencies to support direct student services.

"(c) AWARDS.—The State educational agency shall award grants to geographically diverse local educational agencies including suburban, rural, and urban local educational agencies. If there are not enough funds to award all applicants in a sufficient size and scope to run an effective direct student services program, the State shall prioritize awards to local educational agencies with the greatest number of low-performing schools.

"(d) LOCAL USE OF FUNDS.—A local educational agency receiving an award under this section—

"(1) shall use up to 1 percent of each award for outreach and communication to parents about their options and to register students for direct student services;

"(2) may use not more than 2 percent of each award for administrative costs related to direct student services; and

"(3) shall use the remainder of the award to pay the transportation required to provide public school choice or the hourly rate for high-quality academic tutoring services, as determined by a provider on the State-approved list required under subsection (f)(2).

"(e) APPLICATION.—A local educational agency desiring to receive an award under subsection (b) shall submit an application describing how the local educational agency will—

"(1) provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child's education;

"(2) ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service;

"(3) ensure sufficient availability of seats in the public schools the local educational agency will make available for public school choice options;

"(4) determine the requirements or criteria for student eligibility for direct student services;

"(5) select a variety of providers of high-quality academic tutoring from the State-approved list required under subsection (f)(2) and ensure fair negotiations in selecting such providers of high-quality academic tutoring, including online, on campus, and other models of tutoring which provide meaningful choices to parents to find the best service for their child; and

"(6) develop an estimated per pupil expenditure available for eligible students to use toward high-quality academic tutoring which shall allow for an adequate level of services to increase academic achievement from a variety of high-quality academic tutoring providers.

"(f) PROVIDERS AND SCHOOLS.—The State—

"(1) shall ensure that each local educational agency receiving an award to provide public school choice can provide a sufficient number of options to provide a meaningful choice for parents;

"(2) shall compile a list of State-approved high-quality academic tutoring providers that includes online, on campus, and other models of tutoring; and

"(3) shall ensure that each local educational agency receiving an award will provide an adequate number of high-quality academic tutoring options to ensure parents have a meaningful choice of services.".

SEC. 106. STATE ADMINISTRATION.

Section 1004 (20 U.S.C. 6304) is amended to read as follows:

"SEC. 1004. STATE ADMINISTRATION.

"(a) IN GENERAL.—Except as provided in subsection (b), to carry out administrative duties assigned under subparts 1, 2, and 3 of part A of this title, each State may reserve the greater of—

"(1) 1 percent of the amounts received under such subparts; or

"(2) $400,000 ($50,000 in the case of each outlying area).

"(b) EXCEPTION.—If the sum of the amounts reserved under subparts 1, 2, and 3 of part A of this title is equal to or greater than $14,000,000,000, then the reservation described in subsection (a)(1) shall not exceed 1 percent of the amount the State would receive if $14,000,000,000 were allocated among the States for subparts 1, 2, and 3 of part A of this title.".

Subtitle B—Improving the Academic Achievement of the Disadvantaged

SEC. 111. PART A HEADINGS.

(a) PART HEADING.—The part heading for part A of title I (20 U.S.C. 6311 et seq.) is amended to read as follows:

"PART A—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED".

(b) SUBPART 1 HEADING.—The Act is amended by striking the subpart heading for subpart 1 of part A of title I (20 U.S.C. 6311 et seq.) and inserting the following:

"Subpart 1—Improving Basic Programs Operated by Local Educational Agencies

"CHAPTER A—BASIC PROGRAM REQUIREMENTS".

(c) SUBPART 2 HEADING.—The Act is amended by striking the subpart heading for subpart 2 of part A of title I (20 U.S.C. 6331 et seq.) and inserting the following:

"CHAPTER B—ALLOCATIONS".

SEC. 112. STATE PLANS.

Section 1111 (20 U.S.C. 6311) is amended to read as follows:

"SEC. 1111. STATE PLANS.

"(a) PLANS REQUIRED.—

"(1) IN GENERAL.—For any State desiring to receive a grant under this subpart, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, school leaders, public charter school representatives, specialized instructional support personnel, other appropriate school personnel, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

"(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 5302.

"(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND STATE ACCOUNTABILITY.—

"(1) ACADEMIC STANDARDS.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State has adopted academic content standards and academic achievement standards aligned with such content standards that comply with the requirements of this paragraph.

"(B) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

"(C) REQUIREMENTS.—The standards described in subparagraph (A) shall—

"(i) apply to all public schools and public school students in the State; and

"(ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

"(D) ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—Notwithstanding any other provision of this paragraph, a State may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, if—

"(i) the determination about whether the achievement of an individual student should be measured against such standards is made separately for each student; and

"(ii) such standards—

"(I) are aligned with the State academic standards required under subparagraph (A);

"(II) promote access to the general curriculum; and

"(III) reflect professional judgment as to the highest possible standards achievable by such students.

"(E) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State plan shall describe how the State educational agency will establish English language proficiency standards that are—

"(i) derived from the four recognized domains of speaking, listening, reading, and writing; and

"(ii) aligned with the State's academic content standards in reading or language arts under subparagraph (A).

"(2) ACADEMIC ASSESSMENTS.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. At the State's discretion, the State plan may also demonstrate that the State has implemented such assessments in any other subject chosen by the State.

"(B) REQUIREMENTS.—Such assessments shall—

"(i) in the case of mathematics and reading or language arts, be used in determining the performance of each local educational agency and public school in the State in accordance with the State's accountability system under paragraph (3);

"(ii) be the same academic assessments used to measure the academic achievement of all public school students in the State;

"(iii) be aligned with the State's academic standards and provide coherent and timely information about student attainment of such standards;

"(iv) be used for purposes for which such assessments are valid and reliable, be of adequate technical quality for each purpose required under this Act, and be consistent with relevant, nationally recognized professional and technical standards;

"(v)(I) in the case of mathematics and reading or language arts, be administered in each of grades 3 through 8 and at least once in grades 9 through 12;

"(II) in the case of science, be administered not less than one time during—

"(aa) grades 3 through 5;

"(bb) grades 6 through 9; and

"(cc) grades 10 through 12; and

"(III) in the case of any other subject chosen by the State, be administered at the discretion of the State;

"(vi) measure individual student academic proficiency and growth;

"(vii) at the State's discretion—

"(I) be administered through a single annual summative assessment; or

"(II) be administered through multiple assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement;

"(viii) include measures that assess higher-order thinking skills and understanding;

"(ix) provide for—

"(I) the participation in such assessments of all students;

"(II) the reasonable adaptations and accommodations for students with disabilities necessary to measure the academic achievement of such students relative to the State's academic standards; and

"(III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided reasonable accommodations, including, to the extent practicable, assessments in the language and form most likely to yield accurate and reliable information on what such students know and can do in academic content areas, until such students have achieved English language proficiency, as assessed by the State under subparagraph (D);

"(x) notwithstanding clause (ix)(III), provide for the assessment of reading or language arts in English for English learners who have attended school in the United States (not including Puerto Rico) for 3 or more consecutive school years, except that a local educational agency may, on a case-by-case basis, provide for the assessment of reading or language arts for each such student in a language other than English for a period not to exceed 2 additional consecutive years if the assessment would be more likely to yield accurate and reliable information on what such student knows and can do, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on reading or language arts assessments written in English;

"(xi) produce individual student interpretive, descriptive, and diagnostic reports regarding achievement on such assessments that allow parents, teachers, and school leaders to understand and address the specific academic needs of students, and that are provided to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

"(xii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English language proficiency status, by migrant status, by status as a student with a disability, and by economically disadvantaged status, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; and

"(xiii) be administered to not less than 95 percent of all students, and not less than 95 percent of each subgroup of students described in paragraph (3)(B)(ii)(II).

"(C) ALTERNATE ASSESSMENTS.—A State may provide for alternate assessments aligned with the alternate academic standards adopted in accordance with paragraph (1)(D), for students with the most significant cognitive disabilities, if the State—

"(i) establishes and monitors implementation of clear and appropriate guidelines for individualized education program teams (as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act) to apply when determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards;

"(ii) ensures that the parents of such students are informed that—

"(I) their child's academic achievement will be measured against such alternate standards; and

"(II) whether participation in such assessments precludes the student from completing the requirements for a regular high school diploma;

"(iii) demonstrates that such students are, to the extent practicable, included in the general curriculum and that such alternate assessments are aligned with such curriculum;

"(iv) develops, disseminates information about, and promotes the use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which a student is enrolled; and

"(v) ensures that regular and special education teachers and other appropriate staff know how to administer the alternate assessments, including making appropriate use of accommodations for students with disabilities.

"(D) ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY.—

"(i) IN GENERAL.—Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency.

"(ii) ALIGNMENT.—The assessments described in clause (i) shall be aligned with the State's English language proficiency standards described in paragraph (1)(E).

"(E) LANGUAGE ASSESSMENTS.—Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

"(F) ADAPTIVE ASSESSMENTS.—A State may develop and administer computer adaptive assessments as the assessments required under subparagraph (A). If a State develops and administers a computer adaptive assessment for such purposes, the assessment shall meet the requirements of this paragraph, except as follows:

"(i) Notwithstanding subparagraph (B)(iii), the assessment—

"(I) shall measure, at a minimum, each student's academic proficiency against the State's academic standards for the student's grade level and growth toward such standards; and

"(II) if the State chooses, may be used to measure the student's level of academic proficiency and growth using assessment items above or below the student's grade level, including for use as part of a State's accountability system under paragraph (3).

"(ii) Subparagraph (B)(ii) shall not be interpreted to require that all students taking the computer adaptive assessment be administered the same assessment items.

"(3) STATE ACCOUNTABILITY SYSTEMS.—

"(A) IN GENERAL.—Each State plan shall demonstrate that the State has developed and is implementing a single, statewide accountability system to ensure that all public school students graduate from high school prepared for postsecondary education or the workforce without the need for remediation.

"(B) ELEMENTS.—Each State accountability system described in subparagraph (A) shall at a minimum—

"(i) annually measure the academic achievement of all public school students in the State against the State's mathematics and reading or language arts academic standards adopted under paragraph (1), which may include measures of student growth toward such standards, using the mathematics and reading or language arts assessments described in paragraph (2)(B) and other valid and reliable academic indicators related to student achievement as identified by the State;

"(ii) annually evaluate and identify the academic performance of each public school in the State based on—

"(I) student academic achievement as measured in accordance with clause (i); and

"(II) the overall performance, and achievement gaps as compared to all students in the school, for economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, except that disaggregation of data under this subclause shall not be required in a case in which the number of students in a category is insufficient to yield statis-

tically reliable information or the results would reveal personally identifiable information about an individual student; and

"(iii) include a system for school improvement for low-performing public schools receiving funds under this subpart that—

"(I) implements interventions in such schools that are designed to address such schools' weaknesses; and

"(II) is implemented by local educational agencies serving such schools.

"(C) PROHIBITION.—Nothing in this section shall be construed to permit the Secretary to establish any criteria that specifies, defines, or prescribes any aspect of a State's accountability system developed and implemented in accordance with this paragraph.

"(D) ACCOUNTABILITY FOR CHARTER SCHOOLS.—The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

"(4) REQUIREMENTS.—Each State plan shall describe—

"(A) how the State educational agency will assist each local educational agency and each public school affected by the State plan to comply with the requirements of this subpart, including how the State educational agency will work with local educational agencies to provide technical assistance; and

"(B) how the State educational agency will ensure that the results of the State assessments described in paragraph (2), the other indicators selected by the State under paragraph (3)(B)(i), and the school evaluations described in paragraph (3)(B)(ii), will be promptly provided to local educational agencies, schools, teachers, and parents in a manner that is clear and easy to understand, but not later than before the beginning of the school year following the school year in which such assessments, other indicators, or evaluations are taken or completed.

"(5) TIMELINE FOR IMPLEMENTATION.—Each State plan shall describe the process by which the State will adopt and implement the State academic standards, assessments, and accountability system required under this section within 2 years of enactment of the Student Success Act.

"(6) EXISTING STANDARDS.—Nothing in this subpart shall prohibit a State from revising, consistent with this section, any standard adopted under this section before or after the date of enactment of the Student Success Act.

"(7) EXISTING STATE LAW.—Nothing in this section shall be construed to alter any State law or regulation granting parents authority over schools that repeatedly failed to make adequate yearly progress under this section, as in effect on the day before the date of the enactment of the Student Success Act.

"(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING.—Each State plan shall contain assurances that—

"(1) the State will notify local educational agencies, schools, teachers, parents, and the public of the academic standards, academic assessments, and State accountability system developed and implemented under this section;

"(2) the State will participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act if the Secretary pays the costs of administering such assessments;

"(3) the State educational agency will notify local educational agencies and the public of the authority to operate schoolwide programs;

"(4) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this subpart;

"(5) the State educational agency will encourage schools to consolidate funds from other Federal, State, and local sources for schoolwide reform in schoolwide programs under section 1114;

"(6) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114; and

"(7) the State educational agency will inform local educational agencies in the State of the local educational agency's authority to transfer funds under section 1002 and to obtain waivers under section 5401.

"(d) PARENTAL INVOLVEMENT.—Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—

"(1) be based on the most current research that meets the highest professional and technical standards on effective parental involvement that fosters achievement to high standards for all children;

"(2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement; and

"(3) be coordinated with programs funded under subpart 3 of part A of title III.

"(e) PEER REVIEW AND SECRETARIAL APPROVAL.—

"(1) ESTABLISHMENT.—Notwithstanding section 5543, the Secretary shall—

"(A) establish a peer-review process to assist in the review of State plans; and

"(B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students, and ensure that 75 percent of such appointees are practitioners.

"(2) APPROVAL.—The Secretary shall—

"(A) approve a State plan within 120 days of its submission;

"(B) disapprove of the State plan only if the Secretary demonstrates how the State plan fails to meet the requirements of this section and immediately notifies the State of such determination and the reasons for such determination;

"(C) not decline to approve a State's plan before—

"(i) offering the State an opportunity to revise its plan;

"(ii) providing technical assistance in order to assist the State to meet the requirements of this section; and

"(iii) providing a hearing; and

"(D) have the authority to disapprove a State plan for not meeting the requirements of this subpart, but shall not have the authority to require a State, as a condition of approval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic standards or State accountability system, or to use specific academic assessments or other indicators.

"(3) STATE REVISIONS.—A State plan shall be revised by the State educational agency if it is necessary to satisfy the requirements of this section.

"(4) PUBLIC REVIEW.—All communications, feedback, and notifications under this subsection shall be conducted in a manner that is immediately made available to the public through the website of the Department, including—

"(A) peer review guidance;

"(B) the names of the peer reviewers;

"(C) State plans submitted or resubmitted by a State, including the current approved plans;

"(D) peer review notes;

"(E) State plan determinations by the Secretary, including approvals or disapprovals, and any deviations from the peer reviewers' recommendations with an explanation of the deviation; and

"(F) hearings.

"(5) PROHIBITION.—The Secretary, and the Secretary's staff, may not attempt to participate in, or influence, the peer review process. No Federal employee may participate in, or attempt to influence the peer review process, except to respond to questions of a technical nature, which shall be publicly reported.

"(f) DURATION OF THE PLAN.—

"(1) IN GENERAL.—Each State plan shall—

"(A) remain in effect for the duration of the State's participation under this subpart; and

"(B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this subpart.

"(2) ADDITIONAL INFORMATION.—If a State makes significant changes to its State plan, such as the adoption of new State academic standards or new academic assessments, or adopts a new State accountability system, such information shall be submitted to the Secretary under subsection (e)(2) for approval.

"(g) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section then the Secretary shall withhold funds for State administration under this subpart until the Secretary determines that the State has fulfilled those requirements.

"(h) REPORTS.—

"(1) ANNUAL STATE REPORT CARD.—

"(A) IN GENERAL.—A State that receives assistance under this subpart shall prepare and disseminate an annual State report card. Such dissemination shall include, at a minimum, publicly posting the report card on the home page of the State educational agency's website.

"(B) IMPLEMENTATION.—The State report card shall be—

"(i) concise; and

"(ii) presented in an understandable and uniform format that is developed in consultation with parents and, to the extent practicable, provided in a language that parents can understand.

"(C) REQUIRED INFORMATION.—The State shall include in its annual State report card information on—

"(i) the performance of students, in the aggregate and disaggregated by the categories of students described in subsection (b)(2)(B)(xii) (except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student), on the State academic assessments described in subsection (b)(2);

"(ii) the participation rate on such assessments, in the aggregate and disaggregated in accordance with clause (i);

"(iii) the performance of students, in the aggregate and disaggregated in accordance with clause (i), on other academic indicators described in subsection (b)(3)(B)(i);

"(iv) for each public high school in the State, in the aggregate and disaggregated in accordance with clause (i)—

"(I) the four-year adjusted cohort graduation rate, and

"(II) if applicable, the extended-year adjusted cohort graduation rate, reported separately for students graduating in 5 years or less, students graduating in 6 years or less, and students graduating in 7 or more years;

"(v) each public school's evaluation results as determined in accordance with subsection (b)(3)(B)(ii);

"(vi) the acquisition of English proficiency by English learners;

"(vii) the number and percentage of teachers in each category established under clause (iii) of section 2123(1)(A), except that such information shall not reveal personally identifiable information about an individual teacher; and

"(viii) the results of the assessments described in subsection (c)(2).

"(D) OPTIONAL INFORMATION.—The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools.

"(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

"(A) IN GENERAL.—A local educational agency that receives assistance under this subpart shall prepare and disseminate an annual local educational agency report card.

"(B) MINIMUM REQUIREMENTS.—The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

"(i) in the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment and other academic indicators adopted in accordance with subsection (b)(3)(B)(i) compared to students in the State as a whole; and

"(ii) in the case of a school, the school's evaluation under subsection (b)(3)(B)(ii).

"(C) OTHER INFORMATION.—A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

"(D) DATA.—A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

"(E) PUBLIC DISSEMINATION.—The local educational agency shall publicly disseminate the information described in this paragraph to all schools

served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a report card for all students, the local educational agency may include the information under this section as part of such report.

"(3) PREEXISTING REPORT CARDS.—A State educational agency or local educational agency may use public report cards on the performance of students, schools, local educational agencies, or the State, that were in effect prior to the enactment of the Student Success Act for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

"(4) PARENTS RIGHT-TO-KNOW.—

"(A) ACHIEVEMENT INFORMATION.—At the beginning of each school year, a school that receives funds under this subpart shall provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments and other academic indicators adopted in accordance with this subpart.

"(B) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

"(i) PRIVACY.—Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act.

"(j) VOLUNTARY PARTNERSHIPS.—A State may enter into a voluntary partnership with another State to develop and implement the academic standards and assessments required under this section, except that the Secretary shall not, either directly or indirectly, attempt to influence, incentivize, or coerce State—

"(1) adoption of the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or assessments tied to such standards; or

"(2) participation in any such partnerships.

"(k) CONSTRUCTION.—Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

"(l) SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS.—In determining the assessments to be used by each school operated or funded by the Bureau of Indian Education receiving funds under this subpart, the following shall apply:

"(1) Each such school that is accredited by the State in which it is operating shall use the assessments and other academic indicators the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment and academic indicators as approved by the Secretary of the Interior.

"(2) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment and other academic indicators, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments and academic indicators adopted by other schools in the same State or region, that meet the requirements of this section.

"(3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment and other academic indicators developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment and academic indicators meet the requirements of this section.".

SEC. 113. LOCAL EDUCATIONAL AGENCY PLANS.

Section 1112 (20 U.S.C. 6312) is amended to read as follows:

"SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

"(a) PLANS REQUIRED.—

"(1) SUBGRANTS.—A local educational agency may receive a subgrant under this subpart for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

"(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 5305.

"(b) PLAN PROVISIONS.—Each local educational agency plan shall describe—

"(1) how the local educational agency will monitor, in addition to the State assessments described in section 1111(b)(2), students' progress in meeting the State's academic standards;

"(2) how the local educational agency will identify quickly and effectively those students who may be at risk of failing to meet the State's academic standards;

"(3) how the local educational agency will provide additional educational assistance to individual students in need of additional help in meeting the State's academic standards;

"(4) how the local educational agency will implement the school improvement system described in section 1111(b)(3)(B)(iii) for any of the agency's schools identified under such section;

"(5) how the local educational agency will coordinate programs under this subpart with other programs under this Act and other Acts, as appropriate;

"(6) the poverty criteria that will be used to select school attendance areas under section 1113;

"(7) how teachers, in consultation with parents, administrators, and specialized instructional support personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this subpart;

"(8) in general, the nature of the programs to be conducted by the local educational agency's schools under sections 1114 and 1115, and, where appropriate, educational services outside such schools for children living in local institutions for neglected and delinquent children, and for neglected and delinquent children in community day school programs;

"(9) how the local educational agency will ensure that migratory children who are eligible to receive services under this subpart are selected to receive such services on the same basis as other children who are selected to receive services under this subpart;

"(10) the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

"(11) the strategy the local educational agency will use to implement effective parental involvement under section 1118;

"(12) if appropriate, how the local educational agency will use funds under this subpart to support preschool programs for children, particularly children participating in a Head Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or another comparable early childhood development program;

"(13) how the local educational agency, through incentives for voluntary transfers, the provision of professional development, recruitment programs, incentive pay, performance pay, or other effective strategies, will address disparities in the rates of low-income and minority students and other students being taught by ineffective teachers;

"(14) if appropriate, how the local educational agency will use funds under this subpart to support programs that coordinate and integrate—

"(A) career and technical education aligned with State technical standards that promote skills attainment important to in-demand occupations or industries in the State and the State's academic standards under section 1111(b)(1); and

"(B) work-based learning opportunities that provide students in-depth interaction with industry professionals; and

"(15) if appropriate, how the local educational agency will use funds under this subpart to support dual enrollment programs and early college high schools.

"(c) ASSURANCES.—Each local educational agency plan shall provide assurances that the local educational agency will—

"(1) participate, if selected, in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act;

"(2) inform schools of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources;

"(3) provide technical assistance to schoolwide programs;

"(4) provide services to eligible children attending private elementary and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials or representatives regarding such services;

"(5) in the case of a local educational agency that chooses to use funds under this subpart to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

"(6) inform eligible schools of the local educational agency's authority to request waivers on the school's behalf under Title V; and

"(7) ensure that the results of the academic assessments required under section 1111(b)(2) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

"(d) SPECIAL RULE.—In carrying out subsection (c)(5), the Secretary shall—

"(1) consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

"(2) disseminate to local educational agencies the education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act, and such agencies affected by such subsection shall plan for the implementation of such subsection (taking into consideration existing State and local laws, and local teacher contracts).

"(e) PLAN DEVELOPMENT AND DURATION.—

"(1) CONSULTATION.—Each local educational agency plan shall be developed in consultation with teachers, school leaders, public charter school representatives, administrators, and other appropriate school personnel, and with parents of children in schools served under this subpart.

"(2) DURATION.—Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of this Act and shall remain in effect for the duration of the agency's participation under this subpart.

"(3) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.

"(f) STATE APPROVAL.—

"(1) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

"(2) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

"(A) enables schools served under this subpart to substantially help children served under this subpart to meet the State's academic standards described in section 1111(b)(1); and

"(B) meets the requirements of this section.

"(3) REVIEW.—The State educational agency shall review the local educational agency's plan to determine if such agency's activities are in accordance with section 1118.

"(g) PARENTAL NOTIFICATION.—

"(1) IN GENERAL.—Each local educational agency using funds under this subpart and subpart 4 to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation, or participating in, such a program of—

"(A) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

"(B) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

"(C) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

"(D) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

"(E) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

"(F) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school

for such program if funds under this subpart are used for children in secondary schools;

"(G) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and

"(H) information pertaining to parental rights that includes written guidance—

"(i) detailing—

"(I) the right that parents have to have their child immediately removed from such program upon their request; and

"(II) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

"(ii) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

"(2) NOTICE.—The notice and information provided in paragraph (1) to parents of a child identified for participation in a language instruction educational program for English learners shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

"(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

"(4) PARENTAL PARTICIPATION.—Each local educational agency receiving funds under this subpart shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the State's academic standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this subpart.

"(5) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.".

SEC. 114. ELIGIBLE SCHOOL ATTENDANCE AREAS.

Section 1113 (20 U.S.C. 6313) is amended—

(1) by striking "part" each place it appears and inserting "subpart"; and

(2) in subsection (c)(4)—

(A) by striking "subpart 2" and inserting "chapter B"; and

(B) by striking "school improvement, corrective action, and restructuring under section 1116(b)" and inserting "school improvement under section 1111(b)(3)(B)(iii)".

SEC. 115. SCHOOLWIDE PROGRAMS.

Section 1114 (20 U.S.C. 6314) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking "part" and inserting "subpart"; and

(ii) by striking "in which" through "such families";

(B) in paragraph (2)—

(i) in subparagraph (A)(i), by striking "part" and inserting "subpart"; and

(ii) in subparagraph (B)—

(I) by striking "children with limited English proficiency" and inserting "English learners"; and

(II) by striking "part" and inserting "subpart";

(C) in paragraph (3)(B), by striking "maintenance of effort," after "private school children,"; and

(D) by striking paragraph (4); and

(2) in subsection (b)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

(I) by striking "(including" and all that follows through "1309(2))"; and

(II) by striking "content standards and the State student academic achievement standards" and inserting "standards";

(ii) in subparagraph (B)—

(I) in clause (i), by striking "proficient" and all that follows through "section 1111(b)(1)(D)" and inserting "academic standards described in section 1111(b)(1)";

(II) in clause (ii), in the matter preceding subclause (I), by striking "based on scientifically based research" and inserting "evidence-based";

(III) in clause (iii)—

(aa) in subclause (I)—

(AA) by striking "student academic achievement standards" and inserting "academic standards"; and

(BB) by striking "schoolwide program," and all that follows through "technical education programs; and" and inserting "schoolwide programs; and"; and

(bb) in subclause (II), by striking "and";

(IV) in clause (iv)—

(aa) by striking "the State and local improvement plans" and inserting "school improvement strategies"; and

(bb) by striking the period and inserting "; and"; and

(V) by adding at the end the following new clause:

"(v) may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.";

(iii) in subparagraph (C), by striking "highly qualified" and inserting "effective";

(iv) in subparagraph (D)—

(I) by striking "In accordance with section 1119 and subsection (a)(4), high-quality" and inserting "High-quality";

(II) by striking "pupil services" and inserting "specialized instructional support services"; and

(III) by striking "student academic achievement" and inserting "academic";

(v) in subparagraph (E), by striking "high-quality highly qualified" and inserting "effective";

(vi) in subparagraph (G), by striking ", such as Head Start, Even Start, Early Reading First, or a State-run preschool program,";

(vii) in subparagraph (H), by striking "section 1111(b)(3)" and inserting "section 1111(b)(2)";

(viii) in subparagraph (I), by striking "proficient or advanced levels of academic achievement standards" and inserting "State academic standards"; and

(ix) in subparagraph (J), by striking "vocational" and inserting "career"; and

(B) in paragraph (2)—

(i) in subparagraph (A)—

(I) in the matter preceding clause (i)—

(aa) by striking "first develop" and all that follows through "2001)" and inserting "have in place"; and

(bb) by striking "and its school support team or other technical assistance provider under section 1117";

(II) in clause (ii), by striking "part" and inserting "subpart"; and

(III) in clause (iv), by striking "section 1111(b)(3)" and inserting "section 1111(b)(2)"; and

(ii) in subparagraph (B)—

(I) in clause (i)—

(aa) in subclause (I), by striking ", after considering the recommendation of the technical assistance providers under section 1117,"; and

(bb) in subclause (II), by striking "No Child Left Behind Act of 2001" and inserting "Student Success Act";

(II) in clause (ii)—

(aa) by striking "(including administrators of programs described in other parts of this title)"; and

(bb) by striking "pupil services" and inserting "specialized instructional support services";

(III) in clause (iii), by striking "part" and inserting "subpart"; and

(IV) in clause (v), by striking "Reading First, Early Reading First, Even Start,"; and

(3) in subsection (c)—

(A) by striking "part" and inserting "subpart"; and

(B) by striking "6," and all that follows through the period at the end and inserting "6.".

SEC. 116. TARGETED ASSISTANCE SCHOOLS.

Section 1115 (20 U.S.C. 6315) is amended—

(1) in subsection (a)—

(A) by striking "are ineligible for a schoolwide program under section 1114, or that";

(B) by striking "operate such" and inserting "operate"; and

(C) by striking "part" and inserting "subpart";

(2) in subsection (b)—

(A) in paragraph (1)(B), by striking "challenging student academic achievement" and inserting "academic";

(B) in paragraph (2)—

(i) in subparagraph (A)—

(I) by striking "limited English proficient children" and inserting "English learners"; and

(II) by striking "part" each place it appears and inserting "subpart";

(ii) in subparagraph (B)—

(I) in the heading, by striking ", EVEN START, OR EARLY READING FIRST";

(II) by striking ", Even Start, or Early Reading First"; and

(III) by striking "part" and inserting "subpart";

(iii) in subparagraph (C)—

(I) by amending the heading to read as follows: "SUBPART 3 CHILDREN.—";

(II) by striking "part C" and inserting "subpart 3"; and

(III) by striking "part" and inserting "subpart";

(iv) in subparagraphs (D) and (E), by striking "part" each place it appears and inserting "subpart";

(C) in paragraph (3), by striking "part" and inserting "subpart";

(3) in subsection (c)—

(A) in paragraph (1)—

(i) in the matter preceding subparagraph (A)—

(I) by striking "part" and inserting "subpart"; and

(II) by striking "challenging student academic achievement" and inserting "academic";

(ii) in subparagraph (A)—

(I) by striking "part" and inserting "subpart"; and

(II) by striking "challenging student academic achievement" and inserting "academic";

(iii) in subparagraph (B), by striking "part" and inserting "subpart";

(iv) in subparagraph (C)—

(I) in the matter preceding clause (i), by striking "based on scientifically based research" and inserting "evidence-based"; and

(II) in clause (iii), by striking "part" and inserting "subpart";

(v) in subparagraph (D), by striking "such as Head Start, Even Start, Early Reading First or State-run preschool programs";

(vi) in subparagraph (E), by striking "highly qualified" and inserting "effective";

(vii) in subparagraph (F)—

(I) by striking "in accordance with subsection (e)(3) and section 1119,";

(II) by striking "part" and inserting "subpart"; and

(III) by striking "pupil services personnel" and inserting "specialized instructional support personnel"; and

(viii) in subparagraph (H), by striking "vocational" and inserting "career"; and

(B) in paragraph (2)—

(i) in the matter preceding subparagraph (A), by striking "proficient and advanced levels of achievement" and inserting "academic standards";

(ii) in subparagraph (A), by striking "part" and inserting "subpart"; and

(iii) in subparagraph (B), by striking "challenging student academic achievement" and inserting "academic";

(4) in subsection (d), in the matter preceding paragraph (1), by striking "part" each place it appears and inserting "subpart";

(5) in subsection (e)—

(A) in paragraph (2)(B)—

(i) in the matter preceding clause (i), by striking "part" and inserting "subpart"; and

(ii) in clause (iii), by striking "pupil services" and inserting "specialized instructional support services"; and

(B) by striking paragraph (3); and

(6) by adding at the end the following new subsection:

"(f) DELIVERY OF SERVICES.—The elements of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.".

SEC. 117. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT; SCHOOL SUPPORT AND RECOGNITION.

The Act is amended by repealing sections 1116 and 1117 (20 U.S.C. 6316; 6317).

SEC. 118. PARENTAL INVOLVEMENT.

Section 1118 (20 U.S.C. 6318) is amended—

(1) by striking "part" each place such term appears and inserting "subpart";

(2) in subsection (a)—

(A) in paragraph (2)—

(i) in subparagraph (A), by striking ", and" and all that follows through "1116"; and

(ii) in subparagraph (D), by striking ", such as" and all that follows through "preschool programs"; and

(B) in paragraph (3)(A), by striking "subpart 2 of this part" each place it appears and inserting "chapter B of this subpart";

(3) by amending subsection (c)(4)(B) to read as follows:

"(B) a description and explanation of the curriculum in use at the school and the forms of academic assessment used to measure student progress; and";

(4) in subsection (d)(1), by striking "student academic achievement" and inserting "academic";

(5) in subsection (e)—

(A) in paragraph (1), by striking "State's academic content standards and State student academic achievement standards" and inserting "State's academic standards";

(B) in paragraph (3)—

(i) by striking "pupil services personnel," and inserting "specialized instructional support personnel,"; and

(ii) by striking "principals," and inserting "school leaders,"; and

(C) in paragraph (4), by striking "Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other" and inserting "other Federal, State, and local"; and

(6) by amending subsection (g) to read as follows:

"(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under subpart 3 of part A of title III, each local educational agency or school that receives assistance under this subpart shall inform such parents and organizations of the existence of such programs.".

SEC. 119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

The Act is amended by repealing section 1119 (20 U.S.C. 6319).

SEC. 120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

Section 1120 (20 U.S.C. 6320) is amended to read as follows:

"SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

"(a) GENERAL REQUIREMENT.—

"(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

"(A) after timely and meaningful consultation with appropriate private school officials or representatives, provide such service, on an equitable basis and individually or in combination, as requested by the officials or representatives to best meet the needs of such children, special educational services, instructional services, counseling, mentoring, one-on-one tutoring,

or other benefits under this subpart (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

"(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to this subpart.

"(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

"(3) EQUITY.—

"(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this subpart, and shall be provided in a timely manner.

"(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this subpart.

"(4) EXPENDITURES.—

"(A) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the expenditures for participating public school children, taking into account the number, and educational needs, of the children to be served. The share of funds shall be determined based on the total allocation received by the local educational agency prior to any allowable expenditures authorized under this title.

"(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall—

"(i) be obligated in the fiscal year for which the funds are received by the agency; and

"(ii) with respect to any such funds that cannot be so obligated, be used to serve such children in the following fiscal year.

"(C) NOTICE OF ALLOCATION.—Each State educational agency shall—

"(i) determine, in a timely manner, the proportion of funds to be allocated to each local educational agency in the State for educational services and other benefits under this subpart to eligible private school children; and

"(ii) provide notice, simultaneously, to each such local educational agency and the appropriate private school officials or their representatives in the State of such allocation of funds.

"(5) PROVISION OF SERVICES.—The local educational agency or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public or private agencies, organizations, and institutions.

"(b) CONSULTATION.—

"(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials or representatives during the design and development of such agency's programs under this subpart in order to reach an agreement between the agency and the officials or representatives about equitable and effective programs for eligible private school children, the results of which shall be transmitted to the designated ombudsmen under section 1120(a)(3)(B). Such process shall include consultation on issues such as—

"(A) how the children's needs will be identified;

"(B) what services will be offered;

"(C) how, where, and by whom the services will be provided;

"(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

"(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4)(A) for such services, how that proportion of funds is determined under such subsection, and an itemization of the costs of the services to be provided;

"(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

"(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials or representatives on the provision of services through a contract with potential third-party providers;

"(H) how, if the agency disagrees with the views of the private school officials or representatives on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

"(I) whether the agency will provide services under this section directly or through contracts with public and private agencies, organizations, and institutions;

"(J) whether to provide equitable services to eligible private school children—

"(i) by creating a pool or pools of funds with all of the funds allocated under paragraph (4) based on all the children from low-income families who attend private schools in a participating school attendance area of the agency from which the local educational agency will provide such services to all such children; or

"(ii) by providing such services to eligible children in each private school in the agency's participating school attendance area with the proportion of funds allocated under paragraph (4) based on the number of children from low-income families who attend such school; and

"(K) whether to consolidate and use funds under this subpart to provide schoolwide programs for a private school.

"(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials or representatives with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to adopt the course of action requested by such officials.

"(3) TIMING.—Such consultation shall include meetings of agency and private school officials or representatives and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this subpart. Such meetings shall continue throughout implementation and assessment of services provided under this section.

"(4) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

"(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials or representatives of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials or representatives to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials or representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

"(6) COMPLIANCE.—

"(A) IN GENERAL.—A private school official shall have the right to file a complaint with the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not treat the private school or its students equitably as required by this section.

"(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

"(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, and institutions, if—

"(i) the appropriate private school officials or their representatives have—

"(I) requested that the State educational agency provide such services directly; and

"(II) demonstrated that the local educational agency involved has not met the requirements of this section; or

"(ii) in a case in which—

"(I) a local educational agency has more than 10,000 children from low-income families who attend private elementary schools or secondary schools in a participating school attendance area of the agency that are not being served by the agency's program under this section; or

"(II) 90 percent of the eligible private school students in a participating school attendance area of the agency are not being served by the agency's program under this section.

"(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

"(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by—

"(A) using the same measure of low income used to count public school children;

"(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

"(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

"(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

"(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 5503.

"(d) PUBLIC CONTROL OF FUNDS.—

"(1) IN GENERAL.—The control of funds provided under this subpart, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

"(2) PROVISION OF SERVICES.—

"(A) PROVIDER.—The provision of services under this section shall be provided—

"(i) by employees of a public agency; or

"(ii) through a contract by such public agency with an individual, association, agency, or organization.

"(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

"(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for such participation, as required by this section, the Secretary shall—

"(1) waive the requirements of this section for such local educational agency;

"(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 5503 and 5504; and

"(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.".

SEC. 121. FISCAL REQUIREMENTS.

Section 1120A (20 U.S.C. 6321) is amended—

(1) by striking "part" each place it appears and inserting "subpart"; and

(2) by striking subsection (a) and redesignating subsections (b), (c), and (d) as subsections (a), (b), and (c), respectively.

SEC. 122. COORDINATION REQUIREMENTS.

Section 1120B (20 U.S.C. 6322) is amended—

(1) by striking "part" each place it appears and inserting "subpart";

(2) in subsection (a), by striking "such as the Early Reading First program"; and

(3) in subsection (b)—

(A) in the matter preceding paragraph (1), by striking ", such as the Early Reading First program,";

(B) in paragraphs (1) through (3), by striking "such as the Early Reading First program" each place it appears;

(C) in paragraph (4), by striking "Early Reading First program staff,"; and

(D) in paragraph (5), by striking "and entities carrying out Early Reading First programs".

SEC. 123. GRANTS FOR THE OUTLYING AREAS AND THE SECRETARY OF THE INTERIOR.

Section 1121 (20 U.S.C. 6331) is amended—

(1) in subsection (a), by striking "appropriated for payments to States for any fiscal year under section 1002(a) and 1125A(f)" and inserting "reserved for this chapter under section 1122(a)"; and

(2) in subsection (b)—

(A) in paragraph (2), by striking "the No Child Left Behind Act of 2001" and inserting "the Student Success Act";

(B) in paragraph (3)—

(i) in subparagraph (B), by striking "basis," and all that follows through the period at the end and inserting "basis.";

(ii) in subparagraph (C)(ii), by striking "challenging State academic content standards" and inserting "State academic standards"; and

(iii) by striking subparagraph (D); and

(3) in subsection (d)(2), by striking "part" and inserting "subpart".

SEC. 124. ALLOCATIONS TO STATES.

Section 1122 (20 U.S.C. 6332) is amended—

(1) by amending subsection (a) to read as follows:

"(a) RESERVATION.—

"(1) IN GENERAL.—From the amounts appropriated under section 3(a)(1), the Secretary shall reserve 91.055 percent of such amounts to carry out this chapter.

"(2) ALLOCATION FORMULA.—Of the amount reserved under paragraph (1) for each of fiscal years 2014 to 2019 (referred to in this subsection as the current fiscal year)—

"(A) an amount equal to the amount made available to carry out section 1124 for fiscal year 2001 shall be used to carry out section 1124;

"(B) an amount equal to the amount made available to carry out section 1124A for fiscal year 2001 shall be used to carry out section 1124A; and

"(C) an amount equal to 100 percent of the amount, if any, by which the total amount made available to carry out this chapter for the fiscal year for which the determination is made exceeds the total amount available to carry out sections 1124 and 1124A for fiscal year 2001 shall be used to carry out sections 1125 and 1125A and such amount shall be divided equally between sections 1125 and 1125A.";

(2) in subsection (b)(1), by striking "subpart" and inserting "chapter";

(3) in subsection (c)(3), by striking "part" and inserting "subpart"; and

(4) in subsection (d)(1), by striking "subpart" and inserting "chapter".

SEC. 125. BASIC GRANTS TO LOCAL EDUCATIONAL AGENCIES.

Section 1124 (20 U.S.C. 6333) is amended—

(1) in subsection (a)—

(A) in paragraph (3)—

(i) in subparagraph (B), by striking "subpart" and inserting "chapter"; and

(ii) in subparagraph (C)(i), by striking "subpart" and inserting "chapter"; and

(B) in paragraph (4)(C), by striking "subpart" each place it appears and inserting "chapter"; and

(2) in subsection (c)—

(A) in paragraph (1)(B), by striking "subpart 1 of part D" and inserting "chapter A of subpart 3"; and

(B) in paragraph (2), by striking "part" and inserting "subpart".

SEC. 126. ADEQUACY OF FUNDING OF TARGETED GRANTS TO LOCAL EDUCATIONAL AGENCIES IN FISCAL YEARS AFTER FISCAL YEAR 2001.

Section 1125AA (20 U.S.C. 6336) is amended to read as follows:

"SEC. 1125AA. ADEQUACY OF FUNDING OF TARGETED GRANTS TO LOCAL EDUCATIONAL AGENCIES IN FISCAL YEARS AFTER FISCAL YEAR 2001.

"Pursuant to section 1122, the total amount allocated in any fiscal year after fiscal year 2001 for programs and activities under this subpart shall not exceed the amount allocated in fiscal year 2001 for such programs and activities unless the amount available for targeted grants to local educational agencies under section 1125 in the applicable fiscal year meets the requirements of section 1122(a).".

SEC. 127. EDUCATION FINANCE INCENTIVE GRANT PROGRAM.

Section 1125A (20 U.S.C. 6337) is amended—

(1) by striking "part" each place it appears and inserting "subpart";

(2) in subsection (b)(1)—

(A) in subparagraph (A), by striking "appropriated pursuant to subsection (f)" and inserting "made available for any fiscal year to carry out this section"; and

(B) in subparagraph (B)(i), by striking "total appropriations" and inserting "the total amount reserved under section 1122(a) to carry out this section";

(3) by striking subsections (a), (e), and (f) and redesignating subsections (b), (c), (d), and (g) as subsections (a), (b), (c), and (d), respectively; and

(4) in subsection (b), as redesignated, by redesignating subparagraphs (A) and (B) as paragraphs (1) and (2), respectively.

SEC. 128. CARRYOVER AND WAIVER.

Section 1127 (20 U.S.C. 6339) is amended by striking "subpart" each place it appears and inserting "chapter".

Subtitle C—Additional Aid to States and School Districts

SEC. 131. ADDITIONAL AID.

(a) IN GENERAL.—Title I (20 U.S.C. 6301 et seq.), as amended by the preceding provisions of this Act, is further amended—

(1) by striking parts B through D and F through H; and

(2) by inserting after subpart 1 of part A the following:

"Subpart 2—Education of Migratory Children

"SEC. 1131. PROGRAM PURPOSES.

"The purposes of this subpart are as follows:

"(1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year, and as applicable, during summer or intercession periods, that address the unique educational needs of migratory children.

"(2) To ensure that migratory children who move among the States, not be penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic standards.

"(3) To help such children succeed in school, meet the State academic standards that all children are expected to meet, and graduate from high school prepared for postsecondary education and the workforce without the need for remediation.

"(4) To help such children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

"(5) To help such children benefit from State and local systemic reforms.

"SEC. 1132. PROGRAM AUTHORIZED.

"(a) IN GENERAL.—From the amounts appropriated under section 3(a)(1), the Secretary shall reserve 2.37 percent to carry out this subpart.

"(b) GRANTS AWARDED.—From the amounts reserved under subsection (a) and not reserved under section 1138(c), the Secretary shall make allotments for the fiscal year to State educational agencies, or consortia of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this subpart.

"SEC. 1133. STATE ALLOCATIONS.

"(a) STATE ALLOCATIONS.—Except as provided in subsection (c), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this subpart an amount equal to the product of—

"(1) the sum of—

"(A) the average number of identified eligible full-time equivalent migratory children aged 3 through 21 residing in the State, based on data for the preceding 3 years; and

"(B) the number of identified eligible migratory children, aged 3 through 21, who received services under this subpart in summer or intersession programs provided by the State during the previous year; multiplied by

"(2) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

"(b) HOLD HARMLESS.—Notwithstanding subsection (a), for each of fiscal years 2014 through 2016, no State shall receive less than 90 percent of the State's allocation under this section for the previous year.

"(c) ALLOCATION TO PUERTO RICO.—For each fiscal year, the grant which the Commonwealth of Puerto Rico shall be eligible to receive under this subpart shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1) if such subsection applied to the Commonwealth of Puerto Rico by the product of—

"(1) the percentage that the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States, except that the percentage calculated under this subparagraph shall not be less than 85 percent; and

"(2) 32 percent of the average per-pupil expenditure in the United States.

"(d) RATABLE REDUCTIONS; REALLOCATIONS.—

"(1) IN GENERAL.—

"(A) RATABLE REDUCTIONS.—If, after the Secretary reserves funds under section 1138(c), the amount appropriated to carry out this subpart for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

"(B) REALLOCATION.—If additional funds become available for making such payments for any fiscal year, the Secretary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purpose of this subpart.

"(2) SPECIAL RULE.—

"(A) FURTHER REDUCTIONS.—The Secretary shall further reduce the amount of any grant to a State under this subpart for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1134.

"(B) REALLOCATION.—The Secretary shall reallocate such excess funds to other States whose grants under this subpart would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

"(e) CONSORTIUM ARRANGEMENTS.—

"(1) IN GENERAL.—In the case of a State that receives a grant of $1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

"(2) PROPOSALS.—Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

"(3) APPROVAL.—The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will—

"(A) reduce administrative costs or program function costs for State programs; and

"(B) make more funds available for direct services to add substantially to the educational achievement of children to be served under this subpart.

"(f) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the identified number of migratory children residing in each State for purposes of this section, the Secretary shall—

"(1) use the most recent information that most accurately reflects the actual number of migratory children;

"(2) develop and implement a procedure for monitoring the accuracy of such information;

"(3) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs;

"(4) adjust the full-time equivalent number of migratory children who reside in each State to take into account—

"(A) the unique needs of those children participating in evidence-based or other effective special programs provided under this subpart that operate during the summer and intersession periods; and

"(B) the additional costs of operating such programs; and

"(5) conduct an analysis of the options for adjusting the formula so as to better direct services to migratory children, including the most at-risk migratory children.

"(g) NONPARTICIPATING STATES.—In the case of a State desiring to receive an allocation under this subpart for a fiscal year that did not receive an allocation for the previous fiscal year or that has been participating for less than 3 consecutive years, the Secretary shall calculate the State's number of identified migratory children aged 3 through 21 for purposes of subsection (a)(1)(A) by using the most recent data available that identifies the migratory children residing in the State until data is available to calculate the 3-year average number of such children in accordance with such subsection.

"SEC. 1134. STATE APPLICATIONS; SERVICES.

"(a) APPLICATION REQUIRED.—Any State desiring to receive a grant under this subpart for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

"(b) PROGRAM INFORMATION.—Each such application shall include—

"(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this subpart, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children, are identified and addressed through—

"(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

"(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under chapter A of subpart 4; and

"(C) the integration of services available under this subpart with services provided by those other programs;

"(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same State academic standards that all children are expected to meet;

"(3) a description of how the State will use funds received under this subpart to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such a move occurs during the regular school year;

"(4) a description of the State's priorities for the use of funds received under this subpart, and how such priorities relate to the State's assessment of needs for services in the State;

"(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs; and

"(6) a description of how the State will encourage programs and projects assisted under this subpart to offer family literacy services if the programs and projects serve a substantial number of migratory children whose parents do not have a regular high school diploma or its recognized equivalent or who have low levels of literacy.

"(c) ASSURANCES.—Each such application shall also include assurances that—

"(1) funds received under this subpart will be used only—

"(A) for programs and projects, including the acquisition of equipment, in accordance with section 1136; and

"(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

"(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part C;

"(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children for programs of not less than one school year in duration, and that all such programs and projects are carried out—

"(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

"(B) in a format and language understandable to the parents;

"(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

"(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under subpart 1;

"(6) to the extent feasible, such programs and projects will provide for—

"(A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;

"(B) professional development programs, including mentoring, for teachers and other program personnel;

"(C) high-quality, evidence-based family literacy programs;

"(D) the integration of information technology into educational and related programs; and

"(E) programs to facilitate the transition of secondary school students to postsecondary education or employment without the need for remediation; and

"(7) the State will assist the Secretary in determining the number of migratory children under paragraph (1) of section 1133(a).

"(d) PRIORITY FOR SERVICES.—In providing services with funds received under this subpart, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's academic standards under section 1111 (b)(1) .

"(e) CONTINUATION OF SERVICES.—Notwithstanding any other provision of this subpart—

"(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

"(2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and

"(3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

"SEC. 1135. SECRETARIAL APPROVAL; PEER REVIEW.

"The Secretary shall approve each State application that meets the requirements of this subpart, and may review any such application using a peer review process.

"SEC. 1136. COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

"(a) COMPREHENSIVE PLAN.—

"(1) IN GENERAL.—Each State that receives assistance under this subpart shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

"(A) is integrated with other programs under this Act or other Acts, as appropriate;

"(B) may be submitted as a part of a consolidated application under section 5302, if—

"(i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;

"(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

"(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this subpart;

"(C) provides that migratory children will have an opportunity to meet the same State academic standards under section 1111(b)(1) that all children are expected to meet;

"(D) specifies measurable program goals and outcomes;

"(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

"(F) is the product of joint planning among such local, State, and Federal programs, including programs under subpart 1, early childhood programs, and language instruction educational programs under chapter A of subpart 4; and

"(G) provides for the integration of services available under this subpart with services provided by such other programs.

"(2) DURATION OF THE PLAN.—Each such comprehensive State plan shall—

"(A) remain in effect for the duration of the State's participation under this subpart; and

"(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this subpart.

"(b) AUTHORIZED ACTIVITIES.—

"(1) FLEXIBILITY.—In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, shall have the flexibility to determine the activities to be provided with funds made available under this subpart, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

"(2) UNADDRESSED NEEDS.—Funds provided under this subpart shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under subpart 1 may receive those services through funds provided under that subpart, or through funds under this subpart that remain after the agency addresses the needs described in paragraph (1).

"(3) CONSTRUCTION.—Nothing in this subpart shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.

"SEC. 1137. BYPASS.

"The Secretary may use all or part of any State's allocation under this subpart to make arrangements with any public or private agency to carry out the purpose of this subpart in such State if the Secretary determines that—

"(1) the State is unable or unwilling to conduct educational programs for migratory children;

"(2) such arrangements would result in more efficient and economic administration of such programs; or

"(3) such arrangements would add substantially to the educational achievement of such children.

"SEC. 1138. COORDINATION OF MIGRATORY EDUCATION ACTIVITIES.

"(a) IMPROVEMENT OF COORDINATION.—

"(1) IN GENERAL.—The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private entities to improve the interstate and intrastate coordination among such agencies' educational programs, including through the establishment or improvement of programs for credit accrual and exchange, available to migratory students.

"(2) DURATION.—Grants or contracts under this subsection may be awarded for not more than 5 years.

"(b) STUDENT RECORDS.—

"(1) ASSISTANCE.—The Secretary shall assist States in developing and maintaining an effective system for the electronic transfer of student records and in determining the number of migratory children in each State.

"(2) INFORMATION SYSTEM.—

"(A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students. The Secretary shall ensure such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of enactment of this Act. The Secretary shall determine the minimum data elements that each State receiving funds under this subpart shall collect and maintain. Such minimum data elements may include—

"(i) immunization records and other health information;

"(ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments required under section 1111(b)(2);

"(iii) other academic information essential to ensuring that migratory children achieve to the States's academic standards; and

"(iv) eligibility for services under the Individuals with Disabilities Education Act.

"(B) The Secretary shall consult with States before updating the data elements that each State receiving funds under this subpart shall be required to collect for purposes of electronic transfer of migratory student information and the requirements that States shall meet for immediate electronic access to such information.

"(3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this subpart shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

"(4) REPORT TO CONGRESS.—

"(A) IN GENERAL.—Not later than April 30, 2014, the Secretary shall report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives the Secretary's findings and recommendations regarding the maintenance and transfer of health and educational information for migratory students by the States.

"(B) REQUIRED CONTENTS.—The Secretary shall include in such report—

"(i) a review of the progress of States in developing and linking electronic records transfer systems;

"(ii) recommendations for maintaining such systems; and

"(iii) recommendations for improving the continuity of services provided for migratory students.

"(c) AVAILABILITY OF FUNDS.—The Secretary shall reserve not more than $10,000,000 of the amount reserved under section 1132 to carry out this section for each fiscal year.

"(d) DATA COLLECTION.—The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

"SEC. 1139. DEFINITIONS.

"As used in this subpart:

"(1) LOCAL OPERATING AGENCY.—The term 'local operating agency' means—

"(A) a local educational agency to which a State educational agency makes a subgrant under this subpart;

"(B) a public or private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this subpart; or

"(C) a State educational agency, if the State educational agency operates the State's migratory education program or projects directly.

"(2) MIGRATORY CHILD.—The term 'migratory child' means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

"(A) has moved from one school district to another;

"(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

"(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

"Subpart 3—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

"SEC. 1141. PURPOSE AND PROGRAM AUTHORIZATION.

"(a) PURPOSE.—It is the purpose of this subpart—

"(1) to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children

and youth have the opportunity to meet the same State academic standards that all children in the State are expected to meet;

"(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

"(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

"(b) PROGRAM AUTHORIZED.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.305 of one percent to carry out this subpart.

"(c) GRANTS AWARDED.—From the amounts reserved under subsection (b) and not reserved under section 1004 and section 1159, the Secretary shall make grants to State educational agencies that have plans submitted under section 1154 approved to enable such agencies to award subgrants to State agencies and local educational agencies to establish or improve programs of education for neglected, delinquent, or at-risk children and youth.

"SEC. 1142. PAYMENTS FOR PROGRAMS UNDER THIS SUBPART.

"(a) AGENCY SUBGRANTS.—Based on the allocation amount computed under section 1152, the Secretary shall allocate to each State educational agency an amount necessary to make subgrants to State agencies under chapter A.

"(b) LOCAL SUBGRANTS.—Each State shall retain, for the purpose of carrying out chapter B, funds generated throughout the State under subpart 1 of this part based on children and youth residing in local correctional facilities, or attending community day programs for delinquent children and youth.

"CHAPTER A—STATE AGENCY PROGRAMS

"SEC. 1151. ELIGIBILITY.

"A State agency is eligible for assistance under this chapter if such State agency is responsible for providing free public education for children and youth—

"(1) in institutions for neglected or delinquent children and youth;

"(2) attending community day programs for neglected or delinquent children and youth; or

"(3) in adult correctional institutions.

"SEC. 1152. ALLOCATION OF FUNDS.

"(a) SUBGRANTS TO STATE AGENCIES.—

"(1) IN GENERAL.—Each State agency described in section 1151 (other than an agency in the Commonwealth of Puerto Rico) is eligible to receive a subgrant under this chapter, for each fiscal year, in an amount equal to the product of—

"(A) the number of neglected or delinquent children and youth described in section 1151 who—

"(i) are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and

"(ii) are enrolled for at least 20 hours per week—

"(I) in education programs in institutions for neglected or delinquent children and youth; or

"(II) in community day programs for neglected or delinquent children and youth; and

"(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this subparagraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

"(2) SPECIAL RULE.—The number of neglected or delinquent children and youth determined under paragraph (1) shall—

"(A) be determined by the State agency by a deadline set by the Secretary, except that no State agency shall be required to determine the number of such children and youth on a specific date set by the Secretary; and

"(B) be adjusted, as the Secretary determines is appropriate, to reflect the relative length of such agency's annual programs.

"(b) SUBGRANTS TO STATE AGENCIES IN PUERTO RICO.—

"(1) IN GENERAL.—For each fiscal year, the amount of the subgrant which a State agency in the Commonwealth of Puerto Rico shall be eligible to receive under this chapter shall be the amount determined by multiplying the number of children counted under subsection (a)(1)(A) for the Commonwealth of Puerto Rico by the product of—

"(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

"(B) 32 percent of the average per-pupil expenditure in the United States.

"(2) MINIMUM PERCENTAGE.—The percentage in paragraph (1)(A) shall not be less than 85 percent.

"(c) RATABLE REDUCTIONS IN CASE OF INSUFFICIENT APPROPRIATIONS.—If the amount reserved for any fiscal year for subgrants under subsections (a) and (b) is insufficient to pay the full amount for which all State agencies are eligible under such subsections, the Secretary shall ratably reduce each such amount.

"SEC. 1153. STATE REALLOCATION OF FUNDS.

"If a State educational agency determines that a State agency does not need the full amount of the subgrant for which such State agency is eligible under this chapter for any fiscal year, the State educational agency may reallocate the amount that will not be needed to other eligible State agencies that need additional funds to carry out the purpose of this chapter, in such amounts as the State educational agency shall determine.

"SEC. 1154. STATE PLAN AND STATE AGENCY APPLICATIONS.

"(a) STATE PLAN.—

"(1) IN GENERAL.—Each State educational agency that desires to receive a grant under this chapter shall submit, for approval by the Secretary, a plan—

"(A) for meeting the educational needs of neglected, delinquent, and at-risk children and youth;

"(B) for assisting in the transition of children and youth from correctional facilities to locally operated programs; and

"(C) that is integrated with other programs under this Act or other Acts, as appropriate.

"(2) CONTENTS.—Each such State plan shall—

"(A) describe how the State will assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program;

"(B) provide that, to the extent feasible, such children will have the same opportunities to achieve as such children would have if such children were in the schools of local educational agencies in the State;

"(C) describe how the State will place a priority for such children to obtain a regular high school diploma, to the extent feasible; and

"(D) contain an assurance that the State educational agency will—

"(i) ensure that programs assisted under this chapter will be carried out in accordance with the State plan described in this subsection;

"(ii) carry out the evaluation requirements of section 1171; and

"(iii) ensure that the State agencies receiving subgrants under this chapter comply with all applicable statutory and regulatory requirements.

"(3) DURATION OF THE PLAN.—Each such State plan shall—

"(A) remain in effect for the duration of the State's participation under this chapter; and

"(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this chapter.

"(b) SECRETARIAL APPROVAL AND PEER REVIEW.—

"(1) SECRETARIAL APPROVAL.—The Secretary shall approve each State plan that meets the requirements of this chapter.

"(2) PEER REVIEW.—The Secretary may review any State plan with the assistance and advice of individuals with relevant expertise.

"(c) STATE AGENCY APPLICATIONS.—Any State agency that desires to receive funds to carry out a program under this chapter shall submit an application to the State educational agency that—

"(1) describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this chapter;

"(2) provide an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;

"(3) describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency;

"(4) describes how the program will meet the goals and objectives of the State plan;

"(5) describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1156 are of high quality;

"(6) describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under title I of Public Law 105–220, career and technical education programs, State and local dropout prevention programs, and special education programs;

"(7) describes how the State agency will encourage correctional facilities receiving funds under this chapter to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program;

"(8) describes how appropriate professional development will be provided to teachers and other staff;

"(9) designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth from such facility or institution to locally operated programs;

"(10) describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth;

"(11) provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;

"(12) provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities;

"(13) provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth—

"(A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and

"(B) intends to return to the local school;

"(14) provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school and obtain a regular high school diploma once the term of the incarceration is completed, or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or obtain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school;

"(15) provides an assurance that effective teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;

"(16) describes any additional services to be provided to children and youth, such as career counseling, distance education, and assistance in securing student loans and grants; and

"(17) provides an assurance that the program under this chapter will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

"SEC. 1155. USE OF FUNDS.

"(a) USES.—

"(1) IN GENERAL.—A State agency shall use funds received under this chapter only for programs and projects that—

"(A) are consistent with the State plan under section 1154(a); and

"(B) concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment without the need for remediation.

"(2) PROGRAMS AND PROJECTS.—Such programs and projects—

"(A) may include the acquisition of equipment;

"(B) shall be designed to support educational services that—

"(i) except for institution-wide projects under section 1156, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the State's academic standards;

"(ii) supplement and improve the quality of the educational services provided to such children and youth by the State agency; and

"(iii) afford such children and youth an opportunity to meet State academic standards; and

"(C) shall be carried out in a manner consistent with section 1120A and part C (as applied to programs and projects under this chapter).

"(b) SUPPLEMENT, NOT SUPPLANT.—A program under this chapter that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1120A (as applied to this chapter) without regard to the subject areas in which instruction is given during those hours.

"SEC. 1156. INSTITUTION-WIDE PROJECTS.

"A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community day program for such children and youth may use funds received under this chapter to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that—

"(1) provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;

"(2) provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;

"(3) describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet State academic standards in order to improve the likelihood that the children and youth will complete secondary school, obtain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;

"(4) describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1);

"(5) specifically describes how such funds will be used;

"(6) describes the measures and procedures that will be used to assess and improve student achievement;

"(7) describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and

"(8) includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

"SEC. 1157. THREE-YEAR PROGRAMS OR PROJECTS.

"If a State agency operates a program or project under this chapter in which individual children or youth are likely to participate for more than one year, the State educational agency may approve the State agency's application for a subgrant under this chapter for a period of not more than 3 years.

"SEC. 1158. TRANSITION SERVICES.

"(a) TRANSITION SERVICES.—Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this chapter for any fiscal year to support—

"(1) projects that facilitate the transition of children and youth from State-operated institutions to schools served by local educational agencies; or

"(2) the successful re-entry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as—

"(A) preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;

"(B) worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and

"(C) essential support services to ensure the success of the youth, such as—

"(i) personal, career and technical, and academic counseling;

"(ii) placement services designed to place the youth in a university, college, or junior college program;

"(iii) information concerning, and assistance in obtaining, available student financial aid;

"(iv) counseling services; and

"(v) job placement services.

"(b) CONDUCT OF PROJECTS.—A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private organizations.

"(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a school that receives funds under subsection (a) from serving neglected and delinquent children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

"SEC. 1159. TECHNICAL ASSISTANCE.

"The Secretary shall reserve not more than 1 percent of the amount reserved under section 1141 to provide technical assistance to and support State agency programs assisted under this chapter.

"CHAPTER B—LOCAL AGENCY PROGRAMS

"SEC. 1161. PURPOSE.

"The purpose of this chapter is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities—

"(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;

"(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and

"(3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

"SEC. 1162. PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES.

"(a) LOCAL SUBGRANTS.—With funds made available under section 1142(b), the State educational agency shall award subgrants to local educational agencies with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

"(b) SPECIAL RULE.—A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for children and youth returning from such school to a school that is not operated by a correctional agency but served by such local educational agency, if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.

"(c) NOTIFICATION.—A State educational agency shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this chapter.

"(d) TRANSITIONAL AND ACADEMIC SERVICES.—Transitional and supportive programs operated in local educational agencies under this chapter shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities.

"SEC. 1163. LOCAL EDUCATIONAL AGENCY APPLICATIONS.

"Each local educational agency desiring assistance under this chapter shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include—

"(1) a description of the program to be assisted;

"(2) a description of formal agreements, regarding the program to be assisted, between—

"(A) the local educational agency; and

"(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

"(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

"(4) a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

"(5) a description of the characteristics (including learning difficulties, substance abuse problems, and other needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

"(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities and at-risk children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

"(7) as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;

"(8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

"(9) a description of how the program under this chapter will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105–220 and career and technical education programs serving at-risk children and youth;

"(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

"(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

"(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

"(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

"SEC. 1164. USES OF FUNDS.

"Funds provided to local educational agencies under this chapter may be used, as appropriate, for—

"(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

"(2) dropout prevention programs which serve at-risk children and youth;

"(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

"(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and

"(5) programs providing mentoring and peer mediation.

"SEC. 1165. PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

"Each correctional facility entering into an agreement with a local educational agency under section 1163(2) to provide services to children and youth under this chapter shall—

"(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

"(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

"(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

"(4) provide support programs that encourage children and youth who have dropped out of school to re-enter school and obtain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

"(5) work to ensure that the correctional facility is staffed with effective teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

"(6) ensure that educational programs in the correctional facility are related to assisting students to meet the States's academic standards;

"(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

"(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

"(9) coordinate funds received under this chapter with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and career and technical education funds;

"(10) coordinate programs operated under this chapter with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

"(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth; and

"(12) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

"SEC. 1166. ACCOUNTABILITY.

"The State educational agency—

"(1) may require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this chapter for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a regular high school diploma or its recognized equivalent, or obtaining employment after such children and youth are released; and

"(2) may reduce or terminate funding for projects under this chapter if a local educational agency does not show progress in the number of children and youth obtaining a regular high school diploma or its recognized equivalent.

"CHAPTER C—GENERAL PROVISIONS

"SEC. 1171. PROGRAM EVALUATIONS.

"(a) SCOPE OF EVALUATION.—Each State agency or local educational agency that conducts a program under chapters A or B shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants—

"(1) to maintain and improve educational achievement;

"(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

"(3) to make the transition to a regular program or other education program operated by a local educational agency;

"(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

"(5) as appropriate, to participate in postsecondary education and job training programs.

"(b) EXCEPTION.—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

"(c) EVALUATION MEASURES.—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

"(d) EVALUATION RESULTS.—Each State agency and local educational agency shall—

"(1) submit evaluation results to the State educational agency and the Secretary; and

"(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

"SEC. 1172. DEFINITIONS.

"In this subpart:

"(1) ADULT CORRECTIONAL INSTITUTION.—The term 'adult correctional institution' means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

"(2) AT-RISK.—The term 'at-risk', when used with respect to a child, youth, or student, means a school-aged individual who—

"(A) is at-risk of academic failure; and

"(B) has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

"(3) COMMUNITY DAY PROGRAM.—The term 'community day program' means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

"(4) INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH.—The term 'institution for neglected or delinquent children and youth' means—

"(A) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or

"(B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

"Subpart 4—English Language Acquisition, Language Enhancement, and Academic Achievement

"SEC. 1181. PURPOSES.

"The purposes of this subpart are—

"(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

"(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same State academic standards that all children are expected to meet, consistent with section 1111(b)(1);

"(3) to assist State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining high-quality, flexible, evidence-based language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

"(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality, evidence-based instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings; and

"(5) to promote parental and community participation in language instruction educational programs for the parents and communities of English learners.

"CHAPTER A—GRANTS AND SUBGRANTS FOR ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

"SEC. 1191. FORMULA GRANTS TO STATES.

"(a) IN GENERAL.—In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 1192, the Secretary shall reserve 4.4 percent of funds appropriated under section 3(a)(1) to make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).

"(b) USE OF FUNDS.—

"(1) SUBGRANTS TO ELIGIBLE ENTITIES.—The Secretary may make a grant under subsection (a) only if the State educational agency involved agrees to expend at least 95 percent of the State educational agency's allotment under subsection (c) for a fiscal year—

"(A) to award subgrants, from allocations under section 1193, to eligible entities to carry out the activities described in section 1194 (other than subsection (e)); and

"(B) to award subgrants under section 1193(d)(1) to eligible entities that are described in that section to carry out the activities described in section 1194(e).

"(2) STATE ACTIVITIES.—Subject to paragraph (3), each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency's allotment under subsection (c) to carry out the following activities:

"(A) Professional development activities, and other activities, which may include assisting personnel in—

"(i) meeting State and local certification and licensing requirements for teaching English learners; and

"(ii) improving teacher skills in meeting the diverse needs of English learners, including in how to implement evidence-based programs and curricula on teaching English learners.

"(B) Planning, evaluation, administration, and interagency coordination related to the subgrants referred to in paragraph (1).

"(C) Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this chapter, including assistance in—

"(i) identifying and implementing evidence-based language instruction educational programs and curricula for teaching English learners;

"(ii) helping English learners meet the same State academic standards that all children are expected to meet;

"(iii) identifying or developing, and implementing, measures of English proficiency; and

"(iv) strengthening and increasing parent, family, and community engagement.

"(D) Providing recognition, which may include providing financial awards, to subgrantees that have significantly improved the achievement and progress of English learners in—

"(i) reaching English language proficiency, based on the State's English language proficiency assessment under section 1111(b)(2)(D); and

"(ii) meeting the State academic standards under section 1111(b)(1).

"(3) ADMINISTRATIVE EXPENSES.—From the amount reserved under paragraph (2), a State educational agency may use not more than 40 percent of such amount or $175,000, whichever is greater, for the planning and administrative costs of carrying out paragraphs (1) and (2).

"(c) RESERVATIONS AND ALLOTMENTS.—

"(1) RESERVATIONS.—From the amount reserved under section 1191(a) for each fiscal year, the Secretary shall reserve—

"(A) 0.5 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs for assistance under this chapter, as determined by the Secretary, for activities, approved by the Secretary, consistent with this chapter; and

"(B) 6.5 percent of such amount for national activities under sections 1211 and 1222, except that not more than $2,000,000 of such amount may be reserved for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs described in section 1222.

"(2) STATE ALLOTMENTS.—

"(A) IN GENERAL.—Except as provided in subparagraph (B), from the amount reserved under section 1191(a) for each fiscal year that remains after making the reservations under paragraph (1), the Secretary shall allot to each State educational agency having a plan approved under section 1192(c)—

"(i) an amount that bears the same relationship to 80 percent of the remainder as the number of English learners in the State bears to the number of such children in all States, as determined by data available from the American Community Survey conducted by the Department of Commerce or State-reported data; and

"(ii) an amount that bears the same relationship to 20 percent of the remainder as the number of immigrant children and youth in the State bears to the number of such children and youth in all States, as determined based only on data available from the American Community Survey conducted by the Department of Commerce.

"(B) MINIMUM ALLOTMENTS.—No State educational agency shall receive an allotment under this paragraph that is less than $500,000.

"(C) REALLOTMENT.—If any State educational agency described in subparagraph (A) does not submit a plan to the Secretary for a fiscal year, or submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of this chapter, the Secretary shall reallot any portion of such allotment to the remaining State educational agencies in accordance with subparagraph (A).

"(D) SPECIAL RULE FOR PUERTO RICO.—The total amount allotted to Puerto Rico for any fiscal year under subparagraph (A) shall not exceed 0.5 percent of the total amount allotted to all States for that fiscal year.

"(3) USE OF DATA FOR DETERMINATIONS.—In making State allotments under paragraph (2) for each fiscal year, the Secretary shall determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be—

"(A) data from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates;

"(B) the number of students being assessed for English language proficiency, based on the State's English language proficiency assessment under section 1111(b)(2)(D), which may be multiyear estimates; or

"(C) a combination of data available under subparagraphs (A) and (B).

"SEC. 1192. STATE EDUCATIONAL AGENCY PLANS.

"(a) PLAN REQUIRED.—Each State educational agency desiring a grant under this chapter shall submit a plan to the Secretary at such time and in such manner as the Secretary may require.

"(b) CONTENTS.—Each plan submitted under subsection (a) shall—

"(1) describe the process that the agency will use in awarding subgrants to eligible entities under section 1193(d)(1);

"(2) provide an assurance that—

"(A) the agency will ensure that eligible entities receiving a subgrant under this chapter comply with the requirement in section 1111(b)(2)(B)(x) to annually assess in English learners who have been in the United States for 3 or more consecutive years;

"(B) the agency will ensure that eligible entities receiving a subgrant under this chapter annually assess the English proficiency of all English learners participating in a program funded under this chapter, consistent with section 1111(b)(2)(D);

"(C) in awarding subgrants under section 1193, the agency will address the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools;

"(D) subgrants to eligible entities under section 1193(d)(1) will be of sufficient size and scope to allow such entities to carry out high-quality, evidence-based language instruction educational programs for English learners;

"(E) the agency will require an eligible entity receiving a subgrant under this chapter to use the subgrant in ways that will build such recipient's capacity to continue to offer high-quality evidence-based language instruction educational programs that assist English learners in meeting State academic standards;

"(F) the agency will monitor the eligible entity receiving a subgrant under this chapter for compliance with applicable Federal fiscal requirements; and

"(G) the plan has been developed in consultation with local educational agencies, teachers, administrators of programs implemented under this chapter, parents, and other relevant stakeholders;

"(3) describe how the agency will coordinate its programs and activities under this chapter with other programs and activities under this Act and other Acts, as appropriate;

"(4) describe how eligible entities in the State will be given the flexibility to teach English learners—

"(A) using a high-quality, evidence-based language instruction curriculum for teaching English learners; and

"(B) in the manner the eligible entities determine to be the most effective; and

"(5) describe how the agency will assist eligible entities in increasing the number of English learners who acquire English proficiency.

"(c) APPROVAL.—The Secretary, after using a peer review process, shall approve a plan submitted under subsection (a) if the plan meets the requirements of this section.

"(d) DURATION OF PLAN.—

"(1) IN GENERAL.—Each plan submitted by a State educational agency and approved under subsection (c) shall—

"(A) remain in effect for the duration of the agency's participation under this chapter; and

"(B) be periodically reviewed and revised by the agency, as necessary, to reflect changes to the agency's strategies and programs carried out under this subpart.

"(2) ADDITIONAL INFORMATION.—

"(A) AMENDMENTS.—If the State educational agency amends the plan, the agency shall submit such amendment to the Secretary.

"(B) APPROVAL.—The Secretary shall approve such amendment to an approved plan, unless the Secretary determines that the amendment will result in the agency not meeting the requirements, or fulfilling the purposes, of this subpart.

"(e) CONSOLIDATED PLAN.—A plan submitted under subsection (a) may be submitted as part of a consolidated plan under section 5302.

"(f) SECRETARY ASSISTANCE.—The Secretary shall provide technical assistance, if requested, in the development of English proficiency standards and assessments.

"SEC. 1193. WITHIN-STATE ALLOCATIONS.

"(a) IN GENERAL.—After making the reservation required under subsection (d)(1), each State educational agency receiving a grant under section 1191(c)(2) shall award subgrants for a fiscal year by allocating in a timely manner to each eligible entity in the State having a plan approved under section 1195 an amount that bears the same relationship to the amount received under the grant and remaining after making such reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

"(b) LIMITATION.—A State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant would be less than $10,000.

"(c) REALLOCATION.—Whenever a State educational agency determines that an amount from an allocation made to an eligible entity under subsection (a) for a fiscal year will not be used by the entity for the purpose for which the allocation was made, the agency shall, in accordance with such rules as it determines to be appropriate, reallocate such amount, consistent with such subsection, to other eligible entities in the State that the agency determines will use the amount to carry out that purpose.

"(d) REQUIRED RESERVATION.—A State educational agency receiving a grant under this chapter for a fiscal year—

"(1) shall reserve not more than 15 percent of the agency's allotment under section 1191(c)(2) to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities; and

"(2) in awarding subgrants under paragraph (1)—

"(A) shall equally consider eligible entities that satisfy the requirement of such paragraph but have limited or no experience in serving immigrant children and youth; and

"(B) shall consider the quality of each local plan under section 1195 and ensure that each subgrant is of sufficient size and scope to meet the purposes of this subpart.

"SEC. 1194. SUBGRANTS TO ELIGIBLE ENTITIES.

"(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this chapter only if the entity agrees to expend the funds to improve the education of English learners, by assisting the children to learn English and meet State academic standards. In carrying out activities with such funds, the eligible entity shall use evidence-based approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

"(1) Developing and implementing new language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.

"(2) Carrying out highly focused, innovative, locally designed, evidence-based activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.

"(3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

"(4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

"(b) ADMINISTRATIVE EXPENSES.—Each eligible entity receiving funds under section 1193(a) for a fiscal year shall use not more than 2 percent of such funds for the cost of administering this chapter.

"(c) REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 1193(a) shall use the funds—

"(1) to increase the English language proficiency of English learners by providing high-quality, evidence-based language instruction educational programs that meet the needs of English learners and have demonstrated success in increasing—

"(A) English language proficiency; and

"(B) student academic achievement in the core academic subjects;

"(2) to provide high-quality, evidence-based professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), school leaders, administrators, and other school or community-based organization personnel, that is—

"(A) designed to improve the instruction and assessment of English learners;

"(B) designed to enhance the ability of teachers and school leaders to understand and implement curricula, assessment practices and measures, and instruction strategies for English learners;

"(C) evidence-based in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers; and

"(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

"(3) to provide and implement other evidence-based activities and strategies that enhance or supplement language instruction educational programs for English learners, including parental and community engagement activities and strategies that serve to coordinate and align related programs.

"(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—Subject to subsection (c), an eligible entity receiving funds under section 1193(a) may use the funds to achieve one of

the purposes described in subsection (a) by undertaking one or more of the following activities:

"(1) Upgrading program objectives and effective instruction strategies.

"(2) Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.

"(3) Providing to English learners—

"(A) tutorials and academic or career education for English learners; and

"(B) intensified instruction.

"(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

"(5) Improving the English language proficiency and academic achievement of English learners.

"(6) Providing community participation programs, family literacy services, and parent outreach and training activities to English learners and their families—

"(A) to improve the English language skills of English learners; and

"(B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

"(7) Improving the instruction of English learners by providing for—

"(A) the acquisition or development of educational technology or instructional materials;

"(B) access to, and participation in, electronic networks for materials, training, and communication; and

"(C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this chapter.

"(8) Carrying out other activities that are consistent with the purposes of this section.

"(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

"(1) IN GENERAL.—An eligible entity receiving funds under section 1193(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

"(B) support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

"(D) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;

"(E) basic instruction services that are directly attributable to the presence in the local educational agency involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

"(2) DURATION OF SUBGRANTS.—The duration of a subgrant made by a State educational agency under section 1193(d)(1) shall be determined by the agency in its discretion.

"(f) SELECTION OF METHOD OF INSTRUCTION.—

"(1) IN GENERAL.—To receive a subgrant from a State educational agency under this chapter, an eligible entity shall select one or more methods or forms of instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet State academic standards.

"(2) CONSISTENCY.—Such selection shall be consistent with sections 1204 through 1206.

"(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this chapter shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

"SEC. 1195. LOCAL PLANS.

"(a) PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 1193 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

"(b) CONTENTS.—Each plan submitted under subsection (a) shall—

"(1) describe the evidence-based programs and activities proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the State academic standards;

"(2) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this chapter accountable for annually assessing the English language proficiency of all children participating under this subpart, consistent with section 1111(b);

"(3) describe how the eligible entity will promote parent and community engagement in the education of English learners;

"(4) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, parents and community members, public or private organizations, and institutions of higher education, in developing and implementing such plan;

"(5) describe how language instruction educational programs carried out under the subgrant will ensure that English learners being served by the programs develop English language proficiency; and

"(6) contain assurances that—

"(A) each local educational agency that is included in the eligible entity is complying with section 1112(g) prior to, and throughout, each school year; and

"(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 1205 and 1206.

"(c) TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 1193 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this subpart are fluent in English and any other language used for instruction, including having written and oral communications skills.

"CHAPTER B—ADMINISTRATION

"SEC. 1201. REPORTING.

"(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under chapter A shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and students served under this subpart that includes—

"(1) a description of the programs and activities conducted by the entity with funds received under chapter A during the two immediately preceding fiscal years, including how such programs and activities supplemented programs funded primarily with State or local funds;

"(2) a description of the progress made by English learners in learning the English language and in meeting State academic standards;

"(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on the State English language proficiency standards established under section 1111(b)(1)(E) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(D);

"(4) the number of English learners who exit the language instruction educational programs based on their attainment of English language proficiency and transitioned to classrooms not tailored for English learners;

"(5) a description of the progress made by English learners in meeting the State academic standards for each of the 2 years after such children are no longer receiving services under this subpart;

"(6) the number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency; and

"(7) any such other information as the State educational agency may require.

"(b) USE OF REPORT.—A report provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency—

"(1) to determine the effectiveness of programs and activities in assisting children who are English learners—

"(A) to attain English language proficiency; and

"(B) to make progress in meeting State academic standards under section 1111(b)(1); and

"(2) upon determining the effectiveness of programs and activities based on the criteria in paragraph (1), to decide how to improve programs.

"SEC. 1202. ANNUAL REPORT.

"(a) STATES.—Based upon the reports provided to a State educational agency under section 1201, each such agency that receives a grant under this subpart shall prepare and submit annually to the Secretary a report on programs and activities carried out by the State educational agency under this subpart and the effectiveness of such programs and activities in improving the education provided to English learners.

"(b) SECRETARY.—Annually, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

"(1) on programs and activities carried out to serve English learners under this subpart, and the effectiveness of such programs and activities in improving the academic achievement and English language proficiency of English learners;

"(2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this subpart to teach English learners;

"(3) containing a critical synthesis of data reported by eligible entities to States under section 1201(a);

"(4) containing a description of technical assistance and other assistance provided by State educational agencies under section 1191(b)(2)(C);

"(5) containing an estimate of the number of effective teachers working in language instruction educational programs and educating English learners, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;

"(6) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;

"(7) containing the number of English learners served by eligible entities receiving funding under this subpart who were transitioned out of language instruction educational programs funded under this subpart into classrooms where instruction is not tailored for English learners; and

"(8) containing other information gathered from other reports submitted to the Secretary under this subpart when applicable.

"SEC. 1203. COORDINATION WITH RELATED PROGRAMS.

"In order to maximize Federal efforts aimed at serving the educational needs of English learners, the Secretary shall coordinate and ensure close cooperation with other entities carrying out programs serving language-minority and English learners that are administered by the Department and other agencies.

"SEC. 1204. RULES OF CONSTRUCTION.

"Nothing in this subpart shall be construed—

"(1) to prohibit a local educational agency from serving English learners simultaneously with children with similar educational needs, in the same educational settings where appropriate;

"(2) to require a State or a local educational agency to establish, continue, or eliminate any particular type of instructional program for English learners; or

"(3) to limit the preservation or use of Native American languages.

"SEC. 1205. LEGAL AUTHORITY UNDER STATE LAW.

"Nothing in this subpart shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over programs that are under the jurisdiction of the State agency, entity, or official.

"SEC. 1206. CIVIL RIGHTS.

"Nothing in this subpart shall be construed in a manner inconsistent with any Federal law guaranteeing a civil right.

"SEC. 1207. PROHIBITION.

"In carrying out this subpart, the Secretary shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating English learners.

"SEC. 1208. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

"Notwithstanding any other provision of this subpart, programs authorized under this subpart that serve Native American (including Native American Pacific Islander) children and children in the Commonwealth of Puerto Rico may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.

"CHAPTER C—NATIONAL ACTIVITIES

"SEC. 1211. NATIONAL PROFESSIONAL DEVELOPMENT PROJECT.

"The Secretary shall use funds made available under section 1191(c)(1)(B) to award grants on a competitive basis, for a period of not more than 5 years, to institutions of higher education or public or private organizations with relevant experience and capacity (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for English learners and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve English learners. Grants awarded under this subsection may be used—

"(1) for preservice, evidence-based professional development programs that will assist local schools and institutions of higher education to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals;

"(2) for the development of curricula or other instructional strategies appropriate to the needs of the consortia participants involved;

"(3) to support strategies that strengthen and increase parent and community member engagement in the education of English learners; and

"(4) to share and disseminate evidence-based practices in the instruction of English learners and in increasing their student achievement.

"CHAPTER D—GENERAL PROVISIONS

"SEC. 1221. DEFINITIONS.

"Except as otherwise provided, in this subpart:

"(1) CHILD.—The term 'child' means any individual aged 3 through 21.

"(2) COMMUNITY-BASED ORGANIZATION.—The term 'community-based organization' means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.

"(3) ELIGIBLE ENTITY.—The term 'eligible entity' means—

"(A) one or more local educational agencies; or

"(B) one or more local educational agencies, in consortia (or collaboration) with an institution of higher education, community-based organization, or State educational agency.

"(4) IMMIGRANT CHILDREN AND YOUTH.—The term 'immigrant children and youth' means individuals who—

"(A) are age 3 through 21;

"(B) were not born in any State; and

"(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

"(5) INDIAN TRIBE.—The term 'Indian tribe' means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

"(6) LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM.—The term 'language instruction educational program' means an instruction course—

"(A) in which an English learner is placed for the purpose of developing and attaining English language proficiency, while meeting State academic standards, as required by section 1111(b)(1); and

"(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English language proficiency, and may include the participation of English language proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

"(7) NATIVE LANGUAGE.—The term 'native language', when used with reference to English learner, means—

"(A) the language normally used by such individual; or

"(B) in the case of a child or youth, the language normally used by the parents of the child or youth.

"(8) PARAPROFESSIONAL.—The term 'paraprofessional' means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migratory education.

"(9) STATE.—The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"SEC. 1222. NATIONAL CLEARINGHOUSE.

"The Secretary shall establish and support the operation of a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, which shall collect, analyze, synthesize, and disseminate information about language instruction educational programs for English learners, and related programs. The National Clearinghouse shall—

"(1) be administered as an adjunct clearinghouse of the Educational Resources Information Center Clearinghouses system supported by the Institute of Education Sciences;

"(2) coordinate activities with Federal data and information clearinghouses and entities operating Federal dissemination networks and systems;

"(3) develop a system for improving the operation and effectiveness of federally funded language instruction educational programs; and

"(4) collect and disseminate information on—

"(A) educational research and processes related to the education of English learners; and

"(B) accountability systems that monitor the academic progress of English learners in language instruction educational programs, including information on academic content and English language proficiency assessments for language instruction educational programs; and

"(5) publish, on an annual basis, a list of grant recipients under this subpart.

"SEC. 1223. REGULATIONS.

"In developing regulations under this subpart, the Secretary shall consult with State educational agencies and local educational agencies, organizations representing English learners, and organizations representing teachers and other personnel involved in the education of English learners.

"Subpart 5—Rural Education Achievement Program

"SEC. 1230. PURPOSE.

"It is the purpose of this subpart to address the unique needs of rural school districts that frequently—

"(1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and

"(2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

"CHAPTER A—SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM

"SEC. 1231. GRANT PROGRAM AUTHORIZED.

"(a) IN GENERAL.—From amounts appropriated under section 3(a)(1) for a fiscal year, the Secretary shall reserve 0.54 of one percent to award grants to eligible local educational agencies to enable the local educational agencies to carry out activities authorized under any of the following provisions:

"(1) Part A of title I.

"(2) Title II.

"(3) Title III.

"(b) ALLOCATION.—

"(1) IN GENERAL.—Except as provided in paragraph (3), the Secretary shall award a grant under subsection (a) to a local educational agency eligible under subsection (d) for a fiscal year in an amount equal to the initial amount determined under paragraph (2) for the fiscal year minus the total amount received by the agency in subpart 2 of part A of title II for the preceding fiscal year.

"(2) DETERMINATION OF INITIAL AMOUNT.—The initial amount referred to in paragraph (1) is equal to $100 multiplied by the total number of students in excess of 50 students, in average daily attendance at the schools served by the local educational agency, plus $20,000, except that the initial amount may not exceed $60,000.

"(3) RATABLE ADJUSTMENT.—

"(A) IN GENERAL.—If the amount made available to carry out this section for any fiscal year is not sufficient to pay in full the amounts that local educational agencies are eligible to receive under paragraph (1) for such year, the Secretary shall ratably reduce such amounts for such year.

"(B) ADDITIONAL AMOUNTS.—If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

"(c) DISBURSEMENT.—The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that fiscal year.

"(d) ELIGIBILITY.—

"(1) IN GENERAL.—A local educational agency shall be eligible to use the applicable funding in accordance with subsection (a) if—

"(A)(i)(I) the total number of students in average daily attendance at all of the schools served by the local educational agency is fewer than 600; or

"(II) each county in which a school served by the local educational agency is located has a total population density of fewer than 10 persons per square mile; and

"(ii) all of the schools served by the local educational agency are designated with a school locale code of 41, 42, or 43, as determined by the Secretary; or

"(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii).

"(2) CERTIFICATION.—The Secretary shall determine whether to waive the criteria described in paragraph (1)(A)(ii) based on a demonstration by the local educational agency, and concurrence by the State educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

"(3) HOLD HARMLESS.—For a local educational agency that is not eligible under this chapter but met the eligibility requirements under this subsection as it was in effect prior to the date of the enactment of the Student Success Act, the agency shall receive—

"(A) for fiscal year 2014, 75 percent of the amount such agency received for fiscal year 2013;

"(B) for fiscal year 2015, 50 percent of the amount such agency received for fiscal year 2013; and

"(C) for fiscal year 2016, 25 percent of the amount such agency received for fiscal year 2013.

"(e) SPECIAL ELIGIBILITY RULE.—A local educational agency that receives a grant under this chapter for a fiscal year is not eligible to receive funds for such fiscal year under chapter B.

"CHAPTER B—RURAL AND LOW-INCOME SCHOOL PROGRAM

"SEC. 1235. PROGRAM AUTHORIZED.

"(a) GRANTS TO STATES.—

"(1) IN GENERAL.—From amounts appropriated under section 3(a)(1) for a fiscal year, the Secretary shall reserve 0.54 of one percent for this chapter for a fiscal year that are not reserved under subsection (c) to award grants (from allotments made under paragraph (2)) for the fiscal year to State educational agencies that have applications submitted under section 1237 approved to enable the State educational agencies to award grants to eligible local educational agencies for local authorized activities described in section 1236(a).

"(2) ALLOTMENT.—From amounts described in paragraph (1) for a fiscal year, the Secretary shall allot to each State educational agency for that fiscal year an amount that bears the same ratio to those amounts as the number of students in average daily attendance served by eligible local educational agencies in the State for that fiscal year bears to the number of all such students served by eligible local educational agencies in all States for that fiscal year.

"(3) SPECIALLY QUALIFIED AGENCIES.—

"(A) ELIGIBILITY AND APPLICATION.—If a State educational agency elects not to participate in the program under this subpart or does not have an application submitted under section 1237 approved, a specially qualified agency in such State desiring a grant under this subpart may submit an application under such section directly to the Secretary to receive an award under this subpart.

"(B) DIRECT AWARDS.—The Secretary may award, on a competitive basis or by formula, the amount the State educational agency is eligible to receive under paragraph (2) directly to a specially qualified agency in the State that has submitted an application in accordance with subparagraph (A) and obtained approval of the application.

"(C) SPECIALLY QUALIFIED AGENCY DEFINED.—In this subpart, the term 'specially qualified agency' means an eligible local educational agency served by a State educational agency that does not participate in a program under this subpart in a fiscal year, that may apply directly to the Secretary for a grant in such year under this subsection.

"(b) LOCAL AWARDS.—

"(1) ELIGIBILITY.—A local educational agency shall be eligible to receive a grant under this subpart if—

"(A) 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line; and

"(B) all of the schools served by the agency are designated with a school locale code of 32, 33, 41, 42, 43, as determined by the Secretary.

"(2) AWARD BASIS.—A State educational agency shall award grants to eligible local educational agencies—

"(A) on a competitive basis;

"(B) according to a formula based on the number of students in average daily attendance served by the eligible local educational agencies or schools in the State; or

"(C) according to an alternative formula, if, prior to awarding the grants, the State educational agency demonstrates, to the satisfaction of the Secretary, that the alternative formula enables the State educational agency to allot the grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentrations that would be served if the State educational agency used the formula described in subparagraph (B).

"(c) RESERVATIONS.—From amounts reserved under section 1235(a)(1) for this chapter for a fiscal year, the Secretary shall reserve—

"(1) one-half of 1 percent to make awards to elementary schools or secondary schools operated or supported by the Bureau of Indian Education, to carry out the activities authorized under this chapter; and

"(2) one-half of 1 percent to make awards to the outlying areas in accordance with their respective needs, to carry out the activities authorized under this chapter.

"SEC. 1236. USES OF FUNDS.

"(a) LOCAL AWARDS.—Grant funds awarded to local educational agencies under this chapter shall be used for activities authorized under any of the following:

"(1) Part A of title I.

"(2) Title II.

"(3) Title III.

"(b) ADMINISTRATIVE COSTS.—A State educational agency receiving a grant under this chapter may not use more than 5 percent of the amount of the grant for State administrative costs and to provide technical assistance to eligible local educational agencies.

"SEC. 1237. APPLICATIONS.

"(a) IN GENERAL.—Each State educational agency or specially qualified agency desiring to receive a grant under this chapter shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

"(b) CONTENTS.—Each application submitted under subsection (a) shall include—

"(1) a description of how the State educational agency or specially qualified agency will ensure eligible local educational agencies receiving a grant under this chapter will use such funds to help students meet the State academic standards under section 1111(b)(1);

"(2) if the State educational agency or specially qualified agency will competitively award grants to eligible local educational agencies, as described in section 1235(b)(2)(A), the application under the section shall include—

"(A) the methods and criteria the State educational agency or specially qualified agency will use for reviewing applications and awarding funds to local educational agencies on a competitive basis; and

"(B) how the State educational agency or specially qualified agency will notify eligible local educational agencies of the grant competition; and

"(3) a description of how the State educational agency or specially qualified agency will provide technical assistance to eligible local educational agencies to help such agencies implement the activities described in section 1236(a).

"SEC. 1238. ACCOUNTABILITY.

"Each State educational agency or specially qualified agency that receives a grant under this chapter shall prepare and submit an annual report to the Secretary. The report shall describe—

"(1) the methods and criteria the State educational agency or specially qualified agency used to award grants to eligible local educational agencies, and to provide assistance to schools, under this chapter;

"(2) how local educational agencies and schools used funds provided under this chapter; and

"(3) the degree to which progress has been made toward having all students meet the State academic standards under section 1111(b)(1).

"SEC. 1239. CHOICE OF PARTICIPATION.

"(a) IN GENERAL.—If a local educational agency is eligible for funding under chapters A and B of this subpart, such local educational agency may receive funds under either chapter A or chapter B for a fiscal year, but may not receive funds under both chapters.

"(b) NOTIFICATION.—A local educational agency eligible for both chapters A and B of this subpart shall notify the Secretary and the State educational agency under which of such chapters such local educational agency intends to receive funds for a fiscal year by a date that is established by the Secretary for the notification.

"CHAPTER C—GENERAL PROVISIONS

"SEC. 1241. ANNUAL AVERAGE DAILY ATTENDANCE DETERMINATION.

"(a) CENSUS DETERMINATION.—Each local educational agency desiring a grant under section 1231 and each local educational agency or specially qualified agency desiring a grant under chapter B shall—

"(1) not later than December 1 of each year, conduct a census to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by the agency; and

"(2) not later than March 1 of each year, submit the number described in paragraph (1) to the Secretary (and to the State educational agency, in the case of a local educational agency seeking a grant under subpart 2).

"(b) PENALTY.—If the Secretary determines that a local educational agency or specially qualified agency has knowingly submitted false information under subsection (a) for the purpose of gaining additional funds under section 1231 or chapter B, then the agency shall be fined an amount equal to twice the difference between the amount the agency received under this section and the correct amount the agency would have received under section 1231 or chapter B if the agency had submitted accurate information under subsection (a).

"SEC. 1242. SUPPLEMENT, NOT SUPPLANT.

"Funds made available under chapter A or chapter B shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

"SEC. 1243. RULE OF CONSTRUCTION.

"Nothing in this subpart shall be construed to prohibit a local educational agency that enters into cooperative arrangements with other local educational agencies for the provision of special, compensatory, or other education services, pursuant to State law or a written agreement, from entering into similar arrangements for the use, or the coordination of the use, of the funds made available under this subpart.

"Subpart 6—Indian Education

"SEC. 1251. STATEMENT OF POLICY.

"It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

"SEC. 1252. PURPOSE.

"It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities—

"(1) to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the State academic standards that all students are expected to meet; and

"(2) to ensure that school leaders, teachers, and other staff who serve Indian and Alaska Native students have the ability and training to provide appropriate instruction to meet the unique academic needs of such students.

"CHAPTER A—FORMULA GRANTS TO LOCAL EDUCATIONAL AGENCIES

"SEC. 1261. PURPOSE.

"It is the purpose of this chapter to support local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs are designed to—

"(1) meet the unique educational needs of such students; and

"(2) ensure that such students have the opportunity to meet the State academic standards.

"SEC. 1262. GRANTS TO LOCAL EDUCATIONAL AGENCIES AND TRIBES.

"(a) IN GENERAL.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.59 of one percent to local educational agencies and Indian tribes in accordance with this section and section 1263.

"(b) LOCAL EDUCATIONAL AGENCIES.—

"(1) ENROLLMENT REQUIREMENTS.—A local educational agency shall be eligible for a grant under this chapter for any fiscal year if the number of Indian children eligible under section 1267 who were enrolled in the schools of the agency, and to whom the agency provided free public education, during the preceding fiscal year—

"(A) was at least 10; or

"(B) constituted not less than 25 percent of the total number of individuals enrolled in the schools of such agency.

"(2) EXCLUSION.—The requirement of paragraph (1) shall not apply in Alaska, California, or Oklahoma, or with respect to any local educational agency located on, or in proximity to, an Indian reservation.

"(c) INDIAN TRIBES.—

"(1) IN GENERAL.—If a local educational agency that is otherwise eligible for a grant under this chapter does not establish a committee under section 1264(c)(4) for such grant, an Indian tribe or a consortium of such entities that represents not less than ⅓ of the eligible Indian children who are served by such local educational agency may apply for such grant.

"(2) SPECIAL RULE.—The Secretary shall treat each Indian tribe or consortium of such entities applying for a grant pursuant to paragraph (1) as if such Indian tribe were a local educational agency for purposes of this chapter, except that any such tribe is not subject to section 1264(c)(4) or section 1269.

"(3) ELIGIBILITY.—If more than 1 Indian tribe qualifies to apply for a grant under paragraph (1), the entity that represents the most eligible Indian children who are served by the local educational agency shall be eligible to receive the grant or the tribes may choose to apply in consortium.

"SEC. 1263. AMOUNT OF GRANTS.

"(a) AMOUNT OF GRANT AWARDS.—

"(1) IN GENERAL.—Except as provided in subsection (b) and paragraph (2), the Secretary shall allocate to each local educational agency that has an approved application under this chapter an amount equal to the product of—

"(A) the number of Indian children who are eligible under section 1267 and served by such agency; and

"(B) the greater of—

"(i) the average per pupil expenditure of the State in which such agency is located; or

"(ii) 80 percent of the average per pupil expenditure of all the States.

"(2) REDUCTION.—The Secretary shall reduce the amount of each allocation otherwise determined under this section in accordance with subsection (e).

"(b) MINIMUM GRANT.—

"(1) IN GENERAL.—Notwithstanding subsection (e), an entity that is eligible for a grant under section 1262, and a school that is operated or supported by the Bureau of Indian Education that is eligible for a grant under subsection (d), that submits an application that is approved by the Secretary, shall, subject to appropriations, receive a grant under this chapter in an amount that is not less than $3,000.

"(2) CONSORTIA.—Local educational agencies may form a consortium with other local educational agencies or Indian tribes for the purpose of obtaining grants under this chapter.

"(3) INCREASE.—The Secretary may increase the minimum grant under paragraph (1) to not more than $4,000 for all grantees if the Secretary determines such an increase is necessary to ensure the quality of the programs provided.

"(c) DEFINITION.—For the purpose of this section, the term 'average per pupil expenditure', used with respect to a State, means an amount equal to—

"(1) the sum of the aggregate current expenditures of all the local educational agencies in the State, plus any direct current expenditures by the State for the operation of such agencies, without regard to the sources of funds from which such local or State expenditures were made, during the second fiscal year preceding the fiscal year for which the computation is made; divided by

"(2) the aggregate number of children who were included in average daily attendance for whom such agencies provided free public education during such preceding fiscal year.

"(d) SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—

"(1) IN GENERAL.—Subject to subsection (e), in addition to the grants awarded under subsection (a), the Secretary shall allocate to the Secretary of the Interior an amount equal to the product of—

"(A) the total number of Indian children enrolled in schools that are operated by—

"(i) the Bureau of Indian Education; or

"(ii) an Indian tribe, or an organization controlled or sanctioned by an Indian tribal government, for the children of that tribe under a contract with, or grant from, the Department of the Interior under the Indian Self-Determination Act or the Tribally Controlled Schools Act of 1988; and

"(B) the greater of—

"(i) the average per pupil expenditure of the State in which the school is located; or

"(ii) 80 percent of the average per pupil expenditure of all the States.

"(2) SPECIAL RULE.—Any school described in paragraph (1)(A) that wishes to receive an allocation under this chapter shall submit an application in accordance with section 1264, and shall otherwise be treated as a local educational agency for the purpose of this chapter, except that such school shall not be subject to section 1264(c)(4) or section 1269.

"(e) RATABLE REDUCTIONS.—If the sums reserved for any fiscal year under section 1262(a) are insufficient to pay in full the amounts determined for local educational agencies under subsection (a)(1) and for the Secretary of the Interior under subsection (d), each of those amounts shall be ratably reduced.

"SEC. 1264. APPLICATIONS.

"(a) APPLICATION REQUIRED.—Each local educational agency that desires to receive a grant under this chapter shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

"(b) COMPREHENSIVE PROGRAM REQUIRED.—Each application submitted under subsection (a) shall include a description of a comprehensive program for meeting the needs of Indian children served by the local educational agency, including the language and cultural needs of the children, that—

"(1) describes how the comprehensive program will offer programs and activities to meet the culturally related academic needs of American Indian and Alaska Native students;

"(2)(A) is aligned with and supports the State and local plans submitted under other provisions of this Act; and

"(B) includes academic standards for such children that are based on the State academic standards adopted under subpart 1 for all children;

"(3) explains how the local educational agency will use the funds made available under this chapter to supplement other Federal, State, and local programs, especially programs carried out under subpart 1, to meet the needs of such students;

"(4) demonstrates how funds made available under this chapter will be used for activities described in section 1265;

"(5) describes the professional development opportunities that will be provided, as needed, to ensure that—

"(A) teachers, school leaders, and other school professionals who are new to the Indian community are prepared to work with Indian children; and

"(B) all teachers who will be involved in programs assisted under this chapter have been properly trained to carry out such programs; and

"(6) describes how the local educational agency—

"(A) will periodically assess the progress of all Indian children enrolled in the schools of the local educational agency, including Indian children who do not participate in programs assisted under this chapter, in meeting the standards described in paragraph (2);

"(B) will provide the results of each assessment referred to in subparagraph (A) to—

"(i) the committee described in subsection (c)(4); and

"(ii) the community, including Indian tribes, whose children are served by the local educational agency; and

"(C) is responding to findings of any previous assessments that are similar to the assessments described in subparagraph (A); and

"(7) describes the processes the local educational agency used to collaborate with Indian tribes in the community in the development of the comprehensive programs.

"(c) ASSURANCES.—Each application submitted under subsection (a) shall include assurances that—

"(1) the local educational agency will use funds received under this chapter only to supplement the funds that, in the absence of the Federal funds made available under this chapter, such agency would make available for the education of Indian children, and not to supplant such funds;

"(2) the local educational agency will prepare and submit to the Secretary such reports in such form as the Secretary may require to—

"(A) carry out the functions of the Secretary under this chapter; and

"(B) determine the extent to which activities carried out with funds provided to the local educational agency under this chapter are effective in improving the educational achievement of Indian students served by such agency;

"(3) the program for which assistance is sought—

"(A) is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the local educational agency is providing an education;

"(B) will use the best available talents and resources, including individuals from the Indian community; and

"(C) was developed by such agency in open consultation with parents of Indian children and teachers, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this subparagraph a full opportunity to understand the program and to offer recommendations regarding the program; and

"(4) the local educational agency developed the program with the participation and written approval of a committee—

"(A) that is composed of, and selected by—

"(i) parents of Indian children in the local educational agency's schools;

"(ii) teachers in the schools; and

"(iii) if appropriate, Indian students attending secondary schools of the agency;

"(B) a majority of whose members are parents of Indian children;

"(C) that has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the program for which assistance is sought will be operated and evaluated in con-

sultation with, and with the involvement of, parents of the children, and representatives of the area, to be served;

"(D) with respect to an application describing a schoolwide program in accordance with section 1265(c), that has—

"(i) reviewed in a timely fashion the program; and

"(ii) determined that the program will not diminish the availability of culturally related activities for American Indian and Alaska Native students; and

"(E) that has adopted reasonable bylaws for the conduct of the activities of the committee and abides by such bylaws.

"SEC. 1265. AUTHORIZED SERVICES AND ACTIVITIES.

"(a) GENERAL REQUIREMENTS.—Each local educational agency that receives a grant under this chapter shall use the grant funds, in a manner consistent with the purpose specified in section 1261, for services and activities that—

"(1) are designed to carry out the comprehensive program of the local educational agency for Indian students, and described in the application of the local educational agency submitted to the Secretary under section 1264(a);

"(2) are designed with special regard for the language and cultural needs of the Indian students; and

"(3) supplement and enrich the regular school program of such agency.

"(b) PARTICULAR ACTIVITIES.—The services and activities referred to in subsection (a) may include—

"(1) culturally related activities that support the program described in the application submitted by the local educational agency;

"(2) early childhood and family programs that emphasize school readiness;

"(3) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of State academic standards;

"(4) integrated educational services in combination with other programs that meet the needs of Indian children and their families;

"(5) programs that help engage parents and tribes to meet the unique educational needs of Indian children;

"(6) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006;

"(7) activities to educate individuals concerning the prevention of substance abuse, violence, and suicide;

"(8) the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 1261;

"(9) activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;

"(10) activities that incorporate American Indian and Alaska Native specific curriculum content, consistent with State academic standards into the curriculum used by the local educational agency;

"(11) family literacy services; and

"(12) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

"(c) SCHOOLWIDE PROGRAMS.—Notwithstanding any other provision of law, a local educational agency may use funds made available to such agency under this chapter to support a schoolwide program under section 1114 if—

"(1) the committee established pursuant to section 1264(c)(4) approves the use of the funds for the schoolwide program; and

"(2) the schoolwide program is consistent with the purpose described in section 1261.

"(d) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this chapter for any fiscal year may be used for administrative purposes.

"(e) LIMITATION ON USE OF FUNDS.—Funds provided to a grantee under this chapter may not be used for long-distance travel expenses for training activities available locally or regionally.

"SEC. 1266. INTEGRATION OF SERVICES AUTHORIZED.

"(a) PLAN.—An entity receiving funds under this chapter may submit a plan to the Secretary for the integration of education and related services provided to Indian students.

"(b) CONSOLIDATION OF PROGRAMS.—Upon the receipt of an acceptable plan under subsection (a), the Secretary, in cooperation with each Federal agency providing grants for the provision of education and related services to the entity, shall author-

ize the entity to consolidate, in accordance with such plan, the federally funded education and related services programs of the entity and the Federal programs, or portions of the programs, serving Indian students in a manner that integrates the program services involved into a single, coordinated, comprehensive program and reduces administrative costs by consolidating administrative functions.

"(c) PROGRAMS AFFECTED.—The funds that may be consolidated in a demonstration project under any such plan referred to in subsection (a) shall include funds for any Federal program exclusively serving Indian children, or the funds reserved under any Federal program to exclusively serve Indian children, under which the entity is eligible for receipt of funds under a statutory or administrative formula for the purposes of providing education and related services that would be used to serve Indian students.

"(d) PLAN REQUIREMENTS.—For a plan to be acceptable pursuant to subsection (b), the plan shall—

"(1) identify the programs or funding sources to be consolidated;

"(2) be consistent with the objectives of this section concerning authorizing the services to be integrated in a demonstration project;

"(3) describe a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist Indian students to achieve the objectives set forth in this chapter;

"(4) describe the way in which services are to be integrated and delivered and the results expected from the plan;

"(5) identify the projected expenditures under the plan in a single budget;

"(6) identify the State, tribal, or local agency or agencies to be involved in the delivery of the services integrated under the plan;

"(7) identify any statutory provisions, regulations, policies, or procedures that the entity believes need to be waived in order to implement the plan;

"(8) set forth measures for student academic achievement consistent with State academic standards under section 1111(b)(1); and

"(9) be approved by a committee formed in accordance with section 1264(c)(4), if such a committee exists.

"(e) PLAN REVIEW.—Upon receipt of the plan from an eligible entity, the Secretary shall consult with the Secretary of each Federal department providing funds to be used to implement the plan, and with the entity submitting the plan. The parties so consulting shall identify any waivers of statutory requirements or of Federal departmental regulations, policies, or procedures necessary to enable the entity to implement the plan. Notwithstanding any other provision of law, the Secretary of the affected department shall have the authority to waive any regulation, policy, or procedure promulgated by that department that has been so identified by the entity or department, unless the Secretary of the affected department determines that such a waiver is inconsistent with the objectives of this chapter or those provisions of the statute from which the program involved derives authority that are specifically applicable to Indian students.

"(f) PLAN APPROVAL.—Within 90 days after the receipt of an entity's plan by the Secretary, the Secretary shall inform the entity, in writing, of the Secretary's approval or disapproval of the plan. If the plan is disapproved, the entity shall be informed, in writing, of the reasons for the disapproval and shall be given an opportunity to amend the plan or to petition the Secretary to reconsider such disapproval.

"(g) RESPONSIBILITIES OF DEPARTMENT OF EDUCATION.—The Secretary of Education, the Secretary of the Interior, and the head of any other Federal department or agency identified by the Secretary of Education, shall enter into an interdepartmental memorandum of agreement providing for the implementation and coordination of the demonstration projects authorized under this section. The lead agency head for a demonstration project under this section shall be—

"(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

"(2) the Secretary of Education, in the case of any other entity.

"(h) RESPONSIBILITIES OF LEAD AGENCY.—The responsibilities of the lead agency shall include—

"(1) the use of a single report format related to the plan for the individual project, which shall be used by an eligible entity to report on the activities undertaken under the project;

"(2) the use of a single report format related to the projected expenditures for the individual project which shall be used by an eligible entity to report on all project expenditures;

"(3) the development of a single system of Federal oversight for the project, which shall be implemented by the lead agency; and

"(4) the provision of technical assistance to an eligible entity appropriate to the project, except that an eligible entity shall have the authority to accept or reject the plan for providing such technical assistance and the technical assistance provider.

"(i) REPORT REQUIREMENTS.—A single report format shall be developed by the Secretary, consistent with the requirements of this section. Such report format shall require that reports described in subsection (h), together with records maintained on the consolidated program at the local level, shall contain such information as will allow a determination that the eligible entity has complied with the requirements incorporated in its approved plan, including making a demonstration of student academic achievement, and will provide assurances to each Secretary that the eligible entity has complied with all directly applicable statutory requirements and with those directly applicable regulatory requirements that have not been waived.

"(j) NO REDUCTION IN AMOUNTS.—In no case shall the amount of Federal funds available to an eligible entity involved in any demonstration project be reduced as a result of the enactment of this section.

"(k) INTERAGENCY FUND TRANSFERS AUTHORIZED.—The Secretary is authorized to take such action as may be necessary to provide for an interagency transfer of funds otherwise available to an eligible entity in order to further the objectives of this section.

"(l) ADMINISTRATION OF FUNDS.—

"(1) IN GENERAL.—Program funds for the consolidated programs shall be administered in such a manner as to allow for a determination that funds from a specific program are spent on allowable activities authorized under such program, except that the eligible entity shall determine the proportion of the funds granted that shall be allocated to such program.

"(2) SEPARATE RECORDS NOT REQUIRED.—Nothing in this section shall be construed as requiring the eligible entity to maintain separate records tracing any services or activities conducted under the approved plan to the individual programs under which funds were authorized for the services or activities, nor shall the eligible entity be required to allocate expenditures among such individual programs.

"(m) OVERAGE.—The eligible entity may commingle all administrative funds from the consolidated programs and shall be entitled to the full amount of such funds (under each program's or agency's regulations). The overage (defined as the difference between the amount of the commingled funds and the actual administrative cost of the programs) shall be considered to be properly spent for Federal audit purposes, if the overage is used for the purposes provided for under this section.

"(n) FISCAL ACCOUNTABILITY.—Nothing in this subpart shall be construed so as to interfere with the ability of the Secretary or the lead agency to fulfill the responsibilities for the safeguarding of Federal funds pursuant to chapter 75 of title 31, United States Code.

"(o) REPORT ON STATUTORY OBSTACLES TO PROGRAM INTEGRATION.—

"(1) IN GENERAL.—The Secretary of Education shall annually submit a report to the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate, and the Committee on Education and the Workforce and the Committee on Natural Resources of the House of Representatives on the status of the implementation of the demonstration projects authorized under this section.

"(2) CONTENTS.—Such report shall identify—

"(A) statutory barriers to the ability of participants to more effectively integrate their education and related services to Indian students in a manner consistent with the objectives of this section; and

"(B) the effective practices for program integration that result in increased student achievement and other relevant outcomes for Indian students.

"(p) DEFINITIONS.—For the purposes of this section, the term 'Secretary' means—

"(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

"(2) the Secretary of Education, in the case of any other entity.

"SEC. 1267. STUDENT ELIGIBILITY FORMS.

"(a) IN GENERAL.—The Secretary shall require that, as part of an application for a grant under this chapter, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this chapter, and that otherwise meets the requirements of subsection (b).

"(b) FORMS.—The form described in subsection (a) shall include—

"(1) either—

"(A)(i) the name of the tribe or band of Indians (as defined in section 1291) with respect to which the child claims membership;

"(ii) the enrollment number establishing the membership of the child (if readily available); and

"(iii) the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians; or

"(B) the name, the enrollment number (if readily available), and the name and address of the organization responsible for maintaining updated and accurate membership data, of any parent or grandparent of the child from whom the child claims eligibility under this chapter, if the child is not a member of the tribe or band of Indians (as so defined);

"(2) a statement of whether the tribe or band of Indians (as so defined), with respect to which the child, or parent or grandparent of the child, claims membership, is federally recognized;

"(3) the name and address of the parent or legal guardian of the child; and

"(4) a signature of the parent or legal guardian of the child that verifies the accuracy of the information supplied.

"(c) STATUTORY CONSTRUCTION.—Nothing in this section shall be construed to affect a definition contained in section 1291.

"(d) FORMS AND STANDARDS OF PROOF.—The forms and the standards of proof (including the standard of good faith compliance) that were in use during the 1985–1986 academic year to establish the eligibility of a child for entitlement under the Indian Elementary and Secondary School Assistance Act shall be the forms and standards of proof used—

"(1) to establish eligibility under this chapter; and

"(2) to meet the requirements of subsection (a).

"(e) DOCUMENTATION.—For purposes of determining whether a child is eligible to be counted for the purpose of computing the amount of a grant award under section 1263, the membership of the child, or any parent or grandparent of the child, in a tribe or band of Indians (as so defined) may be established by proof other than an enrollment number, notwithstanding the availability of an enrollment number for a member of such tribe or band. Nothing in subsection (b) shall be construed to require the furnishing of an enrollment number.

"(f) MONITORING AND EVALUATION REVIEW.—

"(1) IN GENERAL.—

"(A) REVIEW.—For each fiscal year, in order to provide such information as is necessary to carry out the responsibility of the Secretary to provide technical assistance under this chapter, the Secretary shall conduct a monitoring and evaluation review of a sampling of the recipients of grants under this chapter. The sampling conducted under this subparagraph shall take into account the size of and the geographic location of each local educational agency.

"(B) EXCEPTION.—A local educational agency may not be held liable to the United States or be subject to any penalty, by reason of the findings of an audit that relates to the date of completion, or the date of submission, of any forms used to establish, before April 28, 1988, the eligibility of a child for an entitlement under the Indian Elementary and Secondary School Assistance Act.

"(2) FALSE INFORMATION.—Any local educational agency that provides false information in an application for a grant under this chapter shall—

"(A) be ineligible to apply for any other grant under this chapter; and

"(B) be liable to the United States for any funds from the grant that have not been expended.

"(3) EXCLUDED CHILDREN.—A student who provides false information for the form required under subsection (a) shall not be counted for the purpose of computing the amount of a grant under section 1263.

"(g) TRIBAL GRANT AND CONTRACT SCHOOLS.—Notwithstanding any other provision of this section, in calculating the amount of a grant under this chapter to a tribal school that receives a grant or contract from the Bureau of Indian Education, the Secretary shall use only one of the following, as selected by the school:

"(1) A count of the number of students in the schools certified by the Bureau.

"(2) A count of the number of students for whom the school has eligibility forms that comply with this section.

"(h) TIMING OF CHILD COUNTS.—For purposes of determining the number of children to be counted in calculating the amount of a local educational agency's grant under this chapter (other than in the case described in subsection (g)(1)), the local educational agency shall—

"(1) establish a date on, or a period not longer than 31 consecutive days during, which the agency counts those children, if that date or period occurs before the deadline established by the Secretary for submitting an application under section 1264; and

"(2) determine that each such child was enrolled, and receiving a free public education, in a school of the agency on that date or during that period, as the case may be.

"SEC. 1268. PAYMENTS.

"(a) IN GENERAL.—Subject to subsections (b) and (c), the Secretary shall pay to each local educational agency that submits an application that is approved by the Secretary under this chapter the amount determined under section 1263. The Secretary shall notify the local educational agency of the amount of the payment not later than June 1 of the year for which the Secretary makes the payment.

"(b) PAYMENTS TAKEN INTO ACCOUNT BY THE STATE.—The Secretary may not make a grant under this chapter to a local educational agency for a fiscal year if, for such fiscal year, the State in which the local educational agency is located takes into consideration payments made under this chapter in determining the eligibility of the local educational agency for State aid, or the amount of the State aid, with respect to the free public education of children during such fiscal year or the preceding fiscal year.

"(c) REALLOCATIONS.—The Secretary may reallocate, in a manner that the Secretary determines will best carry out the purpose of this chapter, any amounts that—

"(1) based on estimates made by local educational agencies or other information, the Secretary determines will not be needed by such agencies to carry out approved programs under this chapter; or

"(2) otherwise become available for reallocation under this chapter.

"SEC. 1269. STATE EDUCATIONAL AGENCY REVIEW.

"Before submitting an application to the Secretary under section 1264, a local educational agency shall submit the application to the State educational agency, which may comment on such application. If the State educational agency comments on the application, the agency shall comment on all applications submitted by local educational agencies in the State and shall provide those comments to the respective local educational agencies, with an opportunity to respond.

"CHAPTER B—SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

"SEC. 1271. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN.

"(a) PURPOSE.—

"(1) IN GENERAL.—It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children.

"(2) COORDINATION.—The Secretary shall take the necessary actions to achieve the coordination of activities assisted under this chapter with—

"(A) other programs funded under this Act; and

"(B) other Federal programs operated for the benefit of American Indian and Alaska Native children.

"(b) ELIGIBLE ENTITIES.—In this section, the term 'eligible entity' means a State educational agency, local educational agency, Indian tribe, Indian organization, federally supported elementary school or secondary school for Indian students, Indian institution (including an Indian institution of higher education), or a consortium of such entities.

"(c) GRANTS AUTHORIZED.—

"(1) IN GENERAL.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.2 of one percent to award grants to eligible entities to enable such entities to carry out activities under this section and section 1272.

"(2) USES OF FUNDS.—An eligible entity that receives a grant under this section shall use the funds for one or more activities, including—

"(A) innovative programs related to the educational needs of educationally disadvantaged children;

"(B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects;

"(C) bilingual and bicultural programs and projects;

"(D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children;

"(E) special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children;

"(F) comprehensive guidance, counseling, and testing services;

"(G) early childhood and kindergarten programs, including family-based preschool programs that emphasize school readiness and parental skills, and the provision of services to Indian children with disabilities;

"(H) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education;

"(I) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill, high-wage career;

"(J) programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education;

"(K) family literacy services;

"(L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors; or

"(M) other services that meet the purpose described in this section.

"(3) PROFESSIONAL DEVELOPMENT.—Evidence based professional development of teaching professionals and paraprofessionals may be a part of any program assisted under this section.

"(d) GRANT REQUIREMENTS AND APPLICATIONS.—

"(1) GRANT REQUIREMENTS.—

"(A) IN GENERAL.—The Secretary may make multiyear grants under subsection (c) for the planning, development, pilot operation, or demonstration of any activity described in subsection (c) for a period not to exceed 5 years.

"(B) PRIORITY.—In making multiyear grants described in this paragraph, the Secretary shall give priority to entities submitting applications that present a plan for combining two or more of the activities described in subsection (c) over a period of more than 1 year.

"(C) PROGRESS.—The Secretary shall make a grant payment for a grant described in this paragraph to an eligible entity after the initial year of the multiyear grant only if the Secretary determines that the eligible entity has made substantial progress in carrying out the activities assisted under the grant in accordance with the application submitted under paragraph (3) and any subsequent modifications to such application.

"(2) DISSEMINATION GRANTS.—

"(A) IN GENERAL.—In addition to awarding the multiyear grants described in paragraph (1), the Secretary may award grants under subsection (c) to eligible entities for the dissemination of exemplary materials or programs assisted under this section.

"(B) DETERMINATION.—The Secretary may award a dissemination grant described in this paragraph if, prior to awarding the grant, the Secretary determines that the material or program to be disseminated—

"(i) has been adequately reviewed;

"(ii) has demonstrated educational merit; and

"(iii) can be replicated.

"(3) APPLICATION.—

"(A) IN GENERAL.—Any eligible entity that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

"(B) CONTENTS.—Each application submitted to the Secretary under subparagraph (A), other than an application for a dissemination grant under paragraph (2), shall contain—

"(i) a description of how parents of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;

"(ii) assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of activities assisted under this section;

"(iii) information demonstrating that the proposed program for the activities is an evidence-based program, which may include a program

that has been modified to be culturally appropriate for students who will be served; and

"(iv) a description of how the applicant will incorporate the proposed activities into the ongoing school program involved once the grant period is over.

"(e) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this chapter for any fiscal year may be used for administrative purposes.

"SEC. 1272. PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATION PROFESSIONALS.

"(a) PURPOSES.—The purposes of this section are—

"(1) to increase the number of qualified Indian teachers, school leaders, or other education professionals serving Indian students, including through recruitment strategies;

"(2) to provide training to qualified Indian individuals to enable such individuals to become effective teachers, school leaders, administrators, teacher aides, social workers, and ancillary educational personnel; and

"(3) to improve the skills of qualified Indian individuals who serve in the capacities described in paragraph (2).

"(b) ELIGIBLE ENTITIES.—For the purpose of this section, the term 'eligible entity' means—

"(1) an institution of higher education, including an Indian institution of higher education;

"(2) a State educational agency or local educational agency, in consortium with an institution of higher education;

"(3) an Indian tribe or organization, in consortium with an institution of higher education; and

"(4) a Bureau-funded school (as defined in section 1146 of the Education Amendments of 1978).

"(c) PROGRAM AUTHORIZED.—The Secretary is authorized to award grants from funds reserved under section 1271(c)(1) to eligible entities having applications approved under this section to enable those entities to carry out the activities described in subsection (d).

"(d) AUTHORIZED ACTIVITIES.—

"(1) IN GENERAL.—Grant funds under this section shall be used for activities to provide support and training for Indian individuals in a manner consistent with the purposes of this section.

"(2) SPECIAL RULES.—

"(A) TYPE OF TRAINING.—For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

"(B) PROGRAM.—For individuals who are being trained to enter any education-related field other than teaching, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

"(e) APPLICATION.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. An application shall include how the eligible entity will—

"(1) recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers or school leaders;

"(2) use funds made available under the grant to support the recruitment, preparation, and professional development of Indian teachers or school leaders in local educational agencies that serve a high proportion of Indian students; and

"(3) assist participants in meeting the requirements under subsection (h).

"(f) SPECIAL RULE.—In awarding grants under this section, the Secretary—

"(1) shall consider the prior performance of the eligible entity; and

"(2) may not limit eligibility to receive a grant under this section on the basis of—

"(A) the number of previous grants the Secretary has awarded such entity; or

"(B) the length of any period during which such entity received such grants.

"(g) GRANT PERIOD.—Each grant under this section shall be awarded for an initial period of not more than three years, and may be renewed for not more than an additional two years if the Secretary finds that the grantee is meeting the grant objectives.

"(h) SERVICE OBLIGATION.—

"(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives training pursuant to a grant made under this section—

"(A) perform work—

"(i) related to the training received under this section; and

"(ii) that benefits Indian people; or

"(B) repay all or a prorated part of the assistance received.

"(2) REPORTING.—The Secretary shall establish, by regulation, a reporting procedure under which a grant recipient under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning compliance with the work requirement under paragraph (1).

"CHAPTER C—FEDERAL ADMINISTRATION

"SEC. 1281. NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

"(a) MEMBERSHIP.—There is established a National Advisory Council on Indian Education (hereafter in this section referred to as the 'Council'), which shall—

"(1) consist of 15 Indian members, who shall be appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations; and

"(2) represent different geographic areas of the United States.

"(b) DUTIES.—The Council shall—

"(1) advise the Secretary concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under this subpart—

"(A) with respect to which the Secretary has jurisdiction; and

"(B)(i) that includes Indian children or adults as participants; or

"(ii) that may benefit Indian children or adults;

"(2) make recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs; and

"(3) submit to Congress, not later than June 30 of each year, a report on the activities of the Council, including—

"(A) any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants, or that may benefit Indian children or adults; and

"(B) recommendations concerning the funding of any program described in subparagraph (A).

"SEC. 1282. PEER REVIEW.

"The Secretary may use a peer review process to review applications submitted to the Secretary under chapter B.

"SEC. 1283. PREFERENCE FOR INDIAN APPLICANTS.

"In making grants and entering into contracts or cooperative agreements under chapter B, the Secretary shall give a preference to Indian tribes, organizations, and institutions of higher education under any program with respect to which Indian tribes, organizations, and institutions are eligible to apply for grants, contracts, or cooperative agreements.

"SEC. 1284. MINIMUM GRANT CRITERIA.

"The Secretary may not approve an application for a grant, contract, or cooperative agreement under chapter B unless the application is for a grant, contract, or cooperative agreement that is—

"(1) of sufficient size, scope, and quality to achieve the purpose or objectives of such grant, contract, or cooperative agreement; and

"(2) based on relevant research findings.

"CHAPTER D—DEFINITIONS

"SEC. 1291. DEFINITIONS.

"For the purposes of this subpart:

"(1) ADULT.—The term 'adult' means an individual who—

"(A) has attained the age of 16 years; or

"(B) has attained an age that is greater than the age of compulsory school attendance under an applicable State law.

"(2) ALASKA NATIVE.—The term 'Alaska Native' has the same meaning as the term 'Native' has in section 3(b) of the Alaska Native Claims Settlement Act.

"(3) FREE PUBLIC EDUCATION.—The term 'free public education' means education that is—

"(A) provided at public expense, under public supervision and direction, and without tuition charge; and

"(B) provided as elementary or secondary education in the applicable State or to preschool children.

"(4) INDIAN.—The term 'Indian' means an individual who is—

"(A) a member of an Indian tribe or band, as membership is defined by the tribe or band, including—

"(i) any tribe or band terminated since 1940; and

"(ii) any tribe or band recognized by the State in which the tribe or band resides;

"(B) a descendant, in the first or second degree, of an individual described in subparagraph (A);

"(C) considered by the Secretary of the Interior to be an Indian for any purpose;

"(D) an Eskimo, Aleut, or other Alaska Native; or

"(E) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of enactment of the Improving America's Schools Act of 1994.".

(b) STRIKE.—The Act is amended by striking title VII (20 U.S.C. 7401 et seq.).

Subtitle D—National Assessment

SEC. 141. NATIONAL ASSESSMENT OF TITLE I.

(a) IN GENERAL.—Part E of title I (20 U.S.C. 6491 et seq.) is redesignated as part B of title I.

(b) REPEALS.—Sections 1502 and 1504 (20 U.S.C. 6492; 6494) are repealed.

(c) REDESIGNATIONS.—Sections 1501 and 1503 (20 U.S.C. 6491; 6493) are redesignated as sections 1301 and 1302, respectively.

(d) AMENDMENTS TO SECTION 1301.—Section 1301 (20 U.S.C. 6491), as so redesignated, is amended—

(1) in subsection (a)—

(A) in paragraph (1), by inserting ", acting through the Director of the Institute of Education Sciences (in this section and section 1302 referred to as the 'Director')," after "The Secretary";

(B) in paragraph (2)—

(i) by striking "Secretary" and inserting "Director";

(ii) in subparagraph (A), by striking "reaching the proficient level" and all that follows and inserting "graduating high school prepared for postsecondary education or the workforce.";

(iii) in subparagraph (B), by striking "reach the proficient" and all that follows and inserting "meet State academic standards.";

(iv) by striking subparagraphs (D) and (G) and redesignating subparagraphs (E), (F), and (H) through (O) as subparagraphs (D) through (M), respectively;

(v) in subparagraph (D)(v) (as so redesignated), by striking "help schools in which" and all that follows and inserting "address disparities in the percentages of effective teachers teaching in low-income schools."

(vi) in subparagraph (G) (as so redesignated)—

(I) by striking "section 1116" and inserting "section 1111(b)(3)(B)(iii)"; and

(II) by striking ", including the following" and all that follows and inserting a period;

(vii) in subparagraph (I) (as so redesignated), by striking "qualifications" and inserting "effectiveness";

(viii) in subparagraph (J) (as so redesignated), by striking ", including funds under section 1002,";

(ix) in subparagraph (L) (as so redesignated), by striking "section 1111(b)(2)(C)(v)(II)" and inserting "section 1111(b)(3)(B)(ii)(II)"; and

(x) in subparagraph (M) (as so redesignated), by striking "Secretary" and inserting "Director";

(C) in paragraph (3), by striking "Secretary" and inserting "Director";

(D) in paragraph (4), by striking "Secretary" and inserting "Director";

(E) in paragraph (5), by striking "Secretary" and inserting "Director"; and

(F) in paragraph (6)—

(i) by striking "No Child Left Behind Act of 2001" each place it appears and inserting "Student Success Act"; and

(ii) by striking "Secretary" each place it appears and inserting "Director";

(2) in subsection (b), by striking "Secretary" each place it appears and inserting "Director";

(3) in subsection (c)—

(A) in paragraph (1)—

(i) by striking "Secretary" and inserting "Director"; and

(ii) by striking "part A" and inserting "subpart 1 of part A";

(B) in paragraph (2)—

(i) by striking "Secretary" and inserting "Director";

(ii) in subparagraph (B), by striking "challenging academic achievement standards" and inserting "State academic standards";

(iii) in subparagraph (E), by striking "effects of the availability" and all that follows and inserting "extent to which actions authorized under section 1111(b)(3)(B)(iii) improve the academic achievement of disadvantaged students and low-performing schools."; and

(iv) in subparagraph (F), by striking "Secretary" and inserting "Director"; and

(C) in paragraph (3)—

(i) by striking "Secretary" and inserting "Director"; and

(ii) by striking subparagraph (C) and inserting the following:

"(C) analyzes varying models or strategies for delivering school services, including schoolwide and targeted services."; and

(4) in subsection (d), by striking "Secretary" each place it appears and inserting "Director".

(e) AMENDMENTS TO SECTION 1302.—Section 1302 (20 U.S.C. 6493), as so redesignated, is amended—

(1) in subsection (a)—

(A) by striking "Secretary" and inserting "Director"; and

(B) by striking "and for making decisions about the promotion and graduation of students";

(2) in subsection (b)—

(A) by striking "Secretary" the first place it appears and inserting "Director";

(B) by striking "process," and inserting "process consistent with section 1206,"; and

(C) by striking "Assistant Secretary of Educational Research and Improvement" and inserting "Director";

(3) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A), by striking "to the State-defined level of proficiency" and inserting "toward meeting the State academic standards"; and

(ii) in subparagraph (C), by striking "pupil-services" and inserting "specialized instructional support services";

(B) in paragraph (3), by striking "limited and nonlimited English proficient students" and inserting "English learners"; and

(C) in paragraph (6), by striking "Secretary" and inserting "Director"; and

(4) in subsection (f)—

(A) by striking "Secretary" and inserting "Director"; and

(B) by striking "authorized to be appropriated for this part" and inserting "appropriated under section 3(a)(2)".

Subtitle E—Title I General Provisions

SEC. 151. GENERAL PROVISIONS FOR TITLE I.

Part I of title I (20 U.S.C. 6571 et seq.)—

(1) is transferred to appear after part B (as redesignated); and

(2) is amended to read as follows:

"PART C—GENERAL PROVISIONS

"SEC. 1401. FEDERAL REGULATIONS.

"(a) IN GENERAL.—The Secretary may, in accordance with subsections (b) through (d), issue such regulations as are necessary to reasonably ensure there is compliance with this title.

"(b) NEGOTIATED RULEMAKING PROCESS.—

"(1) IN GENERAL.—Before publishing in the Federal Register proposed regulations to carry out this title, the Secretary shall obtain the advice and rec-

ommendations of representatives of Federal, State, and local administrators, parents, teachers, and members of local school boards and other organizations involved with the implementation and operation of programs under this title.

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

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

"(A) establish a negotiated rulemaking process;

"(B) select individuals to participate in such process from among individuals or groups that provided advice and recommendations, including representation from all geographic regions of the United States, in such numbers as will provide an equitable balance between representatives of parents and students and representatives of educators and education officials; and

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

"(c) PROPOSED RULEMAKING.—If the Secretary determines that a negotiated rulemaking process is unnecessary or the individuals selected to participate in the process under paragraph (3)(B) fail to reach unanimous agreement, the Secretary may propose regulations under the following procedure:

"(1) Not less than 30 days prior to beginning a rulemaking process, the Secretary shall provide to Congress, including the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, notice that shall include—

"(A) a copy of the proposed regulations;

"(B) the need to issue regulations;

"(C) the anticipated burden, including the time, cost, and paperwork burden, the regulations will have on State educational agencies, local educational agencies, schools, and other entities that may be impacted by the regulations; and

"(D) any regulations that will be repealed when the new regulations are issued.

"(2) 30 days after giving notice of the proposed rule to Congress, the Secretary may proceed with the rulemaking process after all comments received from the Congress have been addressed and publishing how such comments are addressed with the proposed rule.

"(3) The comment and review period for any proposed regulation shall be 90 days unless an emergency requires a shorter period, in which case such period shall be not less than 45 days and the Secretary shall—

"(A) designate the proposed regulation as an emergency with an explanation of the emergency in the notice and report to Congress under paragraph (1); and

"(B) publish the length of the comment and review period in such notice and in the Federal Register.

"(4) No regulation shall be made final after the comment and review period until the Secretary has published in the Federal Register an independent assessment of—

"(A) the burden, including the time, cost, and paperwork burden, the regulation will impose on State educational agencies, local educational agencies, schools and other entities that may be impacted by the regulation; and

"(B) an explanation of how the entities described in subparagraph (A) may cover the cost of the burden assessed under subparagraph (A).

"(d) LIMITATION.—Regulations to carry out this title may not require local programs to follow a particular instructional model, such as the provision of services outside the regular classroom or school program.

"SEC. 1402. AGREEMENTS AND RECORDS.

"(a) AGREEMENTS.—In the case in which a negotiated rule making process is established under subsection (b) of section 1401, all published proposed regulations shall conform to agreements that result from the rulemaking described in section 1401 unless the Secretary reopens the negotiated rulemaking process.

"(b) RECORDS.—The Secretary shall ensure that an accurate and reliable record of agreements reached during the negotiations process is maintained.

"SEC. 1403. STATE ADMINISTRATION.

"(a) RULEMAKING.—

"(1) IN GENERAL.—Each State that receives funds under this title shall—

"(A) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title and provide any such proposed rules, regulations, and policies to the committee of practitioners created under subsection (b) for review and comment;

"(B) minimize such rules, regulations, and policies to which the State's local educational agencies and schools are subject;

"(C) eliminate or modify State and local fiscal accounting requirements in order to facilitate the ability of schools to consolidate funds under schoolwide programs;

"(D) identify any such rule, regulation, or policy as a State-imposed requirement; and

"(E)(i) identify any duplicative or contrasting requirements between the State and Federal rules or regulations;

"(ii) eliminate the rules and regulations that are duplicative of Federal requirements; and

"(iii) report any conflicting requirements to the Secretary and determine which Federal or State rule or regulation shall be followed.

"(2) SUPPORT AND FACILITATION.—State rules, regulations, and policies under this title shall support and facilitate local educational agency and school-level systemic reform designed to enable all children to meet the State academic standards.

"(b) COMMITTEE OF PRACTITIONERS.—

"(1) IN GENERAL.—Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

"(2) MEMBERSHIP.—Each such committee shall include—

"(A) as a majority of its members, representatives from local educational agencies;

"(B) administrators, including the administrators of programs described in other parts of this title;

"(C) teachers from public charter schools, traditional public schools, and career and technical educators;

"(D) parents;

"(E) members of local school boards;

"(F) representatives of private school children; and

"(G) specialized instructional support personnel.

"(3) DUTIES.—The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

"SEC. 1404. RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

"Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.".

TITLE II—TEACHER PREPARATION AND EFFECTIVENESS

SEC. 201. TEACHER PREPARATION AND EFFECTIVENESS.

(a) HEADING.—The title heading for title II (20 U.S.C. 6601 et seq.) is amended to read as follows:

"TITLE II—TEACHER PREPARATION AND EFFECTIVENESS".

(b) PART A.—Part A of title II (20 U.S.C. 6601 et seq.) is amended to read as follows:

"PART A—SUPPORTING EFFECTIVE INSTRUCTION

"SEC. 2101. PURPOSE.

"The purpose of this part is to provide grants to State educational agencies and subgrants to local educational agencies to—

"(1) increase student achievement consistent with State academic standards under section 1111(b)(1);

"(2) improve teacher and school leader effectiveness in classrooms and schools, respectively;

"(3) provide evidence-based, job-embedded, continuous professional development; and

"(4) develop and implement teacher evaluation systems that use, in part, student achievement data to determine teacher effectiveness.

"Subpart 1—Grants to States

"SEC. 2111. ALLOTMENTS TO STATES.

"(a) IN GENERAL.—Of the amounts appropriated under section 3(b), the Secretary shall reserve 75 percent to make grants to States with applications approved under section 2112 to pay for the Federal share of the cost of carrying out the activities specified in section 2113. Each grant shall consist of the allotment determined for a State under subsection (b).

"(b) DETERMINATION OF ALLOTMENTS.—

"(1) RESERVATION OF FUNDS.—Of the amount reserved under subsection (a) for a fiscal year, the Secretary shall reserve—

"(A) not more than 1 percent to carry out national activities under section 2132;

"(B) one-half of 1 percent for allotments to outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this part; and

"(C) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Education.

"(2) STATE ALLOTMENTS.—

"(A) IN GENERAL.—Subject to subparagraph (B), from the funds reserved under subsection (a) for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each State the sum of—

"(i) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

"(ii) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

"(B) SMALL STATE MINIMUM.—No State receiving an allotment under subparagraph (A) may receive less than one-half of 1 percent of the total amount of funds allotted under such subparagraph for a fiscal year.

"(c) ALTERNATE DISTRIBUTION OF FUNDS.—

"(1) IN GENERAL.—Subject to paragraphs (2) through (5), if a State does not apply to the Secretary for an allotment under this section, a local educational agency located in such State may apply to the Secretary for a portion of the funds that would have been allotted to the State had such State applied for an allotment under this section to carry out the activities under this part.

"(2) APPLICATION.—In order to receive an allotment under paragraph (1), a local educational agency shall submit to the Secretary an application at such time, in such manner, and containing the information described in section 2122.

"(3) USE OF FUNDS.—A local educational agency receiving an allotment under paragraph (1)—

"(A) shall use such funds to carry out the activities described in section 2123(1); and

"(B) may use such funds to carry out the activities described in section 2123(2).

"(4) REPORTING REQUIREMENTS.—A local educational agency receiving an allotment under paragraph (1) shall carry out the reporting requirements de-

scribed in section 2131(a), except that annual reports shall be submitted to the Secretary and not a State educational agency.

"(5) AMOUNT OF ALLOTMENT.—An allotment made to a local educational agency under paragraph (1) for a fiscal year shall be equal to the amount of subgrant funds that the local educational agency would have received under subpart 2 had such agency applied for a subgrant under such subpart for such fiscal year.

"(d) REALLOTMENT.—If a State does not apply for an allotment under this section for any fiscal year or only a portion of the State's allotment is allotted under subsection (c), the Secretary shall reallot the State's entire allotment or the remaining portion of its allotment, as the case may be, to the remaining States in accordance with subsection (b).

"SEC. 2112. STATE APPLICATION.

"(a) IN GENERAL.—For a State to be eligible to receive a grant under this subpart, the State educational agency shall submit an application to the Secretary at such time and in such a manner as the Secretary may reasonably require, which shall include the following:

"(1) A description of how the State educational agency will meet the requirements of this subpart.

"(2) A description of how the State educational agency will use a grant received under section 2111, including the grant funds the State will reserve for State-level activities under section 2113(a)(2).

"(3) A description of how the State educational agency will facilitate the sharing of evidence-based and other effective strategies among local educational agencies.

"(4) A description of how, and under what timeline, the State educational agency will allocate subgrants under subpart 2 to local educational agencies.

"(5) In the case of a State educational agency that is not developing or implementing a statewide teacher evaluation system, a description of how the State educational agency will ensure that each local educational agency in the State receiving a subgrant under subpart 2 will implement a teacher evaluation system that meets the requirements of clauses (i) through (v) of section 2123(1)(A).

"(6) In the case of a State educational agency that is developing or implementing a statewide teacher evaluation system—

"(A) a description of how the State educational agency will work with local educational agencies in the State to implement the statewide teacher evaluation system within 3 years of the date of enactment of the Student Success Act; and

"(B) an assurance that the statewide teacher evaluation system complies with clauses (i) through (v) of section 2123(1)(A).

"(7) An assurance that the State educational agency will comply with section 5501 (regarding participation by private school children and teachers).

"(b) DEEMED APPROVAL.—An application submitted by a State educational agency under subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this subpart.

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

"(d) NOTIFICATION.—If the Secretary finds that an application is not in compliance, in whole or in part, with this subpart, the Secretary shall—

"(1) give the State educational agency notice and an opportunity for a hearing; and

"(2) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

"(A) cite the specific provisions in the application that are not in compliance; and

"(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

"(e) RESPONSE.—If a State educational agency responds to a notification from the Secretary under subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

"(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

"(2) the expiration of the 120-day period described in subsection (b).

"(f) FAILURE TO RESPOND.—If a State educational agency does not respond to a notification from the Secretary under subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

"SEC. 2113. STATE USE OF FUNDS.

"(a) IN GENERAL.—A State educational agency that receives a grant under section 2111 shall—

"(1) reserve 95 percent of the grant funds to make subgrants to local educational agencies under subpart 2; and

"(2) use the remainder of the funds, after reserving funds under paragraph (1), for the State activities described in subsection (b), except that the State may reserve not more than 1 percent of the grant funds for planning and administration related to carrying out activities described in subsection (b).

"(b) STATE-LEVEL ACTIVITIES.—A State educational agency that receives a grant under section 2111—

"(1) shall use the amount described in subsection (a)(2) to—

"(A) provide training and technical assistance to local educational agencies on—

"(i) in the case of a State educational agency not implementing a statewide teacher evaluation system—

"(I) the development and implementation of a teacher evaluation system that meets the requirements of clauses (i) through (v) of section 2123(1)(A); and

"(II) training school leaders in using such evaluation system; or

"(ii) in the case of a State educational agency implementing a statewide teacher evaluation system, implementing such evaluation system; and

"(B) fulfill the State educational agency's responsibilities with respect to the proper and efficient administration of the subgrant program carried out under this part; and

"(2) may use the amount described in subsection (a)(2) to—

"(A) disseminate and share evidence-based and other effective practices, including practices consistent with the principles of effectiveness described in section 2222(b), related to teacher and school leader effectiveness and professional development;

"(B) provide professional development for teachers and school leaders in the State consistent with section 2123(2)(D); and

"(C) provide training and technical assistance to local educational agencies on—

"(i) in the case of a State educational agency not implementing a statewide school leader evaluation system, the development and implementation of a school leader evaluation system; and

"(ii) in the case of a State educational agency implementing a statewide school leader evaluation system, implementing such evaluation system.

"Subpart 2—Subgrants to Local Educational Agencies

"SEC. 2121. ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.

"(a) IN GENERAL.—Each State receiving a grant under section 2111 shall use the funds reserved under section 2113(a)(1) to award subgrants to local educational agencies under this section.

"(b) ALLOCATION OF FUNDS.—From the funds reserved by a State under section 2113(a)(1), the State educational agency shall allocate to each local educational agency in the State the sum of—

"(1) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 in the geographic area served by the local educational agency, as determined by the State on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined; and

"(2) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 from families with incomes below the poverty line in the geographic area served by the local educational agency, as determined by the State on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined.

"SEC. 2122. LOCAL APPLICATIONS.

"To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency involved at such time, in such a manner, and containing such information as the State educational agency may reasonably require that, at a minimum, shall include the following:

"(1) A description of—

"(A) how the local educational agency will meet the requirements of this subpart;

"(B) how the activities to be carried out by the local educational agency under this subpart will be evidence-based, improve student academic achievement, and improve teacher and school leader effectiveness;

"(C) in the case of a local educational agency not in a State with a statewide teacher evaluation system, the teacher evaluation system that will be developed and implemented under section 2123(1) and how such system will meet the requirements described in clauses (i) through (v) of section 2123(1)(A);

"(D) how, in developing and implementing such a teacher evaluation system, the local educational agency will work with parents, teachers, school leaders, and other staff of the schools served by the local educational agency; and

"(E) how the local educational agency will develop and implement such a teacher evaluation system within 3 years of the date of enactment of the Student Success Act.

"(2) In the case of a local educational agency in a State with a statewide teacher evaluation system, a description of how the local educational agency will work with the State educational agency to implement the statewide teacher evaluation system within 3 years of the date of enactment of the Student Success Act.

"(3) An assurance that the local educational agency will comply with section 5501 (regarding participation by private school children and teachers).

"SEC. 2123. LOCAL USE OF FUNDS.

"A local educational agency receiving a subgrant under this subpart—

"(1) shall use such funds—

"(A) to develop and implement a teacher evaluation system that—

"(i) uses student achievement data derived from a variety of sources as a significant factor in determining a teacher's evaluation, with the weight given to such data defined by the local educational agency;

"(ii) uses multiple measures of evaluation for evaluating teachers;

"(iii) has more than 2 categories for rating the performance of teachers;

"(iv) shall be used to make personnel decisions, as determined by the local educational agency; and

"(v) is based on input from parents, school leaders, teachers, and other staff of schools served by the local educational agency; or

"(B) in the case of a local educational agency located in a State implementing a statewide teacher evaluation system, to implement such evaluation system; and

"(2) may use such funds for—

"(A) the training of school leaders or other individuals for the purpose of evaluating teachers under a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), as appropriate;

"(B) in the case of a local educational agency located in a State implementing a statewide school leader evaluation system, to implement such evaluation system;

"(C) in the case of a local educational agency located in a State not implementing a statewide school leader evaluation system, the development and implementation of a school leader evaluation system;

"(D) professional development for teachers and school leaders that is evidence-based, job-embedded, and continuous, such as—

"(i) subject-based professional development for teachers;

"(ii) professional development aligned with the State's academic standards;

"(iii) professional development to assist teachers in meeting the needs of students with different learning styles, particularly students with disabilities, English learners, and gifted and talented students;

"(iv) professional development for teachers identified as in need of additional support through data provided by a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), as appropriate;

"(v) professional development based on the current science of learning, which includes research on positive brain change and cognitive skill development;

"(vi) professional development for school leaders, including evidence-based mentorship programs for such leaders;

"(vii) professional development on integrated, interdisciplinary, and project-based teaching strategies, including for career and technical education teachers; or

"(viii) professional development on teaching dual credit and dual enrollment postsecondary-level courses to secondary school students;

"(E) partnering with a public or private organization or a consortium of such organizations to develop and implement a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), or to administer professional development, as appropriate;

"(F) any activities authorized under section 2222(a); or

"(G) class size reduction, except that the local educational agency may use not more than 10 percent of such funds for this purpose.

"Subpart 3—General Provisions

"SEC. 2131. REPORTING REQUIREMENTS.

"(a) LOCAL EDUCATIONAL AGENCIES.—Each local educational agency receiving a subgrant under subpart 2 shall submit to the State educational agency involved, on an annual basis until the last year in which the local educational agency receives such subgrant funds, a report on—

"(1) how the local educational agency is meeting the purposes of this part described in section 2101;

"(2) how the local educational agency is using such subgrant funds;

"(3) the number and percentage of teachers in each category established under clause (iii) of section 2123(1)(A), except that such report shall not reveal personally identifiable information about an individual teacher; and

"(4) any such other information as the State educational agency may require.

"(b) STATE EDUCATIONAL AGENCIES.—Each State educational agency receiving a grant under subpart 1 shall submit to the Secretary a report, on an annual basis until the last year in which the State educational agency receives such grant funds, on—

"(1) how the State educational agency is meeting the purposes of this part described in section 2101; and

"(2) how the State educational agency is using such grant funds.

"SEC. 2132. NATIONAL ACTIVITIES.

"From the funds reserved by the Secretary under section 2111(b)(1)(A), the Secretary shall, directly or through grants and contracts—

"(1) provide technical assistance to States and local educational agencies in carrying out activities under this part; and

"(2) acting through the Institute of Education Sciences, conduct national evaluations of activities carried out by State educational agencies and local educational agencies under this part.

"SEC. 2133. STATE DEFINED.

"In this part, the term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.".

(c) PART B.—Part B of title II (20 U.S.C. 6661 et seq.) is amended to read as follows:

"PART B—TEACHER AND SCHOOL LEADER FLEXIBLE GRANT

"SEC. 2201. PURPOSE.

"The purpose of this part is to improve student academic achievement by—

"(1) supporting all State educational agencies, local educational agencies, schools, teachers, and school leaders to pursue innovative and evidence-based practices to help all students meet the State's academic standards; and

"(2) increasing the number of teachers and school leaders who are effective in increasing student academic achievement.

"Subpart 1—Formula Grants to States

"SEC. 2211. STATE ALLOTMENTS.

"(a) RESERVATIONS.—From the amount appropriated under section 3(b) for any fiscal year, the Secretary—

"(1) shall reserve 25 percent to award grants to States under this subpart; and

"(2) of the amount reserved under paragraph (1), shall reserve—

"(A) not more than 1 percent for national activities described in section 2233;

"(B) one-half of 1 percent for allotments to outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this part; and

"(C) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Education.

"(b) STATE ALLOTMENTS.—

"(1) IN GENERAL.—From the total amount reserved under subsection (a)(1) for each fiscal year and not reserved under subparagraphs (A) through (C) of subsection (a)(2), the Secretary shall allot, and make available in accordance with this section, to each State an amount that bears the same ratio to such sums as the school-age population of the State bears to the school-age population of all States.

"(2) SMALL STATE MINIMUM.—No State receiving an allotment under paragraph (1) may receive less than one-half of 1 percent of the total amount allotted under such paragraph.

"(3) REALLOTMENT.—If a State does not receive an allotment under this subpart for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

"(c) STATE APPLICATION.—In order to receive an allotment under this section for any fiscal year, a State shall submit an application to the Secretary, at such time and in such manner as the Secretary may reasonably require. Such application shall—

"(1) designate the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

"(2) describe how the State educational agency will use funds received under this section for State level activities described in subsection (d)(3);

"(3) describe the procedures and criteria the State educational agency will use for reviewing applications and awarding subgrants in a timely manner to eligible entities under section 2221 on a competitive basis;

"(4) describe how the State educational agency will ensure that subgrants made under section 2221 are of sufficient size and scope to support effective programs that will help increase academic achievement in the classroom and are consistent with the purposes of this part;

"(5) describe the steps the State educational agency will take to ensure that eligible entities use subgrants received under section 2221 to carry out programs that implement effective strategies, including by providing ongoing technical assistance and training, and disseminating evidence-based and other effective strategies to such eligible entities;

"(6) describe how programs under this part will be coordinated with other programs under this Act; and

"(7) include an assurance that, other than providing technical and advisory assistance and monitoring compliance with this part, the State educational agency has not exercised, and will not exercise, any influence in the decision-making processes of eligible entities as to the expenditure of funds made pursuant to an application submitted under section 2221(b).

"(d) STATE USE OF FUNDS.—

"(1) IN GENERAL.—Each State that receives an allotment under this section shall reserve not less than 92 percent of the amount allotted to such State under subsection (b), for each fiscal year, for subgrants to eligible entities under subpart 2.

"(2) STATE ADMINISTRATION.—A State educational agency may reserve not more than 1 percent of the amount made available to the State under subsection (b) for the administrative costs of carrying out such State educational agency's responsibilities under this subpart.

"(3) STATE-LEVEL ACTIVITIES.—

"(A) INNOVATIVE TEACHER AND SCHOOL LEADER ACTIVITIES.—A State educational agency shall reserve not more than 4 percent of the amount made

available to the State under subsection (b) to carry out, solely, or in partnership with State agencies of higher education, 1 or more of the following activities:

"(i) Reforming teacher and school leader certification, recertification, licensing, and tenure systems to ensure that such systems are rigorous and that—

"(I) each teacher has the subject matter knowledge and teaching skills necessary to help students meet the State's academic standards; and

"(II) school leaders have the instructional leadership skills to help teachers instruct and students learn.

"(ii) Improving the quality of teacher preparation programs within the State, including through the use of appropriate student achievement data and other factors to evaluate the quality of teacher preparation programs within the State.

"(iii) Carrying out programs that establish, expand, or improve alternative routes for State certification or licensure of teachers and school leaders, including such programs for—

"(I) mid-career professionals from other occupations, including science, technology, engineering, and math fields;

"(II) former military personnel; and

"(III) recent graduates of an institution of higher education, with a record of academic distinction, who demonstrate the potential to become effective teachers or school leaders.

"(iv) Developing, or assisting eligible entities in developing—

"(I) performance-based pay systems for teachers and school leaders;

"(II) strategies that provide differential, incentive, or bonus pay for teachers and school leaders; or

"(III) teacher and school leader advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation.

"(v) Developing, or assisting eligible entities in developing, new, evidence-based teacher and school leader induction and mentoring programs that are designed to—

"(I) improve instruction and student academic achievement; and

"(II) increase the retention of effective teachers and school leaders.

"(vi) Providing professional development for teachers and school leaders that is focused on improving teaching and student academic achievement, including for students with different learning styles, particularly students with disabilities, English learners, gifted and talented students, and other special populations.

"(vii) Providing training and technical assistance to eligible entities that receive a subgrant under section 2221.

"(viii) Other activities identified by the State educational agency that meet the purposes of this part, including those activities authorized under subparagraph (B).

"(B) TEACHER OR SCHOOL LEADER PREPARATION ACADEMIES.—

"(i) IN GENERAL.—In the case of a State in which teacher or school leader preparation academies are allowable under State law, a State educational agency may reserve not more than 3 percent of the amount made available to the State under subsection (b) to support the establishment or expansion of one or more teacher or school leader preparation academies and, subject to the limitation under clause (iii), to support State authorizers for such academies.

"(ii) MATCHING REQUIREMENT.—A State educational agency shall not provide funds under this subparagraph to support the establishment or expansion of a teacher or school leader preparation academy unless the academy agrees to provide, either directly or through private contributions, non-Federal matching funds equal to not less than 10 percent of the amount of the funds the academy will receive under this subparagraph.

"(iii) FUNDING FOR STATE AUTHORIZERS.—Not more than 5 percent of funds provided to a teacher or school leader preparation academy under this subparagraph may be used to support activities of State authorizers for such academy.

"SEC. 2212. APPROVAL AND DISAPPROVAL OF STATE APPLICATIONS.

"(a) DEEMED APPROVAL.—An application submitted by a State pursuant to section 2211(c) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with section 2211(c).

"(b) DISAPPROVAL PROCESS.—

"(1) IN GENERAL.—The Secretary shall not finally disapprove an application submitted under section 2211(c), except after giving the State educational agency notice and an opportunity for a hearing.

"(2) NOTIFICATION.—If the Secretary finds that an application is not in compliance, in whole or in part, with section 2211(c) the Secretary shall—

"(A) give the State educational agency notice and an opportunity for a hearing; and

"(B) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

"(i) cite the specific provisions in the application that are not in compliance; and

"(ii) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

"(3) RESPONSE.—If a State educational agency responds to a notification from the Secretary under paragraph (2)(B) during the 45-day period beginning on the date on which the State educational agency received the notification, and resubmits the application with the requested information described in paragraph (2)(B)(ii), the Secretary shall approve or disapprove such application prior to the later of—

"(A) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

"(B) the expiration of the 120-day period described in subsection (a).

"(4) FAILURE TO RESPOND.—If the State educational agency does not respond to a notification from the Secretary under paragraph (2)(B) during the 45-day period beginning on the date on which the State educational agency received the notification, such application shall be deemed to be disapproved.

"Subpart 2—Local Competitive Grant Program

"SEC. 2221. LOCAL COMPETITIVE GRANT PROGRAM.

"(a) IN GENERAL.—A State that receives an allotment under section 2211(b) for a fiscal year shall use the amount reserved under section 2211(d)(1) to award subgrants, on a competitive basis, to eligible entities in accordance with this section to enable such entities to carry out the programs and activities described in section 2222.

"(b) APPLICATION.—

"(1) IN GENERAL.—To be eligible to receive a subgrant under this section, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

"(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

"(A) a description of the programs and activities to be funded and how they are consistent with the purposes of this part; and

"(B) an assurance that the eligible entity will comply with section 5501 (regarding participation by private school children and teachers).

"(c) PEER REVIEW.—In reviewing applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications but the review shall only judge the likelihood of the activity to increase student academic achievement. The reviewers shall not make a determination based on the policy of the proposed activity.

"(d) GEOGRAPHIC DIVERSITY.—A State educational agency shall distribute funds under this section equitably among geographic areas within the State, including rural, suburban, and urban communities.

"(e) DURATION OF AWARDS.—A State educational agency may award subgrants under this section for a period of not more than 5 years.

"(f) MATCHING.—An eligible entity receiving a subgrant under this section shall provide, either directly or through private contributions, non-Federal matching funds equal to not less than 10 percent of the amount of the subgrant.

"SEC. 2222. LOCAL AUTHORIZED ACTIVITIES.

"(a) IN GENERAL.—Each eligible entity receiving a subgrant under section 2221 shall use such subgrant funds to develop, implement, and evaluate comprehensive programs and activities, that are in accordance with the purpose of this part and—

"(1) are consistent with the principles of effectiveness described in subsection (b); and

"(2) may include, among other programs and activities—

"(A) developing and implementing initiatives to assist in recruiting, hiring, and retaining highly effective teachers and school leaders, including initiatives that provide—

"(i) differential, incentive, or bonus pay for teachers and school leaders;

"(ii) performance-based pay systems for teachers and school leaders;

"(iii) teacher and school leader advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation;

"(iv) new teacher and school leader induction and mentoring programs that are designed to improve instruction, student academic achievement, and to increase teacher and school leader retention; and

"(v) teacher residency programs, and school leader residency programs, designed to develop and support new teachers or new school leaders, respectively;

"(B) supporting the establishment or expansion of teacher or school leader preparation academies under section 2211(d)(3)(B);

"(C) recruiting qualified individuals from other fields, including individuals from science, technology, engineering, and math fields, mid-career professionals from other occupations, and former military personnel;

"(D) establishing, improving, or expanding model instructional programs to ensure that all children meet the State's academic standards;

"(E) providing evidence-based, job embedded, continuous professional development for teachers and school leaders focused on improving teaching and student academic achievement;

"(F) implementing programs based on the current science of learning, which includes research on positive brain change and cognitive skill development;

"(G) recruiting and training teachers to teach dual credit and dual enrollment postsecondary-level courses to secondary school students; and

"(H) other activities and programs identified as necessary by the local educational agency that meet the purpose of this part.

"(b) PRINCIPLES OF EFFECTIVENESS.—For a program or activity developed pursuant to this section to meet the principles of effectiveness, such program or activity shall—

"(1) be based upon an assessment of objective data regarding the need for programs and activities in the elementary schools and secondary schools served to increase the number of teachers and school leaders who are effective in improving student academic achievement;

"(2) reflect evidence-based research, or in the absence of a strong research base, reflect effective strategies in the field, that provide evidence that the program or activity will improve student academic achievement; and

"(3) include meaningful and ongoing consultation with, and input from, teachers, school leaders, and parents, in the development of the application and administration of the program or activity.

"Subpart 3—General Provisions

"SEC. 2231. PERIODIC EVALUATION.

"(a) IN GENERAL.—Each eligible entity and each teacher or school leader preparation academy that receives funds under this part shall undergo a periodic evaluation by the State educational agency involved to assess such entity's or such academy's progress toward achieving the purposes of this part.

"(b) USE OF RESULTS.—The results of an evaluation described in subsection (a) of an eligible entity or academy shall be—

"(1) used to refine, improve, and strengthen such eligible entity or such academy, respectively; and

"(2) made available to the public upon request, with public notice of such availability provided.

"SEC. 2232. REPORTING REQUIREMENTS.

"(a) ELIGIBLE ENTITIES AND ACADEMIES.—Each eligible entity and each teacher or school leader preparation academy that receives funds from a State educational agency under this part shall prepare and submit annually to such State educational agency a report that includes—

"(1) a description of the progress of the eligible entity or teacher or school leader preparation academy, respectively, in meeting the purposes of this part;

"(2) a description of the programs and activities conducted by the eligible entity or teacher or school leader preparation academy, respectively, with funds received under this part;

"(3) how the eligible entity or teacher or school leader preparation academy, respectively, is using such funds; and

"(4) any such other information as the State educational agency may require.

"(b) STATE EDUCATIONAL AGENCIES.—Each State educational agency that receives a grant under this part shall prepare and submit, annually, to the Secretary a report that includes—

"(1) a description of the programs and activities conducted by the State educational agency with grant funds received under this part;

"(2) a description of the progress of the State educational agency in meeting the purposes of this part described in section 2201;

"(3) how the State educational agency is using grant funds received under this part;

"(4) the methods and criteria the State educational agency used to award subgrants in a timely manner to eligible entities under section 2221 and, if applicable, funds in a timely manner to teacher or school leader academies under section 2211(d)(3)(B); and

"(5) the results of the periodic evaluations conducted under section 2231.

"SEC. 2233. NATIONAL ACTIVITIES.

"From the funds reserved by the Secretary under section 2211(a)(2)(A), the Secretary shall, directly or through grants and contracts—

"(1) provide technical assistance to States and eligible entities in carrying out activities under this part; and

"(2) acting through the Institute of Education Sciences, conduct national evaluations of activities carried out by States and eligible entities under this part.

"SEC. 2234. DEFINITIONS.

"In this part:

"(1) ELIGIBLE ENTITY.—The term 'eligible entity' means—

"(A) a local educational agency or consortium of local educational agencies;

"(B) an institution of higher education or consortium of such institutions in partnership with a local educational agency or consortium of local educational agencies;

"(C) a for-profit organization, a nonprofit organization, or a consortium of for-profit or nonprofit organizations in partnership with a local educational agency or consortium of local educational agencies; or

"(D) a consortium of the entities described in subparagraphs (B) and (C).

"(2) STATE.—The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"(3) STATE AUTHORIZER.—The term 'State authorizer' means an entity designated by the Governor of a State to authorize teacher or school leader preparation academies within the State that—

"(A) enters into an agreement with a teacher or school leader preparation academy that—

"(i) specifies the goals expected of the academy, which, at a minimum, include the goals described in paragraph (4); and

"(ii) does not reauthorize the academy if such goals are not met; and

"(B) may be a nonprofit organization, a State educational agency, or other public entity, or consortium of such entities (including a consortium of State educational agencies).

"(4) TEACHER OR SCHOOL LEADER PREPARATION ACADEMY.—The term 'teacher or school leader preparation academy' means a public or private entity, or a nonprofit or for-profit organization, which may be an institution of higher education or an organization affiliated with an institution of higher education, that will prepare teachers or school leaders to serve in schools, and that—

"(A) enters into an agreement with a State authorizer that specifies the goals expected of the academy, including—

"(i) a requirement that prospective teachers or school leaders who are enrolled in a teacher or school leader preparation academy receive a

significant part of their training through clinical preparation that partners the prospective candidate with an effective teacher or school leader, respectively, with a demonstrated record of increasing student achievement, while also receiving concurrent instruction from the academy in the content area (or areas) in which the prospective teacher or school leader will become certified or licensed;

"(ii) the number of effective teachers or school leaders, respectively, who will demonstrate success in increasing student achievement that the academy will produce; and

"(iii) a requirement that a teacher or school leader preparation academy will only award a certificate of completion after the graduate demonstrates that the graduate is an effective teacher or school leader, respectively, with a demonstrated record of increasing student achievement, except that an academy may award a provisional certificate for the period necessary to allow the graduate to demonstrate such effectiveness;

"(B) does not have restrictions on the methods the academy will use to train prospective teacher or school leader candidates, including—

"(i) obligating (or prohibiting) the academy's faculty to hold advanced degrees or conduct academic research;

"(ii) restrictions related to the academy's physical infrastructure;

"(iii) restrictions related to the number of course credits required as part of the program of study;

"(iv) restrictions related to the undergraduate coursework completed by teachers teaching or working on alternative certificates, licenses, or credentials, as long as such teachers have successfully passed all relevant State-approved content area examinations; or

"(v) restrictions related to obtaining accreditation from an accrediting body for purposes of becoming an academy;

"(C) limits admission to its program to prospective teacher or school leader candidates who demonstrate strong potential to improve student achievement, based on a rigorous selection process that reviews a candidate's prior academic achievement or record of professional accomplishment; and

"(D) results in a certificate of completion that the State may recognize as at least the equivalent of a master's degree in education for the purposes of hiring, retention, compensation, and promotion in the State.

"(5) TEACHER RESIDENCY PROGRAM.—The term 'teacher residency program' means a school-based teacher preparation program in which a prospective teacher—

"(A) for one academic year, teaches alongside an effective teacher, as determined by a teacher evaluation system implemented under part A, who is the teacher of record;

"(B) receives concurrent instruction during the year described in subparagraph (A) from the partner institution (as defined in section 200 of the Higher Education Act of 1965 (20 U.S.C. 1021)), which courses may be taught by local educational agency personnel or residency program faculty, in the teaching of the content area in which the teacher will become certified or licensed; and

"(C) acquires effective teaching skills.".

(d) PART C.—Part C of title II (20 U.S.C. 6671 et seq.) is amended—

(1) by striking subparts 1 through 4;

(2) by striking the heading relating to subpart 5;

(3) by striking sections 2361 and 2368;

(4) in section 2362, by striking "principals" and inserting "school leaders";

(5) in section 2363(6)(A), by striking "principal" and inserting "school leader";

(6) in section 2366(b), by striking "ate law" and inserting "(3) A State law";

(7) by redesignating section 2362 as section 2361;

(8) by redesignating sections 2364 through 2367 as sections 2362 through 2365, respectively; and

(9) by redesignating section 2363 as section 2366 and transferring such section to appear after section 2365 (as so redesignated).

(e) PART D.—Part D of title II (20 U.S.C. 6751 et seq.) is amended to read as follows:

"PART D—GENERAL PROVISIONS

"SEC. 2401. INCLUSION OF CHARTER SCHOOLS.

"In this title, the term 'local educational agency' includes a charter school (as defined in section 5101) that, in the absence of this section, would not have received funds under this title.

"SEC. 2402. PARENTS' RIGHT TO KNOW.

"At the beginning of each school year, a local educational agency that receives funds under this title shall notify the parents of each student attending any school receiving funds under this title that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers.

"SEC. 2403. SUPPLEMENT, NOT SUPPLANT.

"Funds received under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.".

SEC. 202. CONFORMING REPEALS.

(a) CONFORMING REPEALS.—Title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) is amended by repealing sections 201 through 204.

(b) EFFECTIVE DATE.—The repeals made by subsection (a) shall take effect October 1, 2013.

TITLE III—PARENTAL ENGAGEMENT AND LOCAL FLEXIBILITY

SEC. 301. PARENTAL ENGAGEMENT AND LOCAL FLEXIBILITY.

Title III (20 U.S.C. 6801 et seq.) is amended to read as follows:

"TITLE III—PARENTAL ENGAGEMENT AND LOCAL FLEXIBILITY

"PART A—PARENTAL ENGAGEMENT

"Subpart 1—Charter School Program

"SEC. 3101. PURPOSE.

"It is the purpose of this subpart to—

"(1) improve the United States education system and educational opportunities for all Americans by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy;

"(2) provide financial assistance for the planning, program design, and initial implementation of charter schools;

"(3) expand the number of high-quality charter schools available to students across the Nation;

"(4) evaluate the impact of such schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;

"(5) encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools;

"(6) improve student services to increase opportunities for students with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet challenging State academic achievement standards; and

"(7) support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, monitoring, and evaluation of such schools.

"SEC. 3102. PROGRAM AUTHORIZED.

"(a) IN GENERAL.—From the amounts appropriated under section 3(c)(1)(A), the Secretary shall carry out a charter school program under this subpart that supports charter schools that serve elementary school and secondary school students by—

"(1) supporting the startup, replication, and expansion of charter schools;

"(2) assisting charter schools in accessing credit to acquire and renovate facilities for school use; and

"(3) carrying out national activities to support—

"(A) charter school development;

"(B) the dissemination of best practices of charter schools for all schools; and

"(C) the evaluation of the impact of the program on schools participating in the program.

"(b) FUNDING ALLOTMENT.—From the amount made available under section 3(c)(1)(A) for a fiscal year, the Secretary shall—

"(1) reserve 15 percent to support charter school facilities assistance under section 3104;

"(2) reserve not more than 5 percent to carry out national activities under section 3105; and

"(3) use the remaining amount after the Secretary reserves funds under paragraphs (1) and (2) to carry out section 3103.

"(c) PRIOR GRANTS AND SUBGRANTS.—The recipient of a grant or subgrant under this subpart or subpart 2, as such subpart was in effect on the day before the date of enactment of the Student Success Act, shall continue to receive funds in accordance with the terms and conditions of such grant or subgrant.

"SEC. 3103. GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

"(a) IN GENERAL.—From the amount reserved under section 3102(b)(3), the Secretary shall award grants to State entities having applications approved pursuant to subsection (f) to enable such entities to—

"(1) award subgrants to eligible applicants for—

"(A) opening new charter schools;

"(B) opening replicable, high-quality charter school models; or

"(C) expanding high-quality charter schools; and

"(2) provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1) and work with authorized public chartering agencies in the State to improve authorizing quality.

"(b) STATE USES OF FUNDS.—

"(1) IN GENERAL.—A State entity receiving a grant under this section shall—

"(A) use 90 percent of the grant funds to award subgrants to eligible applicants, in accordance with the quality charter school program described in the entity's application approved pursuant to subsection (f), for the purposes described in subparagraphs (A) through (C) of subsection (a)(1); and

"(B) reserve 10 percent of such funds to carry out the activities described in subsection (a)(2), of which not more than 30 percent may be used for administrative costs which may include technical assistance.

"(2) CONTRACTS AND GRANTS.—A State entity may use a grant received under this section to carry out the activities described in subparagraphs (A) and (B) of paragraph (1) directly or through grants, contracts, or cooperative agreements.

"(c) PROGRAM PERIODS; PEER REVIEW; GRANT NUMBER AND AMOUNT; DIVERSITY OF PROJECTS; WAIVERS.—

"(1) PROGRAM PERIODS.—

"(A) GRANTS.—A grant awarded by the Secretary to a State entity under this section shall be for a period of not more than 5 years.

"(B) SUBGRANTS.—A subgrant awarded by a State entity under this section shall be for a period of not more than 3 years, of which an eligible applicant may use not more than 18 months for planning and program design.

"(2) PEER REVIEW.—The Secretary, and each State entity receiving a grant under this section, shall use a peer review process to review applications for assistance under this section.

"(3) GRANT NUMBER AND AMOUNT.—The Secretary shall ensure that the number of grants awarded under this section and the award amounts will allow for a sufficient number of new grants to be awarded under this section for each succeeding fiscal year.

"(4) DIVERSITY OF PROJECTS.—Each State entity receiving a grant under this section shall award subgrants under this section in a manner that, to the extent possible, ensures that such subgrants—

"(A) are distributed throughout different areas, including urban, suburban, and rural areas; and

"(B) will assist charter schools representing a variety of educational approaches.

"(5) WAIVERS.—The Secretary may waive any statutory or regulatory requirement without requiring the adoption of any unrelated requirements over which the Secretary exercises administrative authority except any such requirement relating to the elements of a charter school described in section 5101(3), if—

"(A) the waiver is requested in an approved application under this section; and

"(B) the Secretary determines that granting such a waiver will promote the purpose of this subpart.

"(d) LIMITATIONS.—

"(1) GRANTS.—A State entity may not receive more than 1 grant under this section for a 5-year period.

"(2) SUBGRANTS.—An eligible applicant may not receive more than 1 subgrant under this section for an individual charter school for a 3-year period.

"(e) APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:

"(1) DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including a description—

"(A) of how the entity—

"(i) will support both new charter school startup and the expansion and replication of high-quality charter school models;

"(ii) will inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;

"(iii) will work with eligible applicants to ensure that the applicants access all Federal funds that they are eligible to receive, and help the charter schools supported by the applicants and the students attending the charter schools—

"(I) participate in the Federal programs in which the schools and students are eligible to participate; and

"(II) receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs;

"(iv) in the case in which the entity is not a State educational agency—

"(I) will work with the State educational agency and the charter schools in the State to maximize charter school participation in Federal and State programs for charter schools; and

"(II) will work with the State educational agency to adequately operate the entity's program under this section, where applicable;

"(v) will ensure eligible applicants that receive a subgrant under the entity's program are prepared to continue to operate the charter schools receiving the subgrant funds once the funds have expired;

"(vi) will support charter schools in local educational agencies with large numbers of schools implementing requirements under the State's school improvement system under section 1111(b)(3)(B)(iii);

"(vii) will work with charter schools to promote inclusion of all students and support all students once they are enrolled to promote retention;

"(viii) will work with charter schools on recruitment practices, including efforts to engage groups that may otherwise have limited opportunities to participate in charter schools;

"(ix) will share best and promising practices between charter schools and other public schools, including, where appropriate, instruction and professional development in science, math, technology, and engineering education;

"(x) will ensure the charter schools receiving funds under the entity's program can meet the educational needs of their students, including students with disabilities and English learners; and

"(xi) will support efforts to increase quality initiatives, including meeting the quality authorizing elements described in paragraph (2)(E);

"(B) of the extent to which the entity—

"(i) is able to meet and carry out the priorities listed in subsection (f)(2); and

"(ii) is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and replicable, high-quality charter school models, and the expansion of high-quality charter schools;

"(C) of how the entity will carry out the subgrant competition, including—

"(i) a description of the application each eligible applicant desiring to receive a subgrant will submit, including—

"(I) a description of the roles and responsibilities of eligible applicants, partner organizations, and management organizations, including the administrative and contractual roles and responsibilities;

"(II) a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, and how a school's performance in the State's academic accountability system will be a primary factor for renewal or revocation of the school's charter; and

"(III) a description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school receiving funds under the entity's program; and

"(ii) a description of how the entity will review applications;

"(D) in the case of an entity that partners with an outside organization to carry out the entity's quality charter school program, in whole or in part, of the roles and responsibilities of this partner;

"(E) of how the entity will help the charter schools receiving funds under the entity's program consider the transportation needs of the schools' students; and

"(F) of how the entity will support diverse charter school models, including models that serve rural communities.

"(2) ASSURANCES.—Assurances, including a description of how the assurances will be met, that—

"(A) each charter school receiving funds under the entity's program will have a high degree of autonomy over budget and operations, including personnel;

"(B) the entity will support charter schools in meeting the educational needs of their students as described in paragraph (1)(A)(x);

"(C) the entity will ensure that the authorized public chartering agency of any charter school that receives funds under the entity's program—

"(i) ensures that each charter school is meeting the obligations under this Act, part B of the Individuals with Disabilities Education Act, title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and title IX of the Education Amendments of 1972;

"(ii) adequately monitors and helps each charter school in recruiting, enrolling, and meeting the needs of all students, including students with disabilities and English learners; and

"(iii) ensures that each charter school solicits and considers input from parents and other members of the community on the implementation and operation of the school;

"(D) the entity will provide adequate technical assistance to eligible applicants to—

"(i) meet the objectives described in clauses (vii), (viii), and (x) of paragraph (1)(A); and

"(ii) enroll traditionally underserved students, including students with disabilities and English learners, to promote an inclusive education environment;

"(E) the entity will promote quality authorizing, such as through providing technical assistance, to support all authorized public chartering agencies in the State to improve the monitoring of their charter schools, including by—

"(i) assessing annual performance data of the schools, including, as appropriate, graduation rates and student growth; and

"(ii) reviewing the schools' independent, annual audits of financial statements conducted in accordance with generally accepted accounting principles, and ensuring any such audits are publically reported;

"(F) the entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State; and

"(G) the entity will ensure that each charter school in the State make publicly available, consistent with the dissemination requirements of the annual State report card, the information parents need to make informed decisions about the education options available to their children, including information on the educational program, student support services, and annual performance and enrollment data for the groups of students described in section 1111(b)(3)(B)(ii)(II).

"(3) REQUESTS FOR WAIVERS.—A request and justification for waivers of any Federal statutory or regulatory provisions that the entity believes are necessary for the successful operation of the charter schools that will receive funds under the entity's program under this section, and a description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply to such schools.

"(f) SELECTION CRITERIA; PRIORITY.—

"(1) SELECTION CRITERIA.—The Secretary shall award grants to State entities under this section on the basis of the quality of the applications submitted under subsection (e), after taking into consideration—

"(A) the degree of flexibility afforded by the State's public charter school law and how the entity will work to maximize the flexibility provided to charter schools under the law;

"(B) the ambitiousness of the entity's objectives for the quality charter school program carried out under this section;

"(C) the quality of the strategy for assessing achievement of those objectives;

"(D) the likelihood that the eligible applicants receiving subgrants under the program will meet those objectives and improve educational results for students;

"(E) the proposed number of new charter schools to be opened, and the proposed number of high-quality charter schools to be replicated or expanded under the program;

"(F) the entity's plan to—

"(i) adequately monitor the eligible applicants receiving subgrants under the entity's program; and

"(ii) work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies;

"(G) the entity's plan to provide adequate technical assistance, as described in the entity's application under subsection (e), for the eligible applicants receiving subgrants under the entity's program under this section;

"(H) the entity's plan to support quality authorizing efforts in the State, consistent with the objectives described in subparagraph (B); and

"(I) the entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of the charter schools in the State.

"(2) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State entities to the extent that they meet the following criteria:

"(A) In the case of a State entity located in a State that allows an entity other than a local educational agency to be an authorized public chartering agency, the State has a quality authorized public chartering agency that is an entity other than a local educational agency.

"(B) The State entity is located in a State that does not impose any limitation on the number or percentage of charter schools that may exist or the number or percentage of students that may attend charter schools in the State.

"(C) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.

"(D) The State entity is located in a State that uses best practices from charter schools to help improve struggling schools and local educational agencies.

"(E) The State entity partners with an organization that has a demonstrated record of success in developing management organizations to support the development of charter schools in the State.

"(F) The State entity demonstrates quality policies and practices to support and monitor charter schools through factors including—

"(i) the proportion of high-quality charter schools in the State; and

"(ii) the proportion of charter schools enrolling, at a rate similar to traditional public schools, traditionally underserved students, including students with disabilities and English learners.

"(G) The State entity supports charter schools that support at-risk students through activities such as dropout prevention or dropout recovery.

"(H) The State entity authorizes all charter schools in the State to serve as school food authorities.

"(g) LOCAL USES OF FUNDS.—An eligible applicant receiving a subgrant under this section shall use such funds to open new charter schools, open replicable, high-quality charter school models, or expand existing high-quality charter schools.

"(h) REPORTING REQUIREMENTS.—Each State entity receiving a grant under this section shall submit to the Secretary, at the end of the third year of the 5-year grant period and at the end of such grant period, a report on—

"(1) the number of students served under each subgrant awarded under this section and, if applicable, how many new students were served during each year of the subgrant period;

"(2) the number of subgrants awarded under this section to carry out each of the following—

"(A) the opening of new charter schools;

"(B) the opening of replicable, high-quality charter school models; and

"(C) the expansion of high-quality charter schools;

"(3) the progress the entity made toward meeting the priorities described in subsection (f)(2), as applicable;

"(4) how the entity met the objectives of the quality charter school program described in the entity's application under subsection (e);

"(5) how the entity complied with, and ensured that eligible applicants complied with, the assurances described in the entity's application; and

"(6) how the entity worked with authorized public chartering agencies and how such agencies worked with the management company or leadership of the schools that received subgrants under this section.

"(i) STATE ENTITY DEFINED.—For purposes of this section, the term 'State entity' means—

"(1) a State educational agency;

"(2) a State charter school board;

"(3) a Governor of a State; or

"(4) a charter support organization.

"SEC. 3104. FACILITIES FINANCING ASSISTANCE.

"(a) GRANTS TO ELIGIBLE ENTITIES.—

"(1) IN GENERAL.—From the amount reserved under section 3102(b)(1), the Secretary shall award grants to eligible entities that have the highest-quality applications approved under subsection (d), after considering the diversity of such applications, to demonstrate innovative methods of assisting charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing.

"(2) ELIGIBLE ENTITY DEFINED.—For purposes of this section, the term 'eligible entity' means—

"(A) a public entity, such as a State or local governmental entity;

"(B) a private nonprofit entity; or

"(C) a consortium of entities described in subparagraphs (A) and (B).

"(b) GRANTEE SELECTION.—The Secretary shall evaluate each application submitted under subsection (d), and shall determine whether the application is sufficient to merit approval.

"(c) GRANT CHARACTERISTICS.—Grants under subsection (a) shall be of a sufficient size, scope, and quality so as to ensure an effective demonstration of an innovative means of enhancing credit for the financing of charter school acquisition, construction, or renovation.

"(d) APPLICATIONS.—

"(1) IN GENERAL.—To receive a grant under subsection (a), an eligible entity shall submit to the Secretary an application in such form as the Secretary may reasonably require.

"(2) CONTENTS.—An application submitted under paragraph (1) shall contain—

"(A) a statement identifying the activities proposed to be undertaken with funds received under subsection (a), including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;

"(B) a description of the involvement of charter schools in the application's development and the design of the proposed activities;

"(C) a description of the eligible entity's expertise in capital market financing;

"(D) a description of how the proposed activities will leverage the maximum amount of private-sector financing capital relative to the amount of Federal, State, or local government funding used and otherwise enhance credit available to charter schools, including how the entity will offer a combination of rates and terms more favorable than the rates and terms that a charter school could receive without assistance from the entity under this section;

"(E) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought; and

"(F) in the case of an application submitted by a State governmental entity, a description of the actions that the entity has taken, or will take, to ensure that charter schools within the State receive the funding the charter schools need to have adequate facilities.

"(e) CHARTER SCHOOL OBJECTIVES.—An eligible entity receiving a grant under this section shall use the funds deposited in the reserve account established under subsection (f) to assist one or more charter schools to access private sector capital to accomplish one or both of the following objectives:

"(1) The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.

"(2) The construction of new facilities, including predevelopment costs, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.

"(f) RESERVE ACCOUNT.—

"(1) USE OF FUNDS.—To assist charter schools to accomplish the objectives described in subsection (e), an eligible entity receiving a grant under subsection (a) shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received under subsection (a) (other than funds used for administrative costs in accordance with subsection (g)) in a reserve account established and maintained by the eligible entity for this purpose. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

"(A) Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for an objective described in subsection (e).

"(B) Guaranteeing and insuring leases of personal and real property for an objective described in subsection (e).

"(C) Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.

"(D) Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

"(2) INVESTMENT.—Funds received under this section and deposited in the reserve account established under paragraph (1) shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities.

"(3) REINVESTMENT OF EARNINGS.—Any earnings on funds received under subsection (a) shall be deposited in the reserve account established under paragraph (1) and used in accordance with such paragraph.

"(g) LIMITATION ON ADMINISTRATIVE COSTS.—An eligible entity may use not more than 2.5 percent of the funds received under subsection (a) for the administrative costs of carrying out its responsibilities under this section (excluding subsection (k)).

"(h) AUDITS AND REPORTS.—

"(1) FINANCIAL RECORD MAINTENANCE AND AUDIT.—The financial records of each eligible entity receiving a grant under subsection (a) shall be maintained in accordance with generally accepted accounting principles and shall be subject to an annual audit by an independent public accountant.

"(2) REPORTS.—

"(A) GRANTEE ANNUAL REPORTS.—Each eligible entity receiving a grant under subsection (a) annually shall submit to the Secretary a report of its operations and activities under this section.

"(B) CONTENTS.—Each annual report submitted under subparagraph (A) shall include—

"(i) a copy of the most recent financial statements, and any accompanying opinion on such statements, prepared by the independent public accountant reviewing the financial records of the eligible entity;

"(ii) a copy of any report made on an audit of the financial records of the eligible entity that was conducted under paragraph (1) during the reporting period;

"(iii) an evaluation by the eligible entity of the effectiveness of its use of the Federal funds provided under subsection (a) in leveraging private funds;

"(iv) a listing and description of the charter schools served during the reporting period, including the amount of funds used by each school, the type of project facilitated by the grant, and the type of assistance provided to the charter schools;

"(v) a description of the activities carried out by the eligible entity to assist charter schools in meeting the objectives set forth in subsection (e); and

"(vi) a description of the characteristics of lenders and other financial institutions participating in the activities undertaken by the eligible entity under this section (excluding subsection (k)) during the reporting period.

"(C) SECRETARIAL REPORT.—The Secretary shall review the reports submitted under subparagraph (A) and shall provide a comprehensive annual report to Congress on the activities conducted under this section (excluding subsection (k)).

"(i) NO FULL FAITH AND CREDIT FOR GRANTEE OBLIGATION.—No financial obligation of an eligible entity entered into pursuant to this section (such as an obligation under a guarantee, bond, note, evidence of debt, or loan) shall be an obligation of, or guaranteed in any respect by, the United States. The full faith and credit of the United States is not pledged to the payment of funds which may be required to be paid under any obligation made by an eligible entity pursuant to any provision of this section.

"(j) RECOVERY OF FUNDS.—

"(1) IN GENERAL.—The Secretary, in accordance with chapter 37 of title 31, United States Code, shall collect—

"(A) all of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines, not earlier than 2 years after the date on which the eligible entity first received funds under this section (excluding subsection (k)), that the eligible entity has failed to make substantial progress in carrying out the purposes described in subsection (f)(1); or

"(B) all or a portion of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines that the eligible entity has permanently ceased to use all or a portion of the funds in such account to accomplish any purpose described in subsection (f)(1).

"(2) EXERCISE OF AUTHORITY.—The Secretary shall not exercise the authority provided in paragraph (1) to collect from any eligible entity any funds that are being properly used to achieve one or more of the purposes described in subsection (f)(1).

"(3) PROCEDURES.—The provisions of sections 451, 452, and 458 of the General Education Provisions Act (20 U.S.C. 1234, 1234a, 1234g) shall apply to the recovery of funds under paragraph (1).

"(4) CONSTRUCTION.—This subsection shall not be construed to impair or affect the authority of the Secretary to recover funds under part D of the General Education Provisions Act (20 U.S.C. 1234 et seq.).

"(k) PER-PUPIL FACILITIES AID PROGRAM.—

"(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term 'per-pupil facilities aid program' means a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing—

"(A) that is dedicated solely for funding charter school facilities; or

"(B) a portion of which is dedicated for funding charter school facilities.

"(2) GRANTS.—

"(A) IN GENERAL.—From the amount reserved under section 3102(b)(1) and remaining after the Secretary makes grants under subsection (a), the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering per-pupil facilities aid programs.

"(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

"(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

"(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

"(ii) 80 percent in the second such year;

"(iii) 60 percent in the third such year;

"(iv) 40 percent in the fourth such year; and

"(v) 20 percent in the fifth such year.

"(D) STATE SHARE.—A State receiving a grant under this subsection may partner with 1 or more organizations to provide up to 50 percent of the State share of the cost of establishing or enhancing, and administering the per-pupil facilities aid program.

"(E) MULTIPLE GRANTS.—A State may receive more than 1 grant under this subsection, so long as the amount of such funds provided to charter schools increases with each successive grant.

"(3) USE OF FUNDS.—

"(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State of the applicant.

"(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.

"(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State, and local public funds expended to provide per pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

"(4) REQUIREMENTS.—

"(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

"(B) STATE LAW.—

"(i) IN GENERAL.—Except as provided in clause (ii), to be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

"(I) is specified in State law; and

"(II) provides annual financing, on a per-pupil basis, for charter school facilities.

"(ii) SPECIAL RULE.—Notwithstanding clause (i), a State that is required under State law to provide its charter schools with access to adequate facility space, but which does not have a per-pupil facilities aid program for charter schools specified in State law, may be eligible to receive a grant under this subsection if the State agrees to use the funds to develop a per-pupil facilities aid program consistent with the requirements of this subsection.

"(5) APPLICATIONS.—To be eligible to receive a grant under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

"SEC. 3105. NATIONAL ACTIVITIES.

"(a) IN GENERAL.—From the amount reserved under section 3102(b)(2), the Secretary shall—

"(1) use not less than 50 percent of such funds to award grants in accordance with subsection (b); and

"(2) use the remainder of such funds to—

"(A) disseminate technical assistance to State entities in awarding subgrants under section 3103, and eligible entities and States receiving grants under section 3104;

"(B) disseminate best practices; and

"(C) evaluate the impact of the charter school program, including the impact on student achievement, carried out under this subpart.

"(b) GRANTS.—

"(1) IN GENERAL.—The Secretary shall make grants, on a competitive basis, to eligible applicants for the purpose of carrying out the activities described in section 3102(a)(1), subparagraphs (A) through (C) of section 3103(a)(1), and section 3103(g).

"(2) TERMS AND CONDITIONS.—Except as otherwise provided in this subsection, grants awarded under this subsection shall have the same terms and conditions as grants awarded to State entities under section 3103.

"(3) ELIGIBLE APPLICANT DEFINED.—For purposes of this subsection, the term 'eligible applicant' means an eligible applicant that desires to open a charter school in—

"(A) a State that did not apply for a grant under section 3103;

"(B) a State that did not receive a grant under section 3103; or

"(C) a State that received a grant under section 3103 and is in the 4th or 5th year of the grant period for such grant.

"(c) CONTRACTS AND GRANTS.—The Secretary may carry out any of the activities described in this section directly or through grants, contracts, or cooperative agreements.

"SEC. 3106. FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND FOR SUCCESSIVE ENROLLMENT EXPANSIONS.

"(a) IN GENERAL.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

"(b) ADJUSTMENT AND LATE OPENINGS.—

"(1) IN GENERAL.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a charter school on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

"(2) RULE.—For charter schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such charter schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the charter schools' first year of operation.

"SEC. 3107. SOLICITATION OF INPUT FROM CHARTER SCHOOL OPERATORS.

"To the extent practicable, the Secretary shall ensure that administrators, teachers, and other individuals directly involved in the operation of charter schools are consulted in the development of any rules, regulations, or nonregulatory guidance required to implement this subpart, as well as in the development of any rules, regulations, or nonregulatory guidance relevant to charter schools that are required to implement part A of title I, the Individuals with Disabilities Education Act, or any other program administered by the Secretary that provides education funds to charter schools or regulates the activities of charter schools.

"SEC. 3108. RECORDS TRANSFER.

"State educational agencies and local educational agencies, as quickly as possible and to the extent practicable, shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(14) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law.

"SEC. 3109. PAPERWORK REDUCTION.

"To the extent practicable, the Secretary and each authorized public chartering agency shall ensure that implementation of this subpart results in a minimum of paperwork for any eligible applicant or charter school.

"SEC. 3110. DEFINITIONS.

"In this subpart:

"(1) AUTHORIZED PUBLIC CHARTERING AGENCY.—The term 'authorized public chartering agency' means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.

"(2) CHARTER SUPPORT ORGANIZATION.—The term 'charter support organization' means a nonprofit, nongovernmental entity that provides, on a statewide or regional basis—

"(A) assistance to developers during the planning, program design, and initial implementation of a charter school; and

"(B) technical assistance to operate charter schools.

"(3) DEVELOPER.—The term 'developer' means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

"(4) ELIGIBLE APPLICANT.—The term 'eligible applicant' means a developer that has—

"(A) applied to an authorized public chartering authority to operate a charter school; and

"(B) provided adequate and timely notice to that authority.

"(5) EXPANSION OF A HIGH-QUALITY CHARTER SCHOOL.—The term 'expansion of a high-quality charter school' means to significantly increase the enrollment of, or add one or more grades to, a high-quality charter school.

"(6) HIGH-QUALITY CHARTER SCHOOL.—The term 'high-quality charter school' means a charter school that—

"(A) shows evidence of strong academic results, which may include strong academic growth as determined by a State;

"(B) has no significant issues in the areas of student safety, financial management, or statutory or regulatory compliance;

"(C) has demonstrated success in significantly increasing student academic achievement and attainment for all students served by the charter school; and

"(D) has demonstrated success in increasing student academic achievement for the groups of students described in section 1111(b)(3)(B)(ii)(II), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

"(7) REPLICABLE, HIGH-QUALITY CHARTER SCHOOL MODEL.—The term 'replicable, high-quality charter school model' means a high-quality charter school that has the capability of opening another such charter school under an existing charter.

"Subpart 2—Magnet School Assistance

"SEC. 3121. PURPOSE.

"The purpose of this subpart is to assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for—

"(1) the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools;

"(2) the development and implementation of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet State academic standards;

"(3) the development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

"(4) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technical, and professional skills of students attending such schools;

"(5) improving the ability of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

"(6) ensuring that students enrolled in the magnet school programs have equitable access to a quality education that will enable the students to succeed academically and continue with postsecondary education or employment.

"SEC. 3122. DEFINITION.

"For the purpose of this subpart, the term 'magnet school' means a public elementary school, public secondary school, public elementary education center, or public

secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

"SEC. 3123. PROGRAM AUTHORIZED.

"From the amount appropriated under section 3(c)(1)(B), the Secretary, in accordance with this subpart, is authorized to award grants to eligible local educational agencies, and consortia of such agencies where appropriate, to carry out the purpose of this subpart for magnet schools that are—

"(1) part of an approved desegregation plan; and

"(2) designed to bring students from different social, economic, ethnic, and racial backgrounds together.

"SEC. 3124. ELIGIBILITY.

"A local educational agency, or consortium of such agencies where appropriate, is eligible to receive a grant under this subpart to carry out the purpose of this subpart if such agency or consortium—

"(1) is implementing a plan undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other State agency or official of competent jurisdiction, that requires the desegregation of minority-group-segregated children or faculty in the elementary schools and secondary schools of such agency; or

"(2) without having been required to do so, has adopted and is implementing, or will, if a grant is awarded to such local educational agency, or consortium of such agencies, under this subpart, adopt and implement a plan that has been approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 for the desegregation of minority-group-segregated children or faculty in such schools.

"SEC. 3125. APPLICATIONS AND REQUIREMENTS.

"(a) APPLICATIONS.—An eligible local educational agency, or consortium of such agencies, desiring to receive a grant under this subpart shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

"(b) INFORMATION AND ASSURANCES.—Each application submitted under subsection (a) shall include—

"(1) a description of—

"(A) how a grant awarded under this subpart will be used to promote desegregation, including how the proposed magnet school programs will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

"(B) the manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

"(C) how the applicant will continue the magnet school program after assistance under this subpart is no longer available, and, if applicable, an explanation of why magnet schools established or supported by the applicant with grant funds under this subpart cannot be continued without the use of grant funds under this subpart;

"(D) how grant funds under this subpart will be used—

"(i) to improve student academic achievement for all students attending the magnet school programs; and

"(ii) to implement services and activities that are consistent with other programs under this Act, and other Acts, as appropriate; and

"(E) the criteria to be used in selecting students to attend the proposed magnet school program; and

"(2) assurances that the applicant will—

"(A) use grant funds under this subpart for the purposes specified in section 3121;

"(B) employ effective teachers in the courses of instruction assisted under this subpart;

"(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in—

"(i) the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

"(ii) the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan; and

"(iii) designing or operating extracurricular activities for students;

"(D) carry out a quality education program that will encourage greater parental decisionmaking and involvement; and

"(E) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

"(c) SPECIAL RULE.—No grant shall be awarded under this subpart unless the Assistant Secretary of Education for Civil Rights determines that the assurances described in subsection (b)(2)(C) will be met.

"SEC. 3126. PRIORITY.

"In awarding grants under this subpart, the Secretary shall give priority to applicants that—

"(1) demonstrate the greatest need for assistance, based on the expense or difficulty of effectively carrying out approved desegregation plans and the magnet school program for which the grant is sought;

"(2) propose to carry out new magnet school programs, or significantly revise existing magnet school programs;

"(3) propose to select students to attend magnet school programs by methods such as lottery, rather than through academic examination; and

"(4) propose to serve the entire student population of a school.

"SEC. 3127. USE OF FUNDS.

"(a) IN GENERAL.—Grant funds made available under this subpart may be used by an eligible local educational agency, or consortium of such agencies—

"(1) for planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools;

"(2) for the acquisition of books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools;

"(3) for the compensation, or subsidization of the compensation, of elementary school and secondary school teachers, and instructional staff where applicable, who are necessary to conduct programs in magnet schools;

"(4) with respect to a magnet school program offered to less than the entire student population of a school, for instructional activities that—

"(A) are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program; and

"(B) further the purpose of this subpart;

"(5) for activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended;

"(6) to enable the local educational agency, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program; and

"(7) to enable the local educational agency, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades.

"(b) SPECIAL RULE.—Grant funds under this subpart may be used for activities described in paragraphs (2) and (3) of subsection (a) only if the activities are directly related to improving student academic achievement based on the State's academic standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving career, technical, and professional skills.

"SEC. 3128. LIMITATIONS.

"(a) DURATION OF AWARDS.—A grant under this subpart shall be awarded for a period that shall not exceed 3 fiscal years.

"(b) LIMITATION ON PLANNING FUNDS.—A local educational agency, or consortium of such agencies, may expend for planning (professional development shall not be considered to be planning for purposes of this subsection) not more than 50 percent of the grant funds received under this subpart for the first year of the program and not more than 15 percent of such funds for each of the second and third such years.

"(c) AMOUNT.—No local educational agency, or consortium of such agencies, awarded a grant under this subpart shall receive more than $4,000,000 under this subpart for any 1 fiscal year.

"(d) TIMING.—To the extent practicable, the Secretary shall award grants for any fiscal year under this subpart not later than July 1 of the applicable fiscal year.

"SEC. 3129. EVALUATIONS.

"(a) RESERVATION.—The Secretary may reserve not more than 2 percent of the funds appropriated under section 3(c)(1)(B) for any fiscal year to carry out evaluations, provide technical assistance, and carry out dissemination projects with respect to magnet school programs assisted under this subpart.

"(b) CONTENTS.—Each evaluation described in subsection (a), at a minimum, shall address—

"(1) how and the extent to which magnet school programs lead to educational quality and academic improvement;

"(2) the extent to which magnet school programs enhance student access to a quality education;

"(3) the extent to which magnet school programs lead to the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students; and

"(4) the extent to which magnet school programs differ from other school programs in terms of the organizational characteristics and resource allocations of such magnet school programs.

"(c) DISSEMINATION.—The Secretary shall collect and disseminate to the general public information on successful magnet school programs.

"SEC. 3130. RESERVATION.

"In any fiscal year for which the amount appropriated under section 3(c)(1)(B) exceeds $75,000,000, the Secretary shall give priority in using such amounts in excess of $75,000,000 to awarding grants to local educational agencies or consortia of such agencies that did not receive a grant under this subpart in the preceding fiscal year.

"Subpart 3—Family Engagement in Education Programs

"SEC. 3141. PURPOSES.

"The purposes of this subpart are the following:

"(1) To provide financial support to organizations to provide technical assistance and training to State and local educational agencies in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

"(2) To assist State educational agencies, local educational agencies, community-based organizations, schools, and educators in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.

"(3) To support State educational agencies, local educational agencies, schools, educators, and parents in developing and strengthening the relationship between parents and their children's school in order to further the developmental progress of children.

"(4) To coordinate activities funded under this subpart with parent involvement initiatives funded under section 1118 and other provisions of this Act.

"(5) To assist the Secretary, State educational agencies, and local educational agencies in the coordination and integration of Federal, State, and local services and programs to engage families in education.

"SEC. 3142. GRANTS AUTHORIZED.

"(a) STATEWIDE FAMILY ENGAGEMENT CENTERS.—From the amount appropriated under section 3(c)(1)(C), the Secretary is authorized to award grants for each fiscal year to statewide organizations (or consortia of such organizations), to establish Statewide Family Engagement Centers that provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out, or carry out directly, parent education and family engagement in education programs.

"(b) MINIMUM AWARD.—In awarding grants under this section, the Secretary shall, to the extent practicable, ensure that a grant is awarded for a Statewide Family Engagement Center in an amount not less than $500,000.

"SEC. 3143. APPLICATIONS.

"(a) SUBMISSIONS.—Each statewide organization, or a consortium of such organizations, that desires a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and including the information described in subsection (b).

"(b) CONTENTS.—Each application submitted under subsection (a) shall include, at a minimum, the following:

"(1) A description of the applicant's approach to family engagement in education.

"(2) A description of the support that the Statewide Family Engagement Center that will be operated by the applicant will have from the State educational agency and any partner organization outlining the commitment to work with the center.

"(3) A description of the applicant's plan for building a statewide infrastructure for family engagement in education, that includes—

"(A) management and governance;

"(B) statewide leadership; or

"(C) systemic services for family engagement in education.

"(4) A description of the applicant's demonstrated experience in providing training, information, and support to State educational agencies, local educational agencies, schools, educators, parents, and organizations on family engagement in education policies and practices that are effective for parents (including low-income parents) and families, English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students, including evaluation results, reporting, or other data exhibiting such demonstrated experience.

"(5) An assurance that the applicant will—

"(A) establish a special advisory committee, the membership of which includes—

"(i) parents, who shall constitute a majority of the members of the special advisory committee;

"(ii) representatives of education professionals with expertise in improving services for disadvantaged children;

"(iii) representatives of local elementary schools and secondary schools, including students;

"(iv) representatives of the business community; and

"(v) representatives of State educational agencies and local educational agencies;

"(B) use not less than 65 percent of the funds received under this subpart in each fiscal year to serve local educational agencies, schools, and community-based organizations that serve high concentrations of disadvantaged students, including English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students;

"(C) operate a Statewide Family Engagement Center of sufficient size, scope, and quality to ensure that the Center is adequate to serve the State educational agency, local educational agencies, and community-based organizations;

"(D) ensure that the Center will retain staff with the requisite training and experience to serve parents in the State;

"(E) serve urban, suburban, and rural local educational agencies and schools;

"(F) work with—

"(i) other Statewide Family Engagement Centers assisted under this subpart; and

"(ii) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act;

"(G) use not less than 30 percent of the funds received under this subpart for each fiscal year to establish or expand technical assistance for evidence-based parent education programs;

"(H) provide assistance to State educational agencies and local educational agencies and community-based organizations that support family members in supporting student academic achievement;

"(I) work with State educational agencies, local educational agencies, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs; and

"(J) conduct sufficient outreach to assist parents, including parents who the applicant may have a difficult time engaging with a school or local educational agency.

"SEC. 3144. USES OF FUNDS.

"(a) IN GENERAL.—Grantees shall use grant funds received under this subpart, based on the needs determined under section 3143(b)(5)(I), to provide training and

technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents—

"(1) to assist parents in participating effectively in their children's education and to help their children meet State standards, such as assisting parents—

"(A) to engage in activities that will improve student academic achievement, including understanding how they can support learning in the classroom with activities at home and in afterschool and extracurricular programs;

"(B) to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel;

"(C) to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement;

"(D) to participate in the design and provision of assistance to students who are not making academic progress;

"(E) to participate in State and local decisionmaking;

"(F) to train other parents; and

"(G) to help the parents learn and use technology applied in their children's education;

"(2) to develop and implement, in partnership with the State educational agency, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and

"(3) to develop and implement parental involvement policies under this Act.

"(b) MATCHING FUNDS FOR GRANT RENEWAL.—For each fiscal year after the first fiscal year for which an organization or consortium receives assistance under this section, the organization or consortium shall demonstrate in the application that a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which may be in cash or in-kind.

"(c) TECHNICAL ASSISTANCE.—The Secretary shall reserve not more than 2 percent of the funds appropriated under section 3(c)(1)(C) to carry out this subpart to provide technical assistance, by competitive grant or contract, for the establishment, development, and coordination of Statewide Family Engagement Centers.

"(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a Statewide Family Engagement Center from—

"(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

"(2) working with another agency that serves children.

"(e) PARENTAL RIGHTS.—Notwithstanding any other provision of this section—

"(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this section; and

"(2) no program or center assisted under this section shall take any action that infringes in any manner on the right of a parent to direct the education of their children.

"SEC. 3145. FAMILY ENGAGEMENT IN INDIAN SCHOOLS.

"The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with local Indian nonprofit parent organizations to establish and operate Family Engagement Centers.

"PART B—LOCAL ACADEMIC FLEXIBLE GRANT

"SEC. 3201. PURPOSE.

"The purpose of this part is to—

"(1) provide local educational agencies with the opportunity to access funds to support the initiatives important to their schools and students to improve academic achievement, including protecting student safety; and

"(2) provide nonprofit and for-profit entities the opportunity to work with students to improve academic achievement, including student safety.

"SEC. 3202. ALLOTMENTS TO STATES.

"(a) RESERVATIONS.—From the funds appropriated under section 3(c)(2) for any fiscal year, the Secretary shall reserve—

"(1) not more than one-half of 1 percent for national activities to provide technical assistance to eligible entities in carrying out programs under this part; and

"(2) not more than one-half of 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

"(b) STATE ALLOTMENTS.—

"(1) DETERMINATION.—From the funds appropriated under section 3(c)(2) for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under chapter B of subpart 1 of part A of title I for the preceding fiscal year bears to the amount all States received under that chapter for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

"(2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

"(c) STATE USE OF FUNDS.—

"(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 75 percent of the amount allotted to the State under subsection (b) for each fiscal year for awards to eligible entities under section 3204.

"(2) AWARDS TO NONGOVERNMENTAL ENTITIES TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT.—Each State that receives an allotment under subsection (b) for each fiscal year shall reserve not less than 10 percent of the amount allotted to the State for awards to nongovernmental entities under section 3205.

"(3) STATE ACTIVITIES AND STATE ADMINISTRATION.—A State educational agency may reserve not more than 15 percent of the amount allotted to the State under subsection (b) for each fiscal year for the following:

"(A) Enabling the State educational agency—

"(i) to pay the costs of developing the State assessments and standards required under section 1111(b), which may include the costs of working, at the sole discretion of the State, in voluntary partnerships with other States to develop such assessments and standards; or

"(ii) if the State has developed the assessments and standards required under section 1111(b), to administer those assessments or carry out other activities related to ensuring that the State's schools and local educational agencies are helping students meet the State's academic standards under such section.

"(B) The administrative costs of carrying out its responsibilities under this part, except that not more than 5 percent of the reserved amount may be used for this purpose.

"(C) Monitoring and evaluation of programs and activities assisted under this part.

"(D) Providing training and technical assistance under this part.

"(E) Statewide academic focused programs.

"(F) Sharing evidence-based and other effective strategies with eligible entities.

"SEC. 3203. STATE APPLICATION.

"(a) IN GENERAL.—In order to receive an allotment under section 3202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

"(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

"(2) describes how the State educational agency will use funds reserved for State-level activities, including how, if any, of the funds will be used to support student safety;

"(3) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include reviewing how the proposed project will help increase student academic achievement;

"(4) describes how the State educational agency will ensure that awards made under this part are—

"(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

"(B) in amounts that are consistent with section 3204(f);

"(5) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical

assistance and training, and dissemination of evidence-based and other effective strategies;

"(6) describes how the State educational agency will consider students across all grades when making these awards;

"(7) an assurance that, other than providing technical and advisory assistance and monitoring compliance with this part, the State educational agency has not exercised and will not exercise any influence in the decision-making process of eligible entities as to the expenditure of funds received by the eligible entities under this part;

"(8) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

"(9) contains an assurance that the State educational agency—

"(A) will make awards for programs for a period of not more than 5 years; and

"(B) will require each eligible entity seeking such an award to submit a plan describing how the project to be funded through the award will continue after funding under this part ends, if applicable; and

"(10) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, State and local public funds expended to provide programs and activities authorized under this part and other similar programs.

"(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

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

"(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

"(1) give the State educational agency notice and an opportunity for a hearing; and

"(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall—

"(A) cite the specific provisions in the application that are not in compliance; and

"(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

"(e) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

"(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

"(2) the expiration of the 120-day period described in subsection (b).

"(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

"(g) RULE OF CONSTRUCTION.—An application submitted by a State educational agency pursuant to subsection (a) shall not be approved or disapproved based upon the activities for which the agency may make funds available to eligible entities under section 3204 if the agency's use of funds is consistent with section 3204(b).

"SEC. 3204. LOCAL COMPETITIVE GRANT PROGRAM.

"(a) IN GENERAL.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 3202(c)(1) to eligible entities in accordance with this section.

"(b) USE OF FUNDS.—

"(1) IN GENERAL.—An eligible entity that receives an award under this part shall use the funds for activities that—

"(A) are evidence-based;

"(B) will improve student academic achievement;

"(C) are allowable under State law; and

"(D) focus on one or more projects from the following two categories:

"(i) Supplemental student support activities such as before, after, or summer school activities, tutoring, and expanded learning time, but not including athletics or in-school learning activities.

"(ii) Activities designed to support students, such as academic subject specific programs, adjunct teacher programs, extended learning time programs, dual enrollment programs, and parent engagement, but not including activities to—

"(I) support smaller class sizes or construction; or

"(II) provide compensation or benefits to teachers, school leaders, other school officials, or local educational agency staff.

"(2) PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.—An eligible entity that receives an award under this part shall ensure compliance with section 5501 (relating to participation of children enrolled in private schools).

"(c) APPLICATION.—

"(1) IN GENERAL.—To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require, including the contents required by paragraph (2).

"(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

"(A) a description of the activities to be funded and how they are consistent with subsection (b), including any activities that will increase student safety;

"(B) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant State, local, or non-Federal funds;

"(C) an assurance that the community will be given notice of an intent to submit an application with an opportunity for comment, and that the application will be available for public review after submission of the application; and

"(D) an assurance that students who benefit from any activity funded under this part shall continue to maintain enrollment in a public elementary or secondary school.

"(d) REVIEW.—In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications but the review shall be limited to the likelihood that the project will increase student academic achievement.

"(e) GEOGRAPHIC DIVERSITY.—A State educational agency shall distribute funds under this part equitably among geographic areas within the State, including rural, suburban, and urban communities.

"(f) AWARD.—A grant shall be awarded to all eligible entities that submit an application that meets the requirements of this section in an amount that is not less than $10,000, but there shall be only one award granted to any one local educational agency, but such award may be for multiple projects or programs with the local educational agency.

"(g) DURATION OF AWARDS.—Grants under this part may be awarded for a period of not more than 5 years.

"(h) ELIGIBLE ENTITY DEFINED.—In this section, the term 'eligible entity' means—

"(1) a local educational agency in partnership with a community-based organization, business entity, or nongovernmental entity;

"(2) a consortium of local educational agencies working in partnership with a community-based organization, business entity, or nongovernmental entity;

"(3) a community-based organization in partnership with a local educational agency and, if applicable, a business entity or nongovernmental entity; or

"(4) a business entity in partnership with a local educational agency and, if applicable, a community-based organization or nongovernmental entity.

"SEC. 3205. AWARDS TO NONGOVERNMENTAL ENTITIES TO IMPROVE ACADEMIC ACHIEVEMENT.

"(a) IN GENERAL.—From the amount reserved under section 3202(c)(2), a State educational agency shall award grants to nongovernmental entities, including public or private organizations, community-based or faith-based organizations, and business entities for a program or project to increase the academic achievement of public school students attending public elementary or secondary schools (or both) in compliance with the requirements in this section. Subject to the availability of funds, the State educational agency shall award a grant to each eligible applicant that meets the requirements in a sufficient size and scope to support the program.

"(b) APPLICATION.—The State educational agency shall require an application that includes the following information:

"(1) A description of the program or project the applicant will use the funds to support.

"(2) A description of how the applicant is using or will use other State, local, or private funding to support the program or project.

"(3) A description of how the program or project will help increase student academic achievement, including the evidence to support this claim.

"(4) A description of the student population the program or project is targeting to impact, and if the program will prioritize students in high-need local educational agencies.

"(5) A description of how the applicant will conduct sufficient outreach to ensure students can participate in the program or project.

"(6) A description of any partnerships the applicant has entered into with local educational agencies or other entities the applicant will work with, if applicable.

"(7) A description of how the applicant will work to share evidence-based and other effective strategies from the program or project with local educational agencies and other entities working with students to increase academic achievement.

"(8) An assurance that students who benefit from any program or project funded under this section shall continue to maintain enrollment in a public elementary or secondary school.

"(c) MATCHING CONTRIBUTION.—An eligible applicant receiving a grant under this section shall provide, either directly or through private contributions, non-Federal matching funds equal to not less than 50 percent of the amount of the grant.

"(d) REVIEW.—The State educational agency shall review the application to ensure that—

"(1) the applicant is an eligible applicant;

"(2) the application clearly describes the required elements in subsection (b);

"(3) the entity meets the matching requirement described in subsection (c); and

"(4) the program is allowable and complies with Federal, State, and local laws.

"(e) DISTRIBUTION OF FUNDS.—If the application requests exceed the funds available, the State educational agency shall prioritize projects that support students in high-need local educational agencies and ensure geographic diversity, including serving rural, suburban, and urban areas.

"(f) ADMINISTRATIVE COSTS.—Not more than 1 percent of a grant awarded under this section may be used for administrative costs.

"SEC. 3206. REPORT.

"Each recipient of a grant under section 3204 or 3205 shall report to the State educational agency on—

"(1) the success of the program in reaching the goals of the program;

"(2) a description of the students served by the program and how the students' academic achievement improved; and

"(3) the results of any evaluation conducted on the success of the program.".

TITLE IV—IMPACT AID

SEC. 401. PURPOSE.

Section 8001 (20 U.S.C. 7701) is amended by striking "challenging State standards" and inserting "State academic standards".

SEC. 402. PAYMENTS RELATING TO FEDERAL ACQUISITION OF REAL PROPERTY.

Section 8002 (20 U.S.C. 7702) is amended—

(1) in subsection (b)(1)(B), by striking "section 8014(a)" and inserting "section 3(d)(1)"; and

(2) by amending subsection (f) to read as follows:

"(f) SPECIAL RULE.—Beginning with fiscal year 2014, a local educational agency shall be deemed to meet the requirements of subsection (a)(1)(C) if records to determine eligibility under such subsection were destroyed prior to fiscal year 2000 and the agency received funds under subsection (b) in the previous year.";

(3) by amending subsection (g) to read as follows:

"(g) FORMER DISTRICTS.—

"(1) CONSOLIDATIONS.—For fiscal year 2006 and each succeeding fiscal year, if a local educational agency described in paragraph (2) is formed at any time

after 1938 by the consolidation of two or more former school districts, the local educational agency may elect to have the Secretary determine its eligibility and any amount for which the local educational agency is eligible under this section for such fiscal year on the basis of one or more of those former districts, as designated by the local educational agency.

"(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency described in this paragraph is—

"(A) any local educational agency that, for fiscal year 1994 or any preceding fiscal year, applied for, and was determined to be eligible under section 2(c) of the Act of September 30, 1950 (Public Law 874, 81st Congress) as that section was in effect for that fiscal year; or

"(B) a local educational agency formed by the consolidation of 2 or more school districts, at least one of which was eligible for assistance under this section for the fiscal year preceding the year of the consolidation, if—

"(i) for fiscal years 2006 through 2013, the local educational agency notifies the Secretary not later than 30 days after the date of enactment of the Student Success Act of the designation described in paragraph (1); and

"(ii) for fiscal year 2014, and each subsequent fiscal year, the local educational agency includes the designation in its application under section 8005 or any timely amendment to such application.

"(3) AVAILABILITY OF FUNDS.—Notwithstanding any other provision of law limiting the period during which the Secretary may obligate funds appropriated for any fiscal year after fiscal year 2005, the Secretary may obligate funds remaining after final payments have been made for any of such fiscal years to carry out this subsection.";

(4) in subsection (h)—

(A) in paragraph (2)—

(i) in subparagraph (C)(ii), by striking "section 8014(a)" and inserting "section 3(d)(1)"; and

(ii) in subparagraph (D), by striking "section 8014(a)" and inserting "section 3(d)(1)"; and

(B) in paragraph (4), by striking "Impact Aid Improvement Act of 2012" and inserting "Student Success Act";

(5) by repealing subsections (k) and (m);

(6) by redesignating subsection (l) as subsection (j);

(7) by amending subsection (j) (as so redesignated) by striking "(h)(4)(B)" and inserting "(h)(2)"; and

(8) by redesignating subsection (n) as subsection (k).

SEC. 403. PAYMENTS FOR ELIGIBLE FEDERALLY CONNECTED CHILDREN.

(a) COMPUTATION OF PAYMENT.—Section 8003(a) (20 U.S.C. 7703(a)) is amended—

(1) in the matter preceding subparagraph (A) of paragraph (1), by inserting after "schools of such agency" the following: "(including those children enrolled in such agency as a result of the open enrollment policy of the State in which the agency is located, but not including children who are enrolled in a distance education program at such agency and who are not residing within the geographic boundaries of such agency)"; and

(2) in paragraph (5)(A), by striking "1984" and all that follows through "situated" and inserting "1984, or under lease of off-base property under subchapter IV of chapter 169 of title 10, United States Code, to be children described under paragraph (1)(B) if the property described is within the fenced security perimeter of the military facility or attached to and under any type of force protection agreement with the military installation upon which such housing is situated".

(b) BASIC SUPPORT PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—Section 8003(b) (20 U.S.C. 7703(b)) is amended—

(1) by striking "section 8014(b)" each place it appears and inserting "section 3(d)(2)";

(2) in paragraph (1), by repealing subparagraph (E);

(3) in paragraph (2)—

(A) in subparagraph (A), by inserting at the end the following:

"(iii) The Secretary shall—

"(I) deem each local educational agency that received a basic support payment under this paragraph for fiscal year 2009 as eligible to receive a basic support payment under this paragraph for each of fiscal years 2012, 2013, and 2014; and

"(II) make a payment to each such local educational agency under this paragraph for each of fiscal years 2012, 2013, and 2014."; and

(B) in subparagraph (B)—

(i) by striking "CONTINUING" in the heading;

(ii) by amending clause (i) to read as follows:

"(i) IN GENERAL.—A heavily impacted local educational agency is eligible to receive a basic support payment under subparagraph (A) with respect to a number of children determined under subsection (a)(1) if the agency—

"(I) is a local educational agency—

"(aa) whose boundaries are the same as a Federal military installation or an island property designated by the Secretary of the Interior to be property that is held in trust by the Federal Government; and

"(bb) that has no taxing authority;

"(II) is a local educational agency that—

"(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 45 percent;

"(bb) has a per-pupil expenditure that is less than—

"(AA) for an agency that has a total student enrollment of 500 or more students, 125 percent of the average per-pupil expenditure of the State in which the agency is located; or

"(BB) for any agency that has a total student enrollment less than 500, 150 percent of the average per-pupil expenditure of the State in which the agency is located or the average per-pupil expenditure of 3 or more comparable local educational agencies in the State in which the agency is located; and

"(cc) is an agency that—

"(AA) has a tax rate for general fund purposes that is not less than 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State; or

"(BB) was eligible to receive a payment under this subsection for fiscal year 2013 and is located in a State that by State law has eliminated ad valorem tax as a revenue for local educational agencies;

"(III) is a local educational agency that—

"(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 20 percent;

"(bb) for the 3 fiscal years preceding the fiscal year for which the determination is made, the average enrollment of children who are not described in subsection (a)(1) and who are eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act constitutes a percentage of the total student enrollment of the agency that is not less than 65 percent; and

"(cc) has a tax rate for general fund purposes which is not less than 125 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State;

"(IV) is a local educational agency that has a total student enrollment of not less than 25,000 students, of which—

"(aa) not less than 50 percent are children described in subsection (a)(1); and

"(bb) not less than 5,500 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or

"(V) is a local educational agency that—

"(aa) has an enrollment of children described in subsection (a)(1) including, for purposes of determining eligibility, those children described in subparagraphs (F) and (G) of such subsection, that is not less than 35 percent of the total student enrollment of the agency; and

"(bb) was eligible to receive assistance under subparagraph (A) for fiscal year 2001."; and

(iii) in clause (ii)—

(I) by striking "A heavily" and inserting the following:

"(I) IN GENERAL.—Subject to subclause (II), a heavily"; and

(II) by adding at the end the following:

"(II) LOSS OF ELIGIBILITY DUE TO FALLING BELOW 95 PERCENT OF THE AVERAGE TAX RATE FOR GENERAL FUND PURPOSES.—In a case of a heavily impacted local educational agency that is eligible to receive a basic support payment under subparagraph (A), but that has had, for 2 consecutive fiscal years, a tax rate for general fund purposes that falls below 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State, such agency shall be determined to be ineligible under clause (i) and ineligible to receive a basic support payment under subparagraph (A) for each fiscal year succeeding such 2 consecutive fiscal years for which the agency has such a tax rate for general fund purposes, and until the fiscal year for which the agency resumes such eligibility in accordance with clause (iii).";

(C) by striking subparagraph (C);

(D) by redesignating subparagraphs (D) through (H) as subparagraphs (C) through (G), respectively;

(E) in subparagraph (C) (as so redesignated)—

(i) in the heading, by striking "REGULAR";

(ii) by striking "Except as provided in subparagraph (E)" and inserting "Except as provided in subparagraph (D)";

(iii) by amending subclause (I) of clause (ii) to read as follows: "(I)(aa) For a local educational agency with respect to which 35 percent or more of the total student enrollment of the schools of the agency are children described in subparagraph (D) or (E) (or a combination thereof) of subsection (a)(1), and that has an enrollment of children described in subparagraphs (A), (B), or (C) of such subsection equal to at least 10 percent of the agency's total enrollment, the Secretary shall calculate the weighted student units of those children described in subparagraph (D) or (E) of such subsection by multiplying the number of such children by a factor of 0.55.

"(bb) Notwithstanding subitem (aa), a local educational agency that received a payment under this paragraph for fiscal year 2013 shall not be required to have an enrollment of children described in subparagraphs (A), (B), or (C) of subsection (a)(1) equal to at least 10 percent of the agency's total enrollment."; and

(iv) by amending subclause (III) of clause (ii) by striking "(B)(i)(II)(aa)" and inserting "subparagraph (B)(i)(I)";

(F) in subparagraph (D)(i)(II) (as so redesignated), by striking "6,000" and inserting "5,500";

(G) in subparagraph (E) (as so redesignated)—

(i) by striking "Secretary" and all that follows through "shall use" and inserting "Secretary shall use";

(ii) by striking "; and" and inserting a period; and

(iii) by striking clause (ii);

(H) in subparagraph (F) (as so redesignated), by striking "subparagraph (C)(i)(II)(bb)" and inserting "subparagraph (B)(i)(II)(bb)(BB)";

(I) in subparagraph (G) (as so redesignated)—

(i) in clause (i)—

(I) by striking "subparagraph (B), (C), (D), or (E)" and inserting "subparagraph (B), (C), or (D)";

(II) by striking "by reason of" and inserting "due to";

(III) by inserting after "clause (iii)" the following ", or as the direct result of base realignment and closure or modularization as determined by the Secretary of Defense and force structure change or force relocation"; and

(IV) by inserting before the period, the following: "or during such time as activities associated with base closure and realignment, modularization, force structure change, or force relocation are ongoing"; and

(ii) in clause (ii), by striking "(D) or (E)" each place it appears and inserting "(C) or (D)";

(4) in paragraph (3)—

(A) in subparagraph (B)—

(i) by amending clause (iii) to read as follows:

"(iii) In the case of a local educational agency providing a free public education to students enrolled in kindergarten through grade 12, but which enrolls students described in subparagraphs (A), (B), and (D) of subsection (a)(1) only in grades 9 through 12, and which received a final payment in fiscal year 2009 calculated under this paragraph (as this paragraph was in

effect on the day before the date of enactment of the Student Success Act) for students in grades 9 through 12, the Secretary shall, in calculating the agency's payment, consider only that portion of such agency's total enrollment of students in grades 9 through 12 when calculating the percentage under clause (i)(I) and only that portion of the total current expenditures attributed to the operation of grades 9 through 12 in such agency when calculating the percentage under clause (i)(II).''; and

(ii) by adding at the end the following:

''(v) In the case of a local educational agency that is providing a program of distance education to children not residing within the geographic boundaries of the agency, the Secretary shall—

''(I) for purposes of the calculation under clause (i)(I), disregard such children from the total number of children in average daily attendance at the schools served by such agency; and

''(II) for purposes of the calculation under clause (i)(II), disregard any funds received for such children from the total current expenditures for such agency.'';

(B) in subparagraph (C), by striking ''subparagraph (D) or (E) of paragraph (2), as the case may be'' and inserting ''paragraph (2)(D)''; and

(C) by amending subparagraph (D) to read as follows:

''(D) RATABLE DISTRIBUTION.—For any fiscal year described in subparagraph (A) for which the sums available exceed the amount required to pay each local educational agency 100 percent of its threshold payment, the Secretary shall distribute the excess sums to each eligible local educational agency that has not received its full amount computed under paragraph (1) or (2) (as the case may be) by multiplying—

''(i) a percentage, the denominator of which is the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for all local educational agencies and the amount of the threshold payment (as calculated under subparagraphs (B) and (C)) of all local educational agencies, and the numerator of which is the aggregate of the excess sums, by

''(ii) the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for the agency and the amount of the threshold payment as calculated under subparagraphs (B) and (C) of the agency.''; and

(D) by inserting at the end the following new subparagraphs:

''(E) INSUFFICIENT PAYMENTS.—For each fiscal year described in subparagraph (A) for which the sums appropriated under section 3(d)(2) are insufficient to pay each local educational agency all of the local educational agency's threshold payment described in subparagraph (D), the Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

''(F) INCREASES.—If the sums appropriated under section 3(d)(2) are sufficient to increase the threshold payment above the 100 percent threshold payment described in subparagraph (D), then the Secretary shall increase payments on the same basis as such payments were reduced, except no local educational agency may receive a payment amount greater than 100 percent of the maximum payment calculated under this subsection.''; and

(5) in paragraph (4)—

(A) in subparagraph (A), by striking ''through (D)'' and inserting ''and (C)''; and

(B) in subparagraph (B), by striking ''subparagraph (D) or (E)'' and inserting ''subparagraph (C) or (D)''.

(c) PRIOR YEAR DATA.—Paragraph (2) of section 8003(c) (20 U.S.C. 7703(c)) is amended to read as follows:

''(2) EXCEPTION.—Calculation of payments for a local educational agency shall be based on data from the fiscal year for which the agency is making an application for payment if such agency—

''(A) is newly established by a State, for the first year of operation of such agency only;

''(B) was eligible to receive a payment under this section for the previous fiscal year and has had an overall increase in enrollment (as determined by the Secretary in consultation with the Secretary of Defense, the Secretary of Interior, or the heads of other Federal agencies)—

''(i) of not less than 10 percent, or 100 students, of children described in—

''(I) subparagraph (A), (B), (C), or (D) of subsection (a)(1); or

"(II) subparagraph (F) and (G) of subsection (a)(1), but only to the extent such children are civilian dependents of employees of the Department of Defense or the Department of Interior; and

"(ii) that is the direct result of closure or realignment of military installations under the base closure process or the relocation of members of the Armed Forces and civilian employees of the Department of Defense as part of the force structure changes or movements of units or personnel between military installations or because of actions initiated by the Secretary of the Interior or the head of another Federal agency; or

"(C) was eligible to receive a payment under this section for the previous fiscal year and has had an increase in enrollment (as determined by the Secretary)—

"(i) of not less than 10 percent of children described in subsection (a)(1) or not less than 100 of such children; and

"(ii) that is the direct result of the closure of a local educational agency that received a payment under subsection (b)(1) or (b)(2) in the previous fiscal year.".

(d) CHILDREN WITH DISABILITIES.—Section 8003(d)(1) (20 U.S.C. 7703(d)) is amended by striking "section 8014(c)" and inserting "section 3(d)(3)".

(e) HOLD-HARMLESS.—Section 8003(e) (20 U.S.C. 7703(e)) is amended—

(1) by amending paragraph (1) to read as follows:

"(1) IN GENERAL.—Subject to paragraph (2), the total amount the Secretary shall pay a local educational agency under subsection (b)—

"(A) for fiscal year 2014, shall not be less than 90 percent of the total amount that the local educational agency received under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013;

"(B) for fiscal year 2015, shall not be less than 85 percent of the total amount that the local educational agency received under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013; and

"(C) for fiscal year 2016, shall not be less than 80 percent of the total amount that the local educational agency received under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013."; and

(2) by amending paragraph (2) to read as follows:

"(2) MAXIMUM AMOUNT.—The total amount provided to a local educational agency under subparagraph (A), (B), or (C) of paragraph (1) for a fiscal year shall not exceed the maximum basic support payment amount for such agency determined under paragraph (1) or (2) of subsection (b), as the case may be, for such fiscal year.".

(f) MAINTENANCE OF EFFORT.—Section 8003 (20 U.S.C. 7703) is amended by striking subsection (g).

SEC. 404. POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS.

Section 8004(e)(9) is amended by striking "Bureau of Indian Affairs" and inserting "Bureau of Indian Education".

SEC. 405. APPLICATION FOR PAYMENTS UNDER SECTIONS 8002 AND 8003.

Section 8005(b) (20 U.S.C. 7705(b)) is amended in the matter preceding paragraph (1) by striking "and shall contain such information,".

SEC. 406. CONSTRUCTION.

Section 8007 (20 U.S.C. 7707) is amended—

(1) in subsection (a)—

(A) in paragraph (1), by striking "section 8014(e)" and inserting "section 3(d)(4)";

(B) in paragraph (2), by adding at the end the following:

"(C) The agency is eligible under section 4003(b)(2) or is receiving basic support payments under circumstances described in section 4003(b)(2)(B)(ii).'; and

(C) in paragraph (3), by striking "section 8014(e)" each place it appears and inserting "section 3(d)(4)"; and

(2) in subsection (b)—

(A) in paragraph (1), by striking "section 8014(e)" and inserting "section 3(d)(4)";

(B) in paragraph (3)—

(i) in subparagraph (C)(i)(I), by adding at the end the following:

"(cc) At least 10 percent of the property in the agency is exempt from State and local taxation under Federal law."; and

(ii) by adding at the end the following:

"(F) LIMITATIONS ON ELIGIBILITY REQUIREMENTS.—The Secretary shall not limit eligibility—

"(i) under subparagraph (C)(i)(I)(aa), to those local educational agencies in which the number of children determined under section 8003(a)(1)(C) for each such agency for the preceding school year constituted more than 40 percent of the total student enrollment in the schools of each such agency during the preceding school year; and

"(ii) under subparagraph (C)(i)(I)(cc), to those local educational agencies in which more than 10 percent of the property in each such agency is exempt from State and local taxation under Federal law.";

(C) in paragraph (6)—

(i) in the matter preceding subparagraph (A), by striking "in such manner, and accompanied by such information" and inserting "and in such manner"; and

(ii) by striking subparagraph (F); and

(D) by striking paragraph (7).

SEC. 407. FACILITIES.

Section 8008 (20 U.S.C. 7708) is amended in subsection (a), by striking "section 8014(f)" and inserting "section 3(d)(5)".

SEC. 408. STATE CONSIDERATION OF PAYMENTS PROVIDING STATE AID.

Section 8009(c)(1)(B) (20 U.S.C. 7709(c)(1)(B)) is amended by striking "and contain the information".

SEC. 409. FEDERAL ADMINISTRATION.

Section 8010(d)(2) (20 U.S.C. 7710(d)(2)) is amended, by striking "section 8014" and inserting "section 3(d)".

SEC. 410. ADMINISTRATIVE HEARINGS AND JUDICIAL REVIEW.

Section 8011(a) (20 U.S.C. 7711(a)) is amended by striking "or under the Act" and all the follows through "1994)".

SEC. 411. DEFINITIONS.

Section 8013 (20 U.S.C. 7713) is amended—

(1) in paragraph (1), by striking "and Marine Corps" and inserting "Marine Corps, and Coast Guard";

(2) in paragraph (4), by striking "and title VI";

(3) in paragraph (5)(A)(iii)—

(A) in subclause (II), by striking "Stewart B. McKinney Homeless Assistance Act" and inserting "McKinney-Vento Homeless Assistance Act (42 U.S.C. 11411)"; and

(B) in subclause (III), by inserting before the semicolon, "(25 U.S.C. 4101 et seq.)";

(4) in paragraph (8)(A), by striking "and verified by" and inserting ", and verified by,"; and

(5) in paragraph (9)(B), by inserting a comma before "on a case-by-case basis".

SEC. 412. AUTHORIZATION OF APPROPRIATIONS.

Section 8014 (20 U.S.C. 7801) is repealed.

SEC. 413. CONFORMING AMENDMENTS.

(a) IMPACT AID IMPROVEMENT ACT OF 2012.—Subsection (c) of the Impact Aid Improvement Act of 2012 (20 U.S.C. 6301 note; Public Law 112–239; 126 Stat 1748) is amended—

(1) by striking paragraphs (1) and (4); and

(2) by redesignating paragraphs (2) and (3), as paragraphs (1) and (2), respectively.

(b) REPEAL.—Title IV (20 U.S.C. 7101 et seq.), as amended by section 501(b)(2) of this Act, is repealed.

(c) TRANSFER AND REDESIGNATION.—Title VIII (20 U.S.C. 7701 et seq.), as amended by this title, is redesignated as title IV (20 U.S.C. 7101 et seq.), and transferred and inserted after title III (as amended by this Act).

(d) TITLE VIII REFERENCES.—The Act (20 U.S.C. 6301 et seq.) is amended—

(1) by redesignating sections 8001 through 8005 as sections 4001 through 4005, respectively;

(2) by redesignating sections 8007 through 8013 as sections 4007 through 4013, respectively;

(3) by striking "section 8002" each place it appears and inserting "section 4002";

(4) by striking "section 8002(b)" each place it appears and inserting "section 4002(b)";

(5) by striking "section 8003" each place it appears and inserting "section 4003", respectively;

(6) by striking "section 8003(a)" each place it appears and inserting "section 4003(a)";

(7) by striking "section 8003(a)(1)" each place it appears and inserting "section 4003(a)(1)";

(8) by striking "section 8003(a)(1)(C)" each place it appears and inserting "section 4003(a)(1)(C)";

(9) by striking "section 8002(a)(2)" each place it appears and inserting "section 4002(a)(2)";

(10) by striking "section 8003(b)" each place it appears and inserting "section 4003(b)";

(11) by striking "section 8003(b)(1)" each place it appears and inserting "section 4003(b)(1)";

(12) in section 4002(b)(1)(C) (as so redesignated), by striking "section 8003(b)(1)(C)" and inserting "section 4003(b)(1)(C)";

(13) in section 4002(k)(1) (as so redesignated), by striking "section 8013(5)(C)(iii)" and inserting "section 4013(5)(C)(iii)";

(14) in section 4005 (as so redesignated)—

(A) in the section heading, by striking "**8002 AND 8003**" and inserting "**4002 AND 4003**";

(B) by striking "or 8003" each place it appears and inserting "or 4003";

(C) in subsection (b)(2), by striking "section 8004" and inserting "section 4004"; and

(D) in subsection (d)(2), by striking "section 8003(e)" and inserting "section 4003(e)";

(15) in section 4007(a)(3)(A)(i)(II) (as so redesignated), by striking "section 8008(a)" and inserting "section 4008(a)";

(16) in section 4007(a)(4) (as so redesignated), by striking "section 8013(3)" and inserting "section 4013(3)"; and

(17) in section 4009 (as so redesignated)—

(A) in subsection (b)(1)—

(i) by striking "or 8003(b)" and inserting "or 4003(b)";

(ii) by striking "section 8003(a)(2)(B)" and inserting "section 4003(a)(2)(B)"; and

(iii) by striking "section 8003(b)(2)" each place it appears and inserting "section 4003(b)(2)";

(B) by striking "section 8011(a)" each place it appears and inserting "section 4011(a)"; and

(18) in section 4010(c)(2)(D) (as so redesignated) by striking "section 8009(b)" and inserting "section 4009(b)".

TITLE V—GENERAL PROVISIONS FOR THE ACT

SEC. 501. GENERAL PROVISIONS FOR THE ACT.

(a) AMENDING TITLE V.—Title V (20 U.S.C. 7201 et seq.) is amended to read as follows:

"TITLE V—GENERAL PROVISIONS

"PART A—DEFINITIONS

"SEC. 5101. DEFINITIONS.

"Except as otherwise provided, in this Act:

"(1) AVERAGE DAILY ATTENDANCE.—

"(A) IN GENERAL.—Except as provided otherwise by State law or this paragraph, the term 'average daily attendance' means—

"(i) the aggregate number of days of attendance of all students during a school year; divided by

"(ii) the number of days school is in session during that year.

"(B) CONVERSION.—The Secretary shall permit the conversion of average daily membership (or other similar data) to average daily attendance for local educational agencies in States that provide State aid to local educational agencies on the basis of average daily membership (or other similar data).

"(C) SPECIAL RULE.—If the local educational agency in which a child resides makes a tuition or other payment for the free public education of the child in a school located in another school district, the Secretary shall, for the purpose of this Act—

"(i) consider the child to be in attendance at a school of the agency making the payment; and

"(ii) not consider the child to be in attendance at a school of the agency receiving the payment.

"(D) CHILDREN WITH DISABILITIES.—If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.

"(2) AVERAGE PER-PUPIL EXPENDITURE.—The term 'average per-pupil expenditure' means, in the case of a State or of the United States—

"(A) without regard to the source of funds—

"(i) the aggregate current expenditures, during the third fiscal year preceding the fiscal year for which the determination is made (or, if satisfactory data for that year are not available, during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the State or, in the case of the United States, for all States (which, for the purpose of this paragraph, means the 50 States and the District of Columbia); plus

"(ii) any direct current expenditures by the State for the operation of those agencies; divided by

"(B) the aggregate number of children in average daily attendance to whom those agencies provided free public education during that preceding year.

"(3) CHARTER SCHOOL.—The term 'charter school' means a public school that—

"(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

"(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

"(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

"(D) provides a program of elementary or secondary education, or both;

"(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

"(F) does not charge tuition;

"(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

"(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

"(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;

"(J) meets all applicable Federal, State, and local health and safety requirements;

"(K) operates in accordance with State law;

"(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

"(M) may serve prekindergarten or post secondary students.

"(4) CHILD.—The term 'child' means any person within the age limits for which the State provides free public education.

"(5) CHILD WITH A DISABILITY.—The term 'child with a disability' has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

"(6) COMMUNITY-BASED ORGANIZATION.—The term 'community-based organization' means a public or private nonprofit organization of demonstrated effectiveness that—

"(A) is representative of a community or significant segments of a community; and

"(B) provides educational or related services to individuals in the community.

"(7) CONSOLIDATED LOCAL APPLICATION.—The term 'consolidated local application' means an application submitted by a local educational agency pursuant to section 5305.

"(8) CONSOLIDATED LOCAL PLAN.—The term 'consolidated local plan' means a plan submitted by a local educational agency pursuant to section 5305.

"(9) CONSOLIDATED STATE APPLICATION.—The term 'consolidated State application' means an application submitted by a State educational agency pursuant to section 5302.

"(10) CONSOLIDATED STATE PLAN.—The term 'consolidated State plan' means a plan submitted by a State educational agency pursuant to section 5302.

"(11) CORE ACADEMIC SUBJECTS.—The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

"(12) COUNTY.—The term 'county' means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.

"(13) COVERED PROGRAM.—The term 'covered program' means each of the programs authorized by—

"(A) part A of title I;

"(B) title II; and

"(C) title III.

"(14) CURRENT EXPENDITURES.—The term 'current expenditures' means expenditures for free public education—

"(A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but

"(B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I.

"(15) DEPARTMENT.—The term 'Department' means the Department of Education.

"(16) DIRECT STUDENT SERVICES.—The term 'direct student services' means public school choice or high-quality academic tutoring that are designed to help increase academic achievement for students.

"(17) DISTANCE EDUCATION.—The term 'distance education' means the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or nonsynchronously.

"(18) EDUCATIONAL SERVICE AGENCY.—The term 'educational service agency' means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

"(19) ELEMENTARY SCHOOL.—The term 'elementary school' means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

"(20) ENGLISH LEARNER.—The term 'English learner', when used with respect to an individual, means an individual—

"(A) who is aged 3 through 21;

"(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

"(C)(i) who was not born in the United States or whose native language is a language other than English;

"(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

"(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

"(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

"(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

"(i) the ability to meet the State's academic standards described in section 1111;

"(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

"(iii) the opportunity to participate fully in society.

"(21) EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE.—

"(A) IN GENERAL.—The term 'extended-year adjusted cohort graduation rate' means the ratio where—

"(i) the denominator consists of the number of students who form the original cohort of entering first-time 9th grade students enrolled in the high school no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics under section 153 of the Education Sciences Reform Act, adjusted by—

"(I) adding the students who joined that cohort, after the time of the determination of the original cohort; and

"(II) subtracting only those students who left that cohort, after the time of the determination of the original cohort, as described in subparagraph (B); and

"(ii) the numerator consists of the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

"(I) one or more additional years beyond the fourth year of high school; or

"(II) a summer session immediately following the additional year of high school.

"(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation to confirm that the student has transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased.

"(C) TRANSFERRED OUT.—

"(i) IN GENERAL.—For purposes of this paragraph, the term 'transferred out' means a student who the high school or local educational agency has confirmed, according to clause (ii), has transferred—

"(I) to another school from which the student is expected to receive a regular high school diploma; or

"(II) to another educational program from which the student is expected to receive a regular high school diploma.

"(ii) CONFIRMATION REQUIREMENTS.—

"(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation from the receiving school or program that the student enrolled in the receiving school or program.

"(II) LACK OF CONFIRMATION.—A student who was enrolled, but for whom there is no confirmation of the student having transferred out, shall remain in the denominator of the extended-year adjusted cohort.

"(iii) PROGRAMS NOT PROVIDING CREDIT.—A student who is retained in grade or who is enrolled in a GED or other alternative educational program that does not issue or provide credit toward the issuance of a regular high school diploma shall not be considered transferred out and shall remain in the extended-year adjusted cohort.

"(D) SPECIAL RULE.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act.

"(22) FAMILY LITERACY SERVICES.—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, and that integrate all of the following activities:

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

"(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

"(C) Parent literacy training that leads to economic self-sufficiency.

"(D) An age-appropriate education to prepare children for success in school and life experiences.

"(23) FOUR-YEAR ADJUSTED COHORT GRADUATION RATE.—

"(A) IN GENERAL.—The term 'four-year adjusted cohort graduation rate' means the ratio where—

"(i) the denominator consists of the number of students who form the original cohort of entering first-time 9th grade students enrolled in the high school no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act, adjusted by—

"(I) adding the students who joined that cohort, after the time of the determination of the original cohort; and

"(II) subtracting only those students who left that cohort, after the time of the determination of the original cohort, as described in subparagraph (B); and

"(ii) the numerator consists of the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

"(I) the fourth year of high school; or

"(II) a summer session immediately following the fourth year of high school.

"(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation to confirm that the student has transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased.

"(C) TRANSFERRED OUT.—

"(i) IN GENERAL.—For purposes of this paragraph, the term 'transferred out' means a student who the high school or local educational agency has confirmed, according to clause (ii), has transferred—

"(I) to another school from which the student is expected to receive a regular high school diploma; or

"(II) to another educational program from which the student is expected to receive a regular high school diploma.

"(ii) CONFIRMATION REQUIREMENTS.—

"(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation from the receiving school or program that the student enrolled in the receiving school or program.

"(II) LACK OF CONFIRMATION.—A student who was enrolled, but for whom there is no confirmation of the student having transferred out, shall remain in the adjusted cohort.

"(iii) PROGRAMS NOT PROVIDING CREDIT.—A student who is retained in grade or who is enrolled in a GED or other alternative educational program that does not issue or provide credit toward the issuance of a regular high school diploma shall not be considered transferred out and shall remain in the adjusted cohort.

"(D) SPECIAL RULE.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act.

"(24) FREE PUBLIC EDUCATION.—The term 'free public education' means education that is provided—

"(A) at public expense, under public supervision and direction, and without tuition charge; and

"(B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.

"(25) GIFTED AND TALENTED.—The term 'gifted and talented', when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

"(26) HIGH-QUALITY ACADEMIC TUTORING.—The term 'high-quality academic tutoring' means supplemental academic services that—

"(A) are in addition to instruction provided during the school day;

"(B) are provided by a non-governmental entity or local educational agency that—

"(i) is included on a State educational agency approved provider list after demonstrating to the State educational agency that its program consistently improves the academic achievement of students; and

"(ii) agrees to provide parents of children receiving high-quality academic tutoring, the appropriate local educational agency, and school with information on participating students increases in academic achievement, in a format, and to the extent practicable, a language that such parent can understand, and in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g);

"(C) are selected by the parents of students who are identified by the local educational agency as being eligible for such services from among providers on the approved provider list described in subparagraph (B)(i);

"(D) meet all applicable Federal, State, and local health, safety, and civil rights laws; and

"(E) ensure that all instruction and content are secular, neutral, and non-ideological.

"(27) HIGH SCHOOL.—The term 'high school' means a secondary school that—

"(A) grants a diploma, as defined by the State; and

"(B) includes, at least, grade 12.

"(28) INSTITUTION OF HIGHER EDUCATION.—The term 'institution of higher education' has the meaning given that term in section 101(a) of the Higher Education Act of 1965.

"(29) LOCAL EDUCATIONAL AGENCY.—

"(A) IN GENERAL.—The term 'local educational agency' means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

"(B) ADMINISTRATIVE CONTROL AND DIRECTION.—The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

"(C) BIE SCHOOLS.—The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education.

"(D) EDUCATIONAL SERVICE AGENCIES.—The term includes educational service agencies and consortia of those agencies.

"(E) STATE EDUCATIONAL AGENCY.—The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

"(30) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms 'Native American' and 'Native American language' have the same meaning given those terms in section 103 of the Native American Languages Act of 1990.

"(31) OTHER STAFF.—The term 'other staff' means specialized instructional support personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

"(32) OUTLYING AREA.—The term 'outlying area'—

"(A) means American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the United States Virgin Islands;

"(B) means the Republic of Palau, to the extent permitted under section 105(f)(1)(B)(ix) of the Compact of Free Association Amendments Act of 2003 (Public Law 99–658; 117 Stat. 2751) and until an agreement for the extension of United States education assistance under the Compact of Free Association becomes effective for the Republic of Palau; and

"(C) for the purpose of any discretionary grant program under this Act, includes the Republic of the Marshall Islands and the Federated States of Micronesia, to the extent permitted under section 105(f)(1)(B)(viii) of the Compact of Free Association Amendments Act of 2003 (Public Law 108–188; 117 Stat. 2751).

"(33) PARENT.—The term 'parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent, stepparent, or foster parent with whom the child lives, or a person who is legally responsible for the child's welfare).

"(34) PARENTAL INVOLVEMENT.—The term 'parental involvement' means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

"(A) that parents play an integral role in assisting in their child's learning;

"(B) that parents are encouraged to be actively involved in their child's education at school;

"(C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child; and

"(D) the carrying out of other activities, such as those described in section 1118.

"(35) POVERTY LINE.—The term 'poverty line' means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.

"(36) PROFESSIONAL DEVELOPMENT.—The term 'professional development'—

"(A) includes evidence-based, job-embedded, continuous activities that—

"(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become effective educators;

"(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

"(iii) give teachers, school leaders, other staff, and administrators the knowledge and skills to provide students with the opportunity to meet State academic standards;

"(iv) improve classroom management skills;

"(v)(I) have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

"(II) are not 1-day or short-term workshops or conferences;

"(vi) support the recruiting, hiring, and training of effective teachers, including teachers who became certified or licensed through State and local alternative routes to certification;

"(vii) advance teacher understanding of effective instructional strategies that are strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers, including through addressing the social and emotional development needs of students;

"(viii) are aligned with and directly related to—

"(I) State academic standards and assessments; and

"(II) the curricula and programs tied to the standards described in subclause (I);

"(ix) are developed with extensive participation of teachers, school leaders, parents, and administrators of schools to be served under this Act;

"(x) are designed to give teachers of English learners and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

"(xi) to the extent appropriate, provide training for teachers, other staff, and school leaders in the use of technology so that technology and technology applications are effectively used to improve teaching and learning in the curricula and core academic subjects in which the students receive instruction;

"(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of the professional development;

"(xiii) provide instruction in methods of teaching children with special needs;

"(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

"(xv) include instruction in ways that teachers, school leaders, specialized instructional support personnel, other staff, and school administrators may work more effectively with parents; and

"(B) may include evidence-based, job-embedded, continuous activities that—

"(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and new teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

"(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under subpart 1 of part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

"(iii) provide follow-up training to individuals who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

"(37) REGULAR HIGH SCHOOL DIPLOMA.—

"(A) IN GENERAL.—The term 'regular high school diploma' means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma. Such term shall not include a GED or other recognized equivalent of a diploma, a certificate of attendance, or any lesser diploma award.

"(B) EXCEPTION FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.—For a student who is assessed using an alternate assessment aligned to alternate academic standards under section 1111(b)(1)(D), receipt of a regular high school diploma as defined under subparagraph (A) or a State-defined alternate diploma obtained within the time period for which the State ensures the availability of a free appropriate public education and in accordance with section 612(a)(1) of the Individuals with Disabilities Education Act shall be counted as graduating with a regular high school diploma for the purposes of this Act.

"(38) SCHOOL LEADER.—The term 'school leader' means a principal, assistant principal, or other individual who is—

"(A) an employee or officer of a school, local educational agency, or other entity operating the school; and

"(B) responsible for—

"(i) the daily instructional leadership and managerial operations of the school; and

"(ii) creating the optimum conditions for student learning.

"(39) SECONDARY SCHOOL.—The term 'secondary school' means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

"(40) SECRETARY.—The term 'Secretary' means the Secretary of Education.

"(41) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL; SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—

"(A) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term 'specialized instructional support personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

"(B) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term 'specialized instructional support services' means the services provided by specialized instructional support personnel.

"(42) STATE.—The term 'State' means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

"(43) STATE EDUCATIONAL AGENCY.—The term 'State educational agency' means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

"(44) TECHNOLOGY.—The term 'technology' means modern information, computer and communication technology products, services, or tools, including, but not limited to, the Internet and other communications networks, computer de-

vices and other computer and communications hardware, software applications, data systems, and other electronic content and data storage.

"SEC. 5102. APPLICABILITY OF TITLE.

"Parts B, C, D, and E of this title do not apply to title IV of this Act.

"SEC. 5103. APPLICABILITY TO BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS.

"For the purpose of any competitive program under this Act—

"(1) a consortium of schools operated by the Bureau of Indian Education;

"(2) a school operated under a contract or grant with the Bureau of Indian Education in consortium with another contract or grant school or a tribal or community organization; or

"(3) a Bureau of Indian Education school in consortium with an institution of higher education, a contract or grant school, or a tribal or community organization,

shall be given the same consideration as a local educational agency.

"PART B—FLEXIBILITY IN THE USE OF ADMINISTRATIVE AND OTHER FUNDS

"SEC. 5201. CONSOLIDATION OF STATE ADMINISTRATIVE FUNDS FOR ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.

"(a) CONSOLIDATION OF ADMINISTRATIVE FUNDS.—

"(1) IN GENERAL.—A State educational agency may consolidate the amounts specifically made available to it for State administration under one or more of the programs under paragraph (2).

"(2) APPLICABILITY.—This section applies to any program under this Act under which funds are authorized to be used for administration, and such other programs as the Secretary may designate.

"(b) USE OF FUNDS.—

"(1) IN GENERAL.—A State educational agency shall use the amount available under this section for the administration of the programs included in the consolidation under subsection (a).

"(2) ADDITIONAL USES.—A State educational agency may also use funds available under this section for administrative activities designed to enhance the effective and coordinated use of funds under programs included in the consolidation under subsection (a), such as—

"(A) the coordination of those programs with other Federal and non-Federal programs;

"(B) the establishment and operation of peer-review mechanisms under this Act;

"(C) the administration of this title;

"(D) the dissemination of information regarding model programs and practices;

"(E) technical assistance under any program under this Act;

"(F) State-level activities designed to carry out this title;

"(G) training personnel engaged in audit and other monitoring activities; and

"(H) implementation of the Cooperative Audit Resolution and Oversight Initiative of the Department.

"(c) RECORDS.—A State educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of programs included in the consolidation under subsection (a).

"(d) REVIEW.—To determine the effectiveness of State administration under this section, the Secretary may periodically review the performance of State educational agencies in using consolidated administrative funds under this section and take such steps as the Secretary finds appropriate to ensure the effectiveness of that administration.

"(e) UNUSED ADMINISTRATIVE FUNDS.—If a State educational agency does not use all of the funds available to the agency under this section for administration, the agency may use those funds during the applicable period of availability as funds available under one or more programs included in the consolidation under subsection (a).

"(f) CONSOLIDATION OF FUNDS FOR STANDARDS AND ASSESSMENT DEVELOPMENT.—In order to develop State academic standards and assessments, a State educational agency may consolidate the amounts described in subsection (a) for those purposes under title I.

"SEC. 5202. SINGLE LOCAL EDUCATIONAL AGENCY STATES.

"A State educational agency that also serves as a local educational agency shall, in its applications or plans under this Act, describe how the agency will eliminate duplication in conducting administrative functions.

"SEC. 5203. CONSOLIDATED SET-ASIDE FOR DEPARTMENT OF THE INTERIOR FUNDS.

"(a) GENERAL AUTHORITY.—

"(1) TRANSFER.—The Secretary shall transfer to the Department of the Interior, as a consolidated amount for covered programs, the Indian education programs under subpart 6 of part A of title I, and the education for homeless children and youth program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the amounts allotted to the Department of the Interior under those programs.

"(2) AGREEMENT.—

"(A) IN GENERAL.—The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of the programs specified in paragraph (1), for the distribution and use of those program funds under terms that the Secretary determines best meet the purposes of those programs.

"(B) CONTENTS.—The agreement shall—

"(i) set forth the plans of the Secretary of the Interior for the use of the amount transferred and the achievement measures to assess program effectiveness; and

"(ii) be developed in consultation with Indian tribes.

"(b) ADMINISTRATION.—The Department of the Interior may use not more than 1.5 percent of the funds consolidated under this section for its costs related to the administration of the funds transferred under this section.

"PART C—COORDINATION OF PROGRAMS; CONSOLIDATED STATE AND LOCAL PLANS AND APPLICATIONS

"SEC. 5301. PURPOSES.

"The purposes of this part are—

"(1) to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery;

"(2) to provide greater flexibility to State and local authorities through consolidated plans, applications, and reporting; and

"(3) to enhance the integration of programs under this Act with State and local programs.

"SEC. 5302. OPTIONAL CONSOLIDATED STATE PLANS OR APPLICATIONS.

"(a) GENERAL AUTHORITY.—

"(1) SIMPLIFICATION.—In order to simplify application requirements and reduce the burden for State educational agencies under this Act, the Secretary, in accordance with subsection (b), shall establish procedures and criteria under which, after consultation with the Governor, a State educational agency may submit a consolidated State plan or a consolidated State application meeting the requirements of this section for—

"(A) each of the covered programs in which the State participates; and

"(B) such other programs as the Secretary may designate.

"(2) CONSOLIDATED APPLICATIONS AND PLANS.—After consultation with the Governor, a State educational agency that submits a consolidated State plan or a consolidated State application under this section shall not be required to submit separate State plans or applications under any of the programs to which the consolidated State plan or consolidated State application under this section applies.

"(b) COLLABORATION.—

"(1) IN GENERAL.—In establishing criteria and procedures under this section, the Secretary shall collaborate with State educational agencies and, as appropriate, with other State agencies, local educational agencies, public and private agencies, organizations, and institutions, private schools, and parents, students, and teachers.

"(2) CONTENTS.—Through the collaborative process described in paragraph (1), the Secretary shall establish, for each program under this Act to which this section applies, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.

"(3) NECESSARY MATERIALS.—The Secretary shall require only descriptions, information, assurances (including assurances of compliance with applicable pro-

visions regarding participation by private school children and teachers), and other materials that are absolutely necessary for the consideration of the consolidated State plan or consolidated State application.

"SEC. 5303. CONSOLIDATED REPORTING.

"(a) IN GENERAL.—In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report.

"(b) CONTENTS.—The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities.

"(c) REPLACEMENT.—The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

"SEC. 5304. GENERAL APPLICABILITY OF STATE EDUCATIONAL AGENCY ASSURANCES.

"(a) ASSURANCES.—A State educational agency, in consultation with the Governor of the State, that submits a consolidated State plan or consolidated State application under this Act, whether separately or under section 5302, shall have on file with the Secretary a single set of assurances, applicable to each program for which the plan or application is submitted, that provides that—

"(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

"(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and

"(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;

"(3) the State will adopt and use proper methods of administering each such program, including—

"(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

"(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and

"(C) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;

"(4) the State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;

"(5) the State will use such fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;

"(6) the State will—

"(A) make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and

"(B) maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and

"(7) before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

"(b) GEPA PROVISION.—Section 441 of the General Education Provisions Act shall not apply to programs under this Act.

"SEC. 5305. CONSOLIDATED LOCAL PLANS OR APPLICATIONS.

"(a) GENERAL AUTHORITY.—

"(1) CONSOLIDATED PLAN.—A local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis.

"(2) AVAILABILITY TO GOVERNOR.—The State educational agency shall make any consolidated local plans and applications available to the Governor.

"(b) REQUIRED CONSOLIDATED PLANS OR APPLICATIONS.—A State educational agency that has an approved consolidated State plan or application under section 5302 may require local educational agencies in the State receiving funds under more than one program included in the consolidated State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans.

"(c) COLLABORATION.—A State educational agency, in consultation with the Governor, shall collaborate with local educational agencies in the State in establishing procedures for the submission of the consolidated State plans or consolidated State applications under this section.

"(d) NECESSARY MATERIALS.—The State educational agency shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the local educational agency plan or application.

"SEC. 5306. OTHER GENERAL ASSURANCES.

"(a) ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

"(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

"(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

"(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

"(3) the applicant will adopt and use proper methods of administering each such program, including—

"(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

"(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

"(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

"(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

"(6) the applicant will—

"(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

"(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

"(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

"(b) GEPA PROVISION.—Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

"PART D—WAIVERS

"SEC. 5401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

"(a) IN GENERAL.—

"(1) REQUEST FOR WAIVER.—A State educational agency, local educational agency, or Indian tribe that receives funds under a program authorized under this Act may submit a request to the Secretary to waive any statutory or regulatory requirement of this Act.

"(2) RECEIPT OF WAIVER.—Except as provided in subsection (c) and subject to the limits in subsection (b)(5)(A), the Secretary shall waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school (through a local educational agency), that submits a waiver request pursuant to this subsection.

"(b) PLAN.—

"(1) IN GENERAL.—A State educational agency, local educational agency, or Indian tribe that desires a waiver under this section shall submit a waiver request to the Secretary, which shall include a plan that—

"(A) identifies the Federal programs affected by the requested waiver;

"(B) describes which Federal statutory or regulatory requirements are to be waived;

"(C) reasonably demonstrates that the waiver will improve instruction for students and advance student academic achievement;

"(D) describes the methods the State educational agency, local educational agency, or Indian tribe will use to monitor the effectiveness of the implementation of the plan; and

"(E) describes how schools will continue to provide assistance to the same populations served by programs for which the waiver is requested.

"(2) ADDITIONAL INFORMATION.—A waiver request under this section—

"(A) may provide for waivers of requirements applicable to State educational agencies, local educational agencies, Indian tribes, and schools; and

"(B) shall be developed and submitted—

"(i)(I) by local educational agencies (on behalf of those agencies and schools) to State educational agencies; and

"(II) by State educational agencies (on their own behalf, or on behalf of, and based on the requests of, local educational agencies in the State) to the Secretary; or

"(ii) by Indian tribes (on behalf of schools operated by the tribes) to the Secretary.

"(3) GENERAL REQUIREMENTS.—

"(A) STATE EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a State educational agency acting on its own behalf, or on behalf of local educational agencies in the State, the State educational agency shall—

"(i) provide the public and local educational agencies in the State with notice and a reasonable opportunity to comment and provide input on the request;

"(ii) submit the comments and input to the Secretary, with a description of how the State addressed the comments and input; and

"(iii) provide notice and a reasonable time to comment to the public and local educational agencies in the manner in which the applying agency customarily provides similar notice and opportunity to comment to the public.

"(B) LOCAL EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a local educational agency that receives funds under this Act—

"(i) the request shall be reviewed by the State educational agency and be accompanied by the comments, if any, of the State educational agency and the public; and

"(ii) notice and a reasonable opportunity to comment regarding the waiver request shall be provided to the State educational agency and the public by the agency requesting the waiver in the manner in which that agency customarily provides similar notice and opportunity to comment to the public.

"(4) PEER REVIEW.—

"(A) ESTABLISHMENT.—The Secretary shall establish a multi-disciplinary peer review team, which shall meet the requirements of section 5543, to review waiver requests under this section.

"(B) APPLICABILITY.—The Secretary may approve a waiver request under this section without conducting a peer review of the request, but shall use the peer review process under this paragraph before disapproving such a request.

"(C) STANDARD AND NATURE OF REVIEW.—Peer reviewers shall conduct a good faith review of waiver requests submitted to them under this section. Peer reviewers shall review such waiver requests—

"(i) in their totality;

"(ii) in deference to State and local judgment; and

"(iii) with the goal of promoting State- and local-led innovation.

"(5) WAIVER DETERMINATION, DEMONSTRATION, AND REVISION.—

"(A) IN GENERAL.—The Secretary shall approve a waiver request not more than 60 days after the date on which such request is submitted, unless the Secretary determines and demonstrates that—

"(i) the waiver request does not meet the requirements of this section;

"(ii) the waiver is not permitted under subsection (c);

"(iii) the plan that is required under paragraph (1)(C), and reviewed with deference to State and local judgment, provides no reasonable evi-

dence to determine that a waiver will enhance student academic achievement; or

"(iv) the waiver request does not provide for adequate evaluation to ensure review and continuous improvement of the plan.

"(B) WAIVER DETERMINATION AND REVISION.—If the Secretary determines and demonstrates that the waiver request does not meet the requirements of this section, the Secretary shall—

"(i) immediately—

"(I) notify the State educational agency, local educational agency, or Indian tribe of such determination; and

"(II) at the request of the State educational agency, local educational agency, or Indian tribe, provide detailed reasons for such determination in writing;

"(ii) offer the State educational agency, local educational agency, or Indian tribe an opportunity to revise and resubmit the waiver request not more than 60 days after the date of such determination; and

"(iii) if the Secretary determines that the resubmission does not meet the requirements of this section, at the request of the State educational agency, local educational agency, or Indian tribe, conduct a public hearing not more than 30 days after the date of such resubmission.

"(C) WAIVER DISAPPROVAL.—The Secretary may disapprove a waiver request if—

"(i) the State educational agency, local educational agency, or Indian tribe has been notified and offered an opportunity to revise and resubmit the waiver request, as described under clauses (i) and (ii) of subparagraph (B); and

"(ii) the State educational agency, local educational agency, or Indian tribe—

"(I) does not revise and resubmit the waiver request; or

"(II) revises and resubmits the waiver request, and the Secretary determines that such waiver request does not meet the requirements of this section after a hearing conducted under subparagraph (B)(iii), if requested.

"(D) EXTERNAL CONDITIONS.—The Secretary shall not, directly or indirectly, require or impose new or additional requirements in exchange for receipt of a waiver if such requirements are not specified in this Act.

"(c) RESTRICTIONS.—The Secretary shall not waive under this section any statutory or regulatory requirements relating to—

"(1) the allocation or distribution of funds to States, local educational agencies, Indian tribes, or other recipients of funds under this Act;

"(2) comparability of services;

"(3) use of Federal funds to supplement, not supplant, non-Federal funds;

"(4) equitable participation of private school students and teachers;

"(5) parental participation and involvement;

"(6) applicable civil rights requirements;

"(7) the prohibitions—

"(A) in subpart 2 of part E;

"(B) regarding use of funds for religious worship or instruction in section 5505; and

"(C) regarding activities in section 5524; or

"(8) the selection of a school attendance area or school under subsections (a) and (b) of section 1113, except that the Secretary may grant a waiver to allow a school attendance area or school to participate in activities under subpart 1 of part A of title I if the percentage of children from low-income families in the school attendance area or who attend the school is not more than 10 percentage points below the lowest percentage of those children for any school attendance area or school of the local educational agency that meets the requirements of subsections (a) and (b) of section 1113.

"(d) DURATION AND EXTENSION OF WAIVER; LIMITATIONS.—

"(1) IN GENERAL.—Except as provided in paragraph (2), a waiver approved by the Secretary under this section may be for a period not to exceed 3 years.

"(2) EXTENSION.—The Secretary may extend the period described in paragraph (1) if the State demonstrates that—

"(A) the waiver has been effective in enabling the State or affected recipient to carry out the activities for which the waiver was requested and the waiver has contributed to improved student achievement; and

"(B) the extension is in the public interest.

"(3) SPECIFIC LIMITATIONS.—The Secretary shall not require a State educational agency, local educational agency, or Indian tribe, as a condition of approval of a waiver request, to—

"(A) include in, or delete from, such request, specific academic standards, such as the Common Core State Standards developed under the Common Core State Standards Initiative or any other standards common to a significant number of States;

"(B) use specific academic assessment instruments or items, including assessments aligned to the standards described in subparagraph (A); or

"(C) include in, or delete from, such waiver request any criterion that specifies, defines, describes, or prescribes the standards or measures that a State or local educational agency or Indian tribe uses to establish, implement, or improve—

"(i) State academic standards;

"(ii) academic assessments;

"(iii) State accountability systems; or

"(iv) teacher and school leader evaluation systems.

"(e) REPORTS.—

"(1) WAIVER REPORTS.—A State educational agency, local educational agency, or Indian tribe that receives a waiver under this section shall, at the end of the second year for which a waiver is received under this section and each subsequent year, submit a report to the Secretary that—

"(A) describes the uses of the waiver by the agency or by schools;

"(B) describes how schools continued to provide assistance to the same populations served by the programs for which waivers were granted; and

"(C) evaluates the progress of the agency and schools, or Indian tribe, in improving the quality of instruction or the academic achievement of students.

"(2) REPORT TO CONGRESS.—The Secretary shall annually submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

"(A) summarizing the uses of waivers by State educational agencies, local educational agencies, Indian tribes, and schools; and

"(B) describing the status of the waivers in improving academic achievement.

"(f) TERMINATION OF WAIVERS.—The Secretary shall terminate a waiver under this section if the Secretary determines, after notice and an opportunity for a hearing, that the performance of the State or other recipient affected by the waiver has been inadequate to justify a continuation of the waiver and the recipient of the waiver has failed to make revisions needed to carry out the purpose of the waiver, or if the waiver is no longer necessary to achieve its original purpose.

"(g) PUBLICATION.—A notice of the Secretary's decision to grant each waiver under subsection (a) shall be published in the Federal Register and the Secretary shall provide for the dissemination of the notice to State educational agencies, interested parties, including educators, parents, students, advocacy and civil rights organizations, and the public.

"PART E—UNIFORM PROVISIONS

"Subpart 1—Private Schools

"SEC. 5501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

"(a) PRIVATE SCHOOL PARTICIPATION.—

"(1) IN GENERAL.—Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials or their representatives, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

"(2) SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS.—Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

"(3) SPECIAL RULE.—Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

"(4) EXPENDITURES.—

"(A) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children, teachers, and other service personnel shall be equal to the expenditures for participating public school children, taking into account the number and educational needs, of the children to be served.

"(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall—

"(i) be obligated in the fiscal year for which the funds are received by the agency; and

"(ii) with respect to any such funds that cannot be so obligated, be used to serve such children in the following fiscal year.

"(C) NOTICE OF ALLOCATION.—Each State educational agency shall—

"(i) determine, in a timely manner, the proportion of funds to be allocated to each local educational agency in the State for educational services and other benefits under this subpart to eligible private school children; and

"(ii) provide notice, simultaneously, to each such local educational agency and the appropriate private school officials or their representatives in the State of such allocation of funds.

"(5) PROVISION OF SERVICES.—An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

"(b) APPLICABILITY.—

"(1) IN GENERAL.—This section applies to programs under—

"(A) subpart 2 of part A of title I;

"(B) subpart 4 of part A of title I;

"(C) part A of title II;

"(D) part B of title II; and

"(E) part B of title III.

"(2) DEFINITION.—For the purpose of this section, the term 'eligible children' means children eligible for services under a program described in paragraph (1).

"(c) CONSULTATION.—

"(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult, in order to reach an agreement, with appropriate private school officials or their representatives during the design and development of the programs under this Act, on issues such as—

"(A) how the children's needs will be identified;

"(B) what services will be offered;

"(C) how, where, and by whom the services will be provided;

"(D) how the services will be assessed and how the results of the assessment will be used to improve those services;

"(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services;

"(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials or their representatives on the provision of services through potential third-party providers or contractors; and

"(G) how, if the agency disagrees with the views of the private school officials or their representatives on the provision of services through a contract, the local educational agency will provide in writing to such private school officials or their representatives an analysis of the reasons why the local educational agency has chosen not to use a contractor.

"(2) DISAGREEMENT.—If the agency, consortium, or entity disagrees with the views of the private school officials or their representatives with respect to an issue described in paragraph (1), the agency, consortium, or entity shall provide to the private school officials or their representatives a written explanation of the reasons why the local educational agency has chosen not to adopt the course of action requested by such officials or their representatives.

"(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

"(4) DISCUSSION REQUIRED.—The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

"(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials or their representatives of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials or their representatives to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials or their representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

"(6) COMPLIANCE.—

"(A) IN GENERAL.—If the consultation required under this section is with a local educational agency or educational service agency, a private school official or representative shall have the right to file a complaint with the State educational agency that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official or representative, or did not treat the private school or its students equitably as required by this section.

"(B) PROCEDURE.—If the private school official or representative wishes to file a complaint, the private school official or representative shall provide the basis of the noncompliance with this section and all parties shall provide the appropriate documentation to the appropriate officials or representatives.

"(C) SERVICES.—A State educational agency shall provide services under this section directly or through contracts with public and private agencies, organizations, and institutions, if—

"(i) the appropriate private school officials or their representatives have—

"(I) requested that the State educational agency provide such services directly; and

"(II) demonstrated that the local educational agency or Education Service Agency involved has not met the requirements of this section; or

"(ii) in a case in which—

"(I) a local educational agency has more than 10,000 children from low-income families who attend private elementary schools or secondary schools in such agency's school attendance areas, as defined in section 1113(a)(2)(A), that are not being served by the agency's program under this section; or

"(II) 90 percent of the eligible private school students in a school attendance area, as defined in section 1113(a)(2)(A), are not being served by the agency's program under this section.

"(d) PUBLIC CONTROL OF FUNDS.—

"(1) IN GENERAL.—The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

"(2) PROVISION OF SERVICES.—

"(A) IN GENERAL.—The provision of services under this section shall be provided—

"(i) by employees of a public agency; or

"(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

"(B) INDEPENDENCE; PUBLIC AGENCY.—In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

"(C) COMMINGLING OF FUNDS PROHIBITED.—Funds used to provide services under this section shall not be commingled with non-Federal funds.

"SEC. 5502. STANDARDS FOR BY-PASS.

"(a) IN GENERAL.—If, by reason of any provision of law, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or other entity is prohibited from providing for the participation in programs of children enrolled in, or teachers or other educational personnel from, private elementary schools and secondary schools, on an equitable basis, or if the Secretary determines that the agency, consortium, or entity has substantially failed or is unwilling to provide for that participation, as required by section 5501, the Secretary shall—

"(1) waive the requirements of that section for the agency, consortium, or entity; and

"(2) arrange for the provision of equitable services to those children, teachers, or other educational personnel through arrangements that shall be subject to the requirements of this section and of sections 5501, 5503, and 5504.

"(b) DETERMINATION.—In making the determination under subsection (a), the Secretary shall consider one or more factors, including the quality, size, scope, and location of the program, and the opportunity of private school children, teachers, and other educational personnel to participate in the program.

"SEC. 5503. COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN.

"(a) PROCEDURES FOR COMPLAINTS.—The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 5501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within 45 days.

"(b) APPEALS TO SECRETARY.—The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within the 45-day time limit. The appeal shall be accompanied by a copy of the State educational agency's resolution, and, if there is one, a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 90 days after receipt of the appeal.

"Subpart 2—Prohibitions

"SEC. 5521. PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

"(a) IN GENERAL.—No officer or employee of the Federal Government shall, directly or indirectly, through grants, contracts, or other cooperative agreements, mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic standards and assessments, curricula, or program of instruction, (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States), nor shall anything in this Act be construed to authorize such officer or employee to do so.

"(b) FINANCIAL SUPPORT.—No officer or employee of the Federal Government shall, directly or indirectly, through grants, contracts, or other cooperative agreements, make financial support available in a manner that is conditioned upon a State, local educational agency, or school's adoption of specific instructional content, academic standards and assessments, curriculum, or program of instruction, (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards), even if such requirements are specified in an Act other than this Act, nor shall anything in this Act be construed to authorize such officer or employee to do so.

"SEC. 5522. PROHIBITIONS ON FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.

"(a) GENERAL PROHIBITION.—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government directly or indirectly, whether through a grant, contract, or cooperative agreement, to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

"(b) PROHIBITION ON ENDORSEMENT OF CURRICULUM.—Notwithstanding any other prohibition of Federal law, no funds provided to the Department under this Act may be used by the Department directly or indirectly – whether through a grant, contract, or cooperative agreement – to endorse, approve, develop, require, or sanction any curriculum, including any curriculum aligned to the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States, designed to be used in an elementary school or secondary school.

"(c) LOCAL CONTROL.—Nothing in this Act shall be construed to—

"(1) authorize an officer or employee of the Federal Government directly or indirectly – whether through a grant, contract, or cooperative agreement – to mandate, direct, review, or control a State, local educational agency, or school's instructional content, curriculum, and related activities;

"(2) limit the application of the General Education Provisions Act;

"(3) require the distribution of scientifically or medically false or inaccurate materials or to prohibit the distribution of scientifically or medically true or accurate materials; or

"(4) create any legally enforceable right.

"(d) PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.—Notwithstanding any other provision of Federal law, no State shall be required to have academic standards approved or certified by the Federal Government, in order to receive assistance under this Act.

"(e) RULE OF CONSTRUCTION ON BUILDING STANDARDS.—Nothing in this Act shall be construed to mandate national school building standards for a State, local educational agency, or school.

"SEC. 5523. PROHIBITION ON FEDERALLY SPONSORED TESTING.

"(a) GENERAL PROHIBITION.—Notwithstanding any other provision of Federal law and except as provided in subsection (b), no funds provided under this Act to the Secretary or to the recipient of any award may be used to develop, pilot test, field test, implement, administer, or distribute any federally sponsored national test or testing materials in reading, mathematics, or any other subject, unless specifically and explicitly authorized by law.

"(b) EXCEPTIONS.—Subsection (a) shall not apply to international comparative assessments developed under the authority of section 153(a)(5) of the Education Sciences Reform Act of 2002 and administered to only a representative sample of pupils in the United States and in foreign nations.

"SEC. 5524. LIMITATIONS ON NATIONAL TESTING OR CERTIFICATION FOR TEACHERS.

"(a) MANDATORY NATIONAL TESTING OR CERTIFICATION OF TEACHERS.—Notwithstanding any other provision of this Act or any other provision of law, no funds available to the Department or otherwise available under this Act may be used for any purpose relating to a mandatory nationwide test or certification of teachers or education paraprofessionals, including any planning, development, implementation, or administration of such test or certification.

"(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State educational agency or local educational agency if the State educational agency or local educational agency fails to adopt a specific method of teacher or paraprofessional certification.

"SEC. 5525. PROHIBITED USES OF FUNDS.

"No funds under this Act may be used—

"(1) for construction, renovation, or repair of any school facility, except as authorized under title IV or otherwise authorized under this Act;

"(2) for medical services, drug treatment or rehabilitation, except for specialized instructional support services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs;

"(3) for transportation unless otherwise authorized under this Act;

"(4) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;

"(5) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;

"(6) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

"(7) to operate a program of contraceptive distribution in schools.

"SEC. 5529. PROHIBITION REGARDING STATE AID.

"A State shall not take into consideration payments under this Act (other than under title IV) in determining the eligibility of any local educational agency in that

State for State aid, or the amount of State aid, with respect to free public education of children.

"Subpart 3—Other Provisions

"SEC. 5541. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

"(a) POLICY.—

"(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act, each local educational agency receiving assistance under this Act shall provide, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the local educational agency, unless the parent of such student has submitted the prior consent request under paragraph (2).

"(2) CONSENT.—

"(A) OPT-OUT PROCESS.—A parent of a secondary school student may submit a written request, to the local educational agency, that the student's name, address, and telephone listing not be released for purposes of paragraph (1) without prior written consent of the parent. Upon receiving such request, the local educational agency may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent.

"(B) NOTIFICATION OF OPT-OUT PROCESS.—Each local educational agency shall notify the parents of the students served by the agency of the option to make a request described in subparagraph (A).

"(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to institutions of higher education or to prospective employers of those students.

"(4) RULE OF CONSTRUCTION PROHIBITING OPT-IN PROCESSES.—Nothing in this subsection shall be construed to allow a local educational agency to withhold access to a student's name, address, and telephone listing from a military recruiter or institution of higher education by implementing an opt-in process or any other process other than the written consent request process under paragraph (2)(A).

"(5) PARENTAL CONSENT.—For purposes of this subsection, whenever a student has attained 18 years of age, the permission or consent required of and the rights accorded to the parents of the student shall only be required of and accorded to the student.

"(b) NOTIFICATION.—The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the Student Success Act, notify school leaders, school administrators, and other educators about the requirements of this section.

"(c) EXCEPTION.—The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

"SEC. 5542. RULEMAKING.

"The Secretary shall issue regulations under this Act as prescribed under section 1401 only to the extent that such regulations are necessary to ensure that there is compliance with the specific requirements and assurances required by this Act.

"SEC. 5543. PEER REVIEW.

"(a) IN GENERAL.—If the Secretary uses a peer review panel to evaluate an application for any program required under this Act, the Secretary shall conduct the panel in accordance with this section.

"(b) MAKEUP.—The Secretary shall—

"(1) solicit nominations for peers to serve on the panel from States that are—

"(A) practitioners in the subject matter; or

"(B) experts in the subject matter; and

"(2) select the peers from such nominees, except that there shall be at least 75 percent practitioners on each panel and in each group formed from the panel.

"(c) GUIDANCE.—The Secretary shall issue the peer review guidance concurrently with the notice of the grant.

"(d) REPORTING.—The Secretary shall—

"(1) make the names of the peer reviewers available to the public before the final deadline for the application of the grant;

"(2) make the peer review notes publically available once the review has concluded; and

"(3) make any deviations from the peer reviewers' recommendations available to the public with an explanation of the deviation.

"(e) APPLICANT REVIEWS.—An applicant shall have an opportunity within 30 days to review the peer review notes and appeal the score to the Secretary prior to the Secretary making any final determination.

"(f) PROHIBITION.—The Secretary, and the Secretary's staff, may not attempt to participate in, or influence, the peer review process. No Federal employee may participate in, or attempt to influence the peer review process, except to respond to questions of a technical nature, which shall be publicly reported.

"SEC. 5544. PARENTAL CONSENT.

"Upon receipt of written notification from the parents or legal guardians of a student, the local educational agency shall withdraw such student from any program funded under part B of title III. The local educational agency shall make reasonable efforts to inform parents or legal guardians of the content of such programs or activities funded under this Act, other than classroom instruction.

"SEC. 5548. SEVERABILITY.

"If any provision of this Act is held invalid, the remainder of this Act shall be unaffected thereby.

"SEC. 5551. DEPARTMENT STAFF.

"The Secretary shall—

"(1) not later than 60 days after the date of the enactment of the Student Success Act, identify the number of Department employees who worked on or administered each education program and project authorized under this Act, as such program or project was in effect on the day before such enactment date, and publish such information on the Department's website;

"(2) not later than 60 days after such enactment date, identify the number of full-time equivalent employees who work on or administer programs or projects authorized under this Act, as in effect on the day before such enactment date, that have been eliminated or consolidated since such date;

"(3) not later than 1 year after such enactment date, reduce the workforce of the Department by the number of full-time equivalent employees the Department calculated under paragraph (2); and

"(4) not later than 1 year after such enactment date, report to the Congress on—

"(A) the number of employees associated with each program or project authorized under this Act administered by the Department;

"(B) the number of full-time equivalent employees who were determined to be associated with eliminated or consolidated programs or projects under paragraph (2); and

"(C) how the Secretary reduced the number of employees at the Department under paragraph (3).

"PART F—EVALUATIONS

"SEC. 5601. EVALUATIONS.

"(a) RESERVATION OF FUNDS.—Except as provided in subsections (c) and (d), the Secretary may reserve not more than 0.5 percent of the amount appropriated to carry out each categorical program authorized under this Act. The reserved amounts shall be used by the Secretary, acting through the Director of the Institute of Education Sciences—

"(1) to conduct—

"(A) comprehensive evaluations of the program or project; and

"(B) studies of the effectiveness of the program or project and its administrative impact on schools and local educational agencies;

"(2) to evaluate the aggregate short- and long-term effects and cost efficiencies across Federal programs assisted or authorized under this Act and related Federal preschool, elementary, and secondary programs under any other Federal law; and

"(3) to increase the usefulness of evaluations of grant recipients in order to ensure the continuous progress of the program or project by improving the quality, timeliness, efficiency, and use of information relating to performance under the program or project.

"(b) REQUIRED PLAN.—The Secretary, acting through the Director of the Institute of Education Sciences, may use the reserved amount under subsection (a) only after completion of a comprehensive, multi-year plan—

"(1) for the periodic evaluation of each of the major categorical programs authorized under this Act, and as resources permit, the smaller categorical programs authorized under this Act;

"(2) that shall be developed and implemented with the involvement of other officials at the Department, as appropriate; and

"(3) that shall not be finalized until—

"(A) the publication of a notice in the Federal Register seeking public comment on such plan and after review by the Secretary of such comments; and

"(B) the plan is submitted for comment to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate and after review by the Secretary of such comments.

"(c) TITLE I EXCLUDED.—The Secretary may not reserve under subsection (a) funds appropriated to carry out any program authorized under title I.

"(d) EVALUATION ACTIVITIES AUTHORIZED ELSEWHERE.—If, under any other provision of this Act (other than title I), funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may not reserve additional funds under this section for the evaluation of that program or project.".

(b) TECHNICAL AMENDMENTS.—

(1) TITLE IX.—

(A) SUBPART 1 OF PART E OF TITLE V.—

(i) TRANSFER AND REDESIGNATION.—Sections 9504 through 9506 (20 U.S.C. 7884; 7885; 7886) are—

(I) transferred to title V, as amended by subsection (a) of this section;

(II) inserted after section 5503 of such title; and

(III) redesignated as sections 5504 through 5506, respectively.

(ii) AMENDMENTS.—Section 5504 (as so redesignated) is amended—

(I) in subsection (a)(1)(A), by striking "section 9502" and inserting "section 5502";

(II) in subsection (b), by striking "section 9501" and inserting "section 5501"; and

(III) in subsection (d), by striking "No Child Left Behind Act of 2001" and inserting "Student Success Act".

(B) SUBPART 2 OF PART E OF TITLE V.—

(i) TRANSFER AND REDESIGNATION.—Sections 9531, 9533, and 9534 (20 U.S.C. 7911; 7913; 7914) are—

(I) transferred to title V, as amended by subparagraph (A) of this paragraph;

(II) inserted after section 5525 of such title; and

(III) redesignated as sections 5526 through 5528, respectively.

(ii) AMENDMENTS.—Section 5528 (as so redesignated) is amended—

(I) by striking "(a) IN GENERAL.—Nothing" and inserting "Nothing"; and

(II) by striking subsection (b).

(C) SUBPART 3 OF PART E OF TITLE V.—Sections 9523, 9524, and 9525 (20 U.S.C. 7903; 7904; 7905) are—

(i) transferred to title V, as amended by subparagraph (B) of this paragraph;

(ii) inserted after section 5544 of such title; and

(iii) redesignated as sections 5545 through 5547, respectively.

(2) TITLE IV.—Sections 4141 and 4155 (20 U.S.C. 7151; 7161) are—

(A) transferred to title V, as amended by paragraph (1) of this subsection;

(B) inserted after section 5548 (as so redesignated by paragraph (1)(C)(iii) of this subsection); and

(C) redesignated as sections 5549 and 5550, respectively.

SEC. 502. REPEAL.

Title IX (20 U.S.C. 7801 et seq.), as amended by section 501(b)(1) of this title, is repealed.

SEC. 503. OTHER LAWS.

Beginning on the date of the enactment of this Act, any reference in law to the term "highly qualified" as defined in section 9101 of the Elementary and Secondary Education Act of 1965 shall be treated as a reference to such term under section

9101 of the Elementary and Secondary Education Act of 1965 as in effect on the day before the date of the enactment of this Act.

SEC. 504. AMENDMENT TO IDEA.

Section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401) is amended by striking paragraph (10).

TITLE VI—REPEAL

SEC. 601. REPEAL OF TITLE VI.

The Act is amended by striking title VI (20 U.S.C. 7301 et seq.)

TITLE VII—HOMELESS EDUCATION

SEC. 701. STATEMENT OF POLICY.

Section 721 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431) is amended—

(1) by amending paragraph (2) to read as follows:

"(2) In any State where compulsory residency requirements or other requirements, laws, regulations, practices, or policies may act as a barrier to the identification, enrollment, attendance, or success in school of homeless children and youths, the State and local educational agencies will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as is provided to other children and youths.";

(2) in paragraph (3), by striking "alone"; and

(3) in paragraph (4), by striking "challenging State student academic achievement" and inserting "State academic".

SEC. 702. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

Section 722 of such Act (42 U.S.C. 11432) is amended—

(1) in subsection (a), by striking "(g)." and inserting "(h).";

(2) by striking subsection (b);

(3) in subsection (c)—

(A) in paragraph (1)(A)—

(i) in clause (i), by adding "or" at the end;

(ii) in clause (ii), by striking "; or" at the end and inserting a period; and

(iii) by striking clause (iii); and

(B) by striking paragraph (3);

(4) in subsection (d)—

(A) in the matter preceding paragraph (1), by striking "Grants" and inserting "Grant funds from a grant made to a State";

(B) by amending paragraph (2) to read as follows:

"(2) To provide services and activities to improve the identification of homeless children (including preschool-aged homeless children and youths) that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.";

(C) in paragraph (3), by inserting before the period at the end the following: "that can sufficiently carry out the duties described in this subtitle";

(D) by amending paragraph (5) to read as follows:

"(5) To develop and implement professional development programs for liaisons designated under subsection (g)(1)(J)(ii) and other local educational agency personnel—

"(A) to improve their identification of homeless children and youths; and

"(B) to heighten their awareness of, and capacity to respond to, specific needs in the education of homeless children and youths.".

(5) in subsection (e)—

(A) in paragraph (1)—

(i) by striking "sums" and inserting "grant funds"; and

(ii) by inserting "a State under subsection (a) to" after "each year to";

(B) in paragraph (2), by striking "funds made available for State use under this subtitle" and inserting "the grant funds remaining after the State educational agency distributes subgrants under paragraph (1)"; and

(C) in paragraph (3)—

(i) in subparagraph (C)(iv)(II), by striking "sections 1111 and 1116" and inserting "section 1111";

(ii) in subparagraph (F)—

(I) in clause (i)—

(aa) in the matter preceding subclause (I), by striking "a report" and inserting "an annual report";

(bb) by striking "and" at the end of subclause (II);

(cc) by striking the period at the end of subclause (III) and inserting "; and"; and

(dd) by adding at the end the following:

"(IV) the progress the separate schools are making in helping all students meet the State academic standards."; and

(II) in clause (iii), by striking "Not later than 2 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the" and inserting "The";

(6) by amending subsection (f) to read as follows:

"(f) FUNCTIONS OF THE OFFICE OF COORDINATOR.—The Coordinator for Education of Homeless Children and Youths established in each State shall—

"(1) gather and make publically available reliable, valid, and comprehensive information on—

"(A) the number of homeless children and youths identified in the State, posted annually on the State educational agency's website;

"(B) the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools;

"(C) the difficulties in identifying the special needs and barriers to the participation and achievement of such children and youths;

"(D) any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties; and

"(E) the success of the programs under this subtitle in identifying homeless children and youths and allowing such children and youths to enroll in, attend, and succeed in, school;

"(2) develop and carry out the State plan described in subsection (g);

"(3) collect data for and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing information necessary to assess the educational needs of homeless children and youths within the State, including data necessary for the Secretary to fulfill the responsibilities under section 724(h);

"(4) in order to improve the provision of comprehensive education and related support services to homeless children and youths and their families, coordinate and collaborate with—

"(A) educators, including teachers, special education personnel, administrators, and child development and preschool program personnel;

"(B) providers of services to homeless children and youths and their families, including services of public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, child care providers, runaway and homeless youth centers, and providers of services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.);

"(C) providers of emergency, transitional, and permanent housing to homeless children and youths, and their families, including public housing agencies, shelter operators, operators of transitional housing facilities, and providers of transitional living programs for homeless youths;

"(D) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and

"(E) community organizations and groups representing homeless children and youths and their families;

"(5) provide technical assistance to local educational agencies, in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of subsection (e)(3), paragraphs (3) through (7) of subsection (g), and subsection (h);

"(6) provide professional development opportunities for local educational agency personnel and the homeless liaison designated under subsection (g)(1)(J)(ii) to assist such personnel in meeting the needs of homeless children and youths; and

"(7) respond to inquiries from parents and guardians of homeless children and youths and unaccompanied youths to ensure that each child or youth who is the

subject of such an inquiry receives the full protections and services provided by this subtitle.";

(7) by amending subsection (g) to read as follows:

"(g) STATE PLAN.—

"(1) IN GENERAL.—In order to be eligible to receive a grant under this section, each State educational agency shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State that includes the following:

"(A) A description of how such children and youths are (or will be) given the opportunity to meet the same State academic standards that all students are expected to meet.

"(B) A description of the procedures the State educational agency will use to identify such children and youths in the State and to assess their needs.

"(C) A description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.

"(D) A description of programs for school personnel (including liaisons, school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such personnel of the specific needs of homeless adolescents, including runaway and homeless youths.

"(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local nutrition programs.

"(F) A description of procedures that ensure that—

"(i) homeless children have equal access to public preschool programs, administered by the State educational agency or local educational agency, as provided to other children in the State;

"(ii) homeless youths and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services; and

"(iii) homeless children and youth who meet the relevant eligibility criteria are able to participate in Federal, State, or local education programs.

"(G) Strategies to address problems identified in the report provided to the Secretary under subsection (f)(3).

"(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by—

"(i) immunization and other health records requirements;

"(ii) residency requirements;

"(iii) lack of birth certificates, school records, or other documentation;

"(iv) guardianship issues; or

"(v) uniform or dress code requirements.

"(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the identification, enrollment, and retention of homeless children and youths in schools in the State.

"(J) Assurances that the following will be carried out:

"(i) The State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

"(ii) Local educational agencies will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A).

"(iii) The State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable:

"(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

"(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school

of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

"(2) COMPLIANCE.—

"(A) IN GENERAL.—Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

"(B) COORDINATION.—Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

"(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS.—

"(A) IN GENERAL.—The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest—

"(i) continue the child's or youth's education in the school of origin for the duration of homelessness—

"(I) in any case in which a family becomes homeless between academic years or during an academic year; or

"(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

"(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

"(B) SCHOOL STABILITY.—In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall—

"(i) presume that keeping the child or youth in the school of origin is in the child or youth's best interest, except when doing so is contrary to the wishes of the child's or youth's parent or guardian, or the unaccompanied youth;

"(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the wishes of the homeless child's or youth's parent of guardian or the unaccompanied youth involved;

"(iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent, guardian, or unaccompanied youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E); and

"(iv) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

"(C) ENROLLMENT.—

"(i) IN GENERAL.—The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth—

"(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or

"(II) has missed application or enrollment deadlines during any period of homelessness.

"(ii) RELEVANT ACADEMIC RECORDS.—The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

"(iii) RELEVANT HEALTH RECORDS.—If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth, or the unaccompanied child or youth, to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph (D).

"(D) RECORDS.—Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—

"(i) so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and

"(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

"(E) ENROLLMENT DISPUTES.—If a dispute arises over school selection or enrollment in a school—

"(i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;

"(ii) the parent, guardian, or unaccompanied youth shall be provided with a written explanation of any decisions made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or youth to appeal such decisions;

"(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

"(iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in school in which the youth seeks enrollment pending resolution of such dispute.

"(F) PLACEMENT CHOICE.—The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

"(G) SCHOOL OF ORIGIN DEFINED.—

"(i) IN GENERAL.—In this paragraph, the term 'school of origin' means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

"(ii) RECEIVING SCHOOL.—When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

"(H) CONTACT INFORMATION.—Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

"(I) PRIVACY.—Information about a homeless child's or youth's living situation shall be treated as a student education record under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and shall not be released to housing providers, employers, law enforcement personnel, or other persons or agencies not authorized to have such information under section 99.31 of title 34, Code of Federal Regulations.

"(J) ACADEMIC ACHIEVEMENT.—The school selected in accordance with this paragraph shall ensure that homeless children and youth have opportunities to meet the same State academic standards to which other students are held.

"(4) COMPARABLE SERVICES.—Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

"(A) Transportation services.

"(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners.

"(C) Programs in career and technical education.

"(D) Programs for gifted and talented students.

"(E) School nutrition programs.

"(5) COORDINATION.—

"(A) IN GENERAL.—Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate—

"(i) the provision of services under this subtitle with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

"(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

"(B) HOUSING ASSISTANCE.—If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

"(C) COORDINATION PURPOSE.—The coordination required under subparagraphs (A) and (B) shall be designed to—

"(i) ensure that all homeless children and youths are promptly identified;

"(ii) ensure that homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and

"(iii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

"(D) HOMELESS CHILDREN AND YOUTHS WITH DISABILITIES.—For children and youth who are to be assisted both under this subtitle, and under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), each local educational agency shall coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that local educational agency and other involved local educational agencies.

"(6) LOCAL EDUCATIONAL AGENCY LIAISON.—

"(A) DUTIES.—Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that—

"(i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

"(ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

"(iii) homeless families, children, and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start, Early Head Start, early intervention, and preschool programs administered by the local educational agency;

"(iv) homeless families, children, and youths receive referrals to health care services, dental services, mental health and substances abuse services, housing services, and other appropriate services;

"(v) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

"(vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

"(vii) enrollment disputes are mediated in accordance with paragraph (3)(E);

"(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in para-

graph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A);

"(ix) school personnel providing services under this subtitle receive professional development and other support; and

"(x) unaccompanied youths—

"(I) are enrolled in school;

"(II) have opportunities to meet the same State academic standards to which other students are held, including through implementation of the policies and practices required by paragraph (1)(F)(ii); and

"(III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).

"(B) NOTICE.—State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the local educational agency liaisons, including publishing an annually updated list of the liaisons on the State educational agency's website.

"(C) LOCAL AND STATE COORDINATION.—Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

"(7) REVIEW AND REVISIONS.—

"(A) IN GENERAL.—Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools that are selected under paragraph (3).

"(B) CONSIDERATION.—In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

"(C) SPECIAL ATTENTION.—Special attention shall be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.";

(8) in subsection (h)(1)(A), by striking "fiscal year 2009," and inserting "fiscal years 2014 through 2019,"; and

(9) in subsection (h)(4), by striking "fiscal year 2009" and inserting "fiscal years 2014 through 2019".

SEC. 703. LOCAL EDUCATIONAL AGENCY SUBGRANTS FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

Section 723 of such Act (42 U.S.C. 11433) is amended—

(1) in subsection (a)—

(A) in paragraph (1), by striking "facilitating the enrollment," and inserting "facilitating the identification, enrollment,";

(B) in paragraph (2)(A)—

(i) by adding "and" at the end of clause (i);

(ii) by striking "; and" and inserting a period at the end of clause (ii); and

(iii) by striking clause (iii); and

(C) by adding at the end the following:

"(4) DURATION OF GRANTS.—Subgrants awarded under this section shall be for terms of not to exceed 3 years.";

(2) in subsection (b)—

(A) by striking paragraph (3) and redesignating paragraphs (4) and (5) as paragraphs (3) and (4), respectively; and

(B) by adding at the end the following:

"(5) An assurance that the local educational agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f).

"(6) An assurance that the local educational agency has removed barriers to complying with the requirements of section 722(g)(1)(I).";

(3) in subsection (c)—

(A) in paragraph (1), by striking "726" and inserting "722(a)";

(B) in paragraph (2)—

(i) in subparagraph (A), by inserting "identification," before "enrollment";

(ii) by amending subparagraph (B) to read as follows:

"(B) The extent to which the application reflects coordination with other local and State agencies that serve homeless children and youths."; and

(iii) in subparagraph (C), by inserting "(as of the date of submission of the application)" after "current practice";

(C) in paragraph (3)—

(i) by amending subparagraph (C) to read as follows:

"(C) The extent to which the applicant will promote meaningful involvement of parents or guardians of homeless children or youths in the education of their children.";

(ii) in subparagraph (D), by striking "within" and inserting "into";

(iii) in subparagraph (G)—

(I) by striking "Such" and inserting "The extent to which the applicant's program meets such"; and

(II) by striking "case management or related";

(iv) by redesignating subparagraph (G) as subparagraph (I) and inserting after subparagraph (F) the following:

"(G) The extent to which the local educational agency will use the subgrant to leverage resources, including by maximizing nonsubgrant funding for the position of the liaison described in section 722(g)(1)(J)(ii) and the provision of transportation.

"(H) How the local educational agency uses funds to serve homeless children and youths under section 1113(c)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(c)(3)).."; and

(v) by adding at the end the following:

"(J) An assurance that the applicant will meet the requirements of section 722(g)(3)."; and

(D) by striking paragraph (4).

(4) in subsection (d)—

(A) in paragraph (1)—

(i) by striking "challenging State academic content standards" and inserting "State academic standards"; and

(ii) by striking "and challenging State student academic achievement standards";

(B) in paragraph (2)—

(i) by striking "students with limited English proficiency," and inserting "English learners," ; and

(ii) by striking "vocational" and inserting "career";

(C) in paragraph (3), by striking "pupil services" and inserting "specialized instructional support";

(D) in paragraph (7), by striking ", and unaccompanied youths," and inserting ", particularly homeless children and youths who are not enrolled in school,";

(E) in paragraph (9) by striking "medical" and inserting "other required health";

(F) in paragraph (10), by inserting before the period at the end ", and other activities designed to increase the meaningful involvement of parents or guardians of homeless children or youths in the education of their children";

(G) in paragraph (12), by striking "pupil" and inserting "specialized instructional support"; and

(H) in paragraph (13), by inserting before the period at the end "and parental mental health or substance abuse problems".

SEC. 704. SECRETARIAL RESPONSIBILITIES.

Section 724 of such Act (42 U.S.C. 11434) is amended—

(1) by amending subsection (c) to read as follows:

"(c) NOTICE.—

"(1) IN GENERAL.—The Secretary shall, before the next school year that begins after the date of the enactment of the Student Success Act, update and disseminate nationwide the public notice described in this subsection (as in effect prior to such date) of the educational rights of homeless children and youths.

"(2) DISSEMINATION.—The Secretary shall disseminate the notice nationally to all Federal agencies, program grantees, and grant recipients serving homeless families, children, and youths.";

(2) in subsection (d), by striking "and dissemination" and inserting ", dissemination, and technical assistance";

(3) in subsection (e)—

(A) by striking "applications for grants under this subtitle" and inserting "plans for the use of grant funds under section 722";

(B) by striking "60-day" and inserting "120-day"; and

(C) by striking "120-day" and inserting "180-day";

(4) in subsection (f), by adding at the end the following: "The Secretary shall provide support and technical assistance to State educational agencies in areas in which barriers to a free appropriate public education persist.";

(5) by amending subsection (g) to read as follows:

"(g) GUIDELINES.—The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of the enactment of the Student Success Act, strategies by which a State—

"(1) may assist local educational agencies to implement the provisions amended by the Act; and

"(2) can review and revise State policies and procedures that may present barriers to the identification, enrollment, attendance, and success of homeless children and youths in school.";

(6) in subsection (h)(1)(A), by inserting "in all areas served by local educational agencies" before the semicolon at the end; and

(7) in subsection (i), by striking "McKinney-Vento Homeless Education Assistance Improvements Act of 2001" and inserting "Student Success Act".

SEC. 705. DEFINITIONS.

Section 725 of such Act (42 U.S.C. 11434a) is amended—

(1) in paragraph (2)(B)(iv), by striking "1309" and inserting "1139" and

(2) in paragraph (3), by striking "9101" and inserting "5101"

SEC. 706. AUTHORIZATION OF APPROPRIATIONS.

Section 726 of such Act (42 U.S.C. 11435) is amended to read as follows:

"SEC. 726. AUTHORIZATION OF APPROPRIATIONS.

"For the purpose of carrying out this subtitle, there are authorized to be appropriated $61,771,000 for each of fiscal years 2014 through 2019.".

PURPOSE

H.R. 5, the Student Success Act, amends the Elementary and Secondary Education Act of 1965 to support state and local accountability for public education, provide important information to parents on their schools' and students' performance, enhance local flexibility, protect taxpayers' investments in education, strengthen state and local autonomy, support more effective teachers in the classroom, and provide state and local leaders with the freedom to direct federal resources to the programs that best serve their student populations. The Student Success Act reflects the four principles for reform outlined by the Committee on Education and the Workforce: reducing the federal footprint, restoring local control, supporting effective teachers, and empowering parents.

COMMITTEE ACTION

H.R. 5 reflects work by the Committee on Education and the Workforce in the 113th Congress to reauthorize the Elementary and Secondary Education Act (ESEA). The bill builds upon the committee's ongoing efforts to examine federal investments and reduce the federal role in elementary and secondary education programs.

108TH CONGRESS

Hearings—First Session

On September 29, 2003, the Committee on Education and the Workforce Subcommittee on Education Reform held a field hearing

in Denver, CO, on "Keeping Schools Safe—the Implementation of No Child Left Behind's Persistently Dangerous Schools Provision." The purpose of the hearing was to learn how the implementation of the "persistently dangerous schools" provision, which allows parents to transfer their children out of dangerous schools, affected schools, and communities. Testifying before the subcommittee were: Mr. William J. Moloney, Commissioner of Education, Colorado Department of Education, Denver, CO; Mr. David B. Smith, Director of Prevention Initiatives, Colorado Department of Education, Denver, CO; The Honorable Bob Schaffer, President, Colorado Alliance for Reform in Education, Denver, CO; Ms. Gloria Zradicka, Policy Analyst, Education Commission of the States, Denver, CO; Senator John K. Andrews, Jr., President of the Senate, Colorado State Senate, Denver, CO; and Ms. Vicki Ware, Parent, Denver, CO.

On October 20, 2003, the Committee on Education and the Workforce Subcommittee on Education Reform held a field hearing in Taylors, SC, on "No Child Left Behind's Education Choice Provisions: Are States and School Districts Giving Parents the Information They Need?" The purpose of the hearing was to discuss how the public school choice and supplemental education services provisions in the No Child Left Behind Act were being implemented at the state and local level. Testifying before the subcommittee were: Ms. Nina S. Rees, Deputy Under Secretary, Office of Innovation and Improvement, U.S. Department of Education, Washington, D.C.; Mrs. Wanda Rushing-Jones, Coordinator, Federal Programs Unit, South Carolina Department of Education, Columbia, SC; Dr. William E. Harner, Superintendent, Greenville County School District, Greenville, SC; Mr. George Waggoner, Parent, retired Tech. Sergeant (E6), U.S. Air Force, Greenville, SC; and Dr. Dana Jeffrey, Vice President of Strategic Sales, Lightspan, Denver, CO.

Second Session

On March 3, 2004, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Improving Results for Children with Disabilities." The purpose of the hearing was to gain insight into the importance of including students with disabilities in state accountability systems under No Child Left Behind. Testifying before the committee were: Ms. Ricki Sabia, Parent, Associate Director of Public Policy, National Down Syndrome Society, Silver Spring, MD; Dr. Jane Rhyne, Assistant Superintendent for Exceptional Children, Charlotte-Mecklenburg Schools, Charlotte, NC; Dr. Pia Durkin, Superintendent of Schools, Narragansett School System, Narragansett, RI; and Dr. Martha Thurlow, Director, National Center on Education Outcomes, University of Minnesota, Minneapolis, MN.

On March 8, 2004, the Committee on Education and the Workforce held a field hearing in Columbus, OH, on "The Status of No Child Left Behind Implementation in Ohio." The purpose of the hearing was to gain local insights into the implementation and consequences of No Child Left Behind. Testifying before the committee were: Mr. Ron Tomalis, Counselor to the Secretary, U.S. Department of Education, Washington, D.C.; Dr. Richard A. Ross, Superintendent, Reynoldsburg City Schools, Reynoldsburg, OH; Dr. Howard Fleeter, Partner, Levin, Driscoll & Fleeter, Columbus, OH; and

Mr. Ted Rebarber, President, Accountability Works, Washington, D.C.

On April 15, 2004, the Committee on Education and the Workforce held a field hearing in Augusta, GA, on "No Child Left Behind: Improving Academic Achievement Through Flexibility & Accountability for Schools." The purpose of the hearing was to gain local perspectives on the implementation and consequences of No Child Left Behind. Testifying before the committee were: Dr. Gene Hickok, Under Secretary of Education, U.S. Department of Education, Washington, D.C.; Ms. Kathy Cox, Superintendent of Schools, State of Georgia, Atlanta, GA; and Dr. Jeff McDaniel, Director of School Improvement & Federal Programs, Floyd County Board of Education, Rome, GA.

On April 21, 2004, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "The Importance of Highly Qualified Teachers in Raising Academic Achievement." The purpose of the hearing was to discuss the importance of highly qualified teachers in improving academic achievement for all students regardless of race, income, geography, English fluency, or disability. Testifying before the committee were: Ms. Gaynor McCown, Executive Director, The Teaching Commission, New York, NY; Mr. Kurt Landgraf, President and CEO, Educational Testing Service, Princeton, NJ; Mr. Ross Wiener, Policy Director, The Education Trust, Washington, D.C.; Ms. Eileen Mitchell, Elementary School Teacher, P.S. 31—the William T. Davis School, Staten Island, NY; and Mr. Tracey Bailey, 1993 National Teacher of the Year, Director of National Projects, Association of American Educators, Fredericksburg, VA.

On May 24, 2004, the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness held a field hearing in Las Vegas, NV, on "H.R. 2649, the Schools Safely Acquiring Faculty Excellence Act of 2003." The purpose of this legislative hearing was to gain local perspectives on the Schools Safely Acquiring Faculty Excellence Act of 2003. Testifying before the subcommittee were: Dr. George Ann Rice, Associate Superintendent, Human Resources Division, Clark County Schools, Las Vegas, NV; Ms. Carol Lark, Principal, C.P. Squires Elementary School, North Las Vegas, NV; and Mrs. D.J. Stutz, President, Nevada State PTA, member, Board of the National PTA, Las Vegas, NV.

On May 27, 2004, the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness held a field hearing in Phoenix, AZ, on "Highly Qualified Teachers and Raising Student Achievement." The purpose of the hearing was to discuss the importance of highly qualified teachers in improving academic achievement for all students regardless of race, income, geography, English-fluency, or disability. Testifying before the subcommittee were: Mr. Raymond Simon, Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education, Washington, D.C.; Dr. Karen Butterfield, Deputy Associate Superintendent, Innovative and Exemplary Programs, Arizona Department of Education, Phoenix, AZ; Dr. Laura Palmer Noone, President, University of Phoenix, Phoenix, AZ; and Dr. Lewis C. Solmon, Executive Vice President and Director, Teacher Advancement Programs, Milken Family Foundation, Santa Monica, CA.

On June 23, 2004, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Raising Student Achievement in America's Big City Schools." The purpose of the hearing was to look at how No Child Left Behind was helping improve student academic achievement in the nation's urban schools. Testifying before the committee were: Dr. Michael D. Casserly, Executive Director, Council of Great City Schools, Washington, D.C.; Dr. Margaret Raymond, Director, Center for Research on Education Outcomes, Hoover Institution, Stanford University, Stanford, CA; Mr. Paul Vallas, Chief Executive Officer, School District of Philadelphia, Philadelphia, PA; and Dr. Marcus Newsome, Superintendent, Newport News County Public Schools, Newport News, VA.

On September 28, 2004, the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness held a hearing in Washington, D.C., on "H.R. 2649, the Schools Safely Acquiring Faculty Excellence Act." The purpose of this legislative hearing was to hear testimony on H.R. 2649, the Schools Safely Acquiring Faculty Excellence Act of 2003. Testifying before the subcommittee were: Ms. Barbara Belak, Assistant to the Associate Superintendent for Human Resources, Clark County Schools, Las Vegas, NV; Ms. Donna Uzzell, Director, Criminal Justice Information Services, Florida Department of Law Enforcement, Tallahassee, FL; Dr. William Dean, Superintendent, Frederick County Public Schools, Winchester, VA; and Chief Butch Asselin, Member, Fight Crime: Invest in Kids, Washington, D.C.

109TH CONGRESS

Hearings—First Session

On April 26, 2005, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Supplemental Tutoring for Children in Underachieving Schools." The purpose of the hearing was to examine strategies for maintaining high expectations of tutoring providers offering federally funded supplemental educational services, while also ensuring federal tutoring funds are spent responsibly. Testifying before the committee were: Ms. Donna Nola-Ganey, Assistant Superintendent, Office of School and Community Support, Louisiana Department of Education, Baton Rouge, LA; Mr. Kevin Teasley, Founder and President, GEO Foundation, Indianapolis, IN; Mr. Jeffrey Cohen, President, Catapult Learning, Inc., Baltimore, MD; and Ms. Beth Swanson, Director, Office of After School and Community Programs, Chicago Public Schools, Chicago, IL.

On May 17, 2005, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "High School Reform: Examining State and Local Efforts." The purpose of the hearing was to examine state and local strategies for reforming high schools. Testifying before the committee were: The Honorable W. Mitt Romney, Governor, Commonwealth of Massachusetts, Boston, MA; and The Honorable Thomas Vilsack, Governor, State of Iowa, Des Moines, IA.

On May 19, 2005, the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness held a hearing in Washington, D.C., on "Challenges to American Competitive-

ness in Math and Science." The purpose of the hearing was to learn about the challenges to American competitiveness in math and science. Testifying before the subcommittee were: Mr. Norm Augustine, retired Chairman and Chief Executive Officer, Lockheed Martin Corporation, Bethesda, MD; Dr. Thomas Magnanti, Dean, School of Engineering, Massachusetts Institute of Technology, Cambridge, MA; Ms. June Streckfus, Executive Director, Maryland Business Roundtable for Education, Baltimore, MD; and Dr. Nancy Songer, Professor of Science Education and Learning Technologies, University of Michigan, Ann Arbor, MI.

On June 9, 2005, the Committee on Education and the Workforce Subcommittee on Education Reform held a hearing in Washington, D.C., on "The Role of Non-Profit Organizations in State and Local High School Reform Efforts." The purpose of the hearing was to gain perspectives on the role of non-profit organizations in state and local high school reform efforts. Testifying before the subcommittee were: Mr. Tom Vander Ark, Executive Director, Education, Bill and Melinda Gates Foundation, Seattle, WA; Ms. Deborah Howard, Program Director, School Improvement, KnowledgeWorks Foundation, Cincinnati, OH; and Mr. Andres Henriquez, Program Officer, Education Division, Carnegie Corporation of New York, New York, NY.

On June 28, 2005, the Committee on Education and the Workforce Subcommittee on Education Reform held a hearing in Washington, D.C., on "How the Private Sector is Helping States and Communities Improve High School Education." The purpose of the hearing was to examine how the private sector is helping states and communities improve high school education. Testifying before the subcommittee were: Mr. Bill A. Shore, Director of U.S. Community Partnerships, GlaxoSmithKline, Research Triangle Park, NC; Ms. Sarah Revi Sterling, Program Manager, University Relations, Microsoft Corporation, Redmond, WA; Mr. Mike Watson, Vice Chairman, BellSouth Foundation, Atlanta, GA; and Dr. Phyllis Hudecki, Executive Director, Oklahoma Business and Education Coalition, Oklahoma City, OK.

On September 29, 2005, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Closing the Achievement Gap in America's Schools: the No Child Left Behind Act." The purpose of the hearing was to examine strategies for closing the achievement gap in America's schools. Testifying before the committee were: The Honorable Margaret Spellings, Secretary of Education, U.S. Department of Education, Washington, D.C.; Dr. Deborah Jewell-Sherman, Superintendent, Richmond Public Schools, Richmond, VA; and Ms. Kati Haycock, Director, The Education Trust, Washington, D.C.

On November 17, 2005, the Committee on Education and the Workforce Subcommittee on Education Reform held a hearing in Washington, D.C., on "Combating Methamphetamines Through Prevention and Education." The purpose of the hearing was to examine the federal role in shaping a response to the methamphetamine problem through the Safe and Drug Free Schools and Communities Act and other federal programs. Testifying before the subcommittee were: The Honorable Mark Souder, U.S. House of Representatives, Third District, Indiana; The Honorable Darlene Hooley, U.S. House of Representatives, Fifth District, Oregon; The

Honorable Mary Ann Solberg, Deputy Director, Office of National Drug Control Policy, Executive Office of the President, Washington, D.C.; Dr. Richard Spoth, Director, Partnerships in Prevention Science Institute, Iowa State University, Ames, IA; The Honorable John Icenogle, District Judge, District 9, Buffalo County, NE; and Ms. Cristi Cain, State Coordinator, Kansas Methamphetamine Prevention Project, Topeka, KS.

Second Session

On May 3, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Building American Competitiveness: Examining the Scope and Success of Existing Federal Math and Science Programs." The purpose of the hearing was to examine federal math and science programs and learn about their effectiveness. Testifying before the committee were: The Honorable Tom Luce, Assistant Secretary, Office of Planning, Evaluation, and Policy Development, U.S. Department of Education, Washington, D.C.; Ms. Cornelia Ashby, Director of Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; and Mr. Bill Archey, President and Chief Executive Officer, American Electronics Association, Washington, D.C.

On May 18, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: How Innovative Educators Are Integrating Subject Matter to Improve Student Achievement." The purpose of the hearing was to examine what methods are being employed to integrate math and reading instruction into the general education curriculum with the intent of improving student achievement. Testifying before the committee were: Mr. Garrett W. Lydic, 2006 State Teacher of the Year, North Laurel Elementary School, Laurel, DE; Mr. Rick Holt, Principal, Lewiston K–8 School, Lewiston, MI; Dr. Mickey Garrison, Principal, Fullerton IV Elementary School, Roseburg, OR; Ms. Betsy Ablott, Teacher, Science Focus School, Arlington, VA; and Mr. Ray Zeigler, Co-Director, Maryland Artist/Teacher Institute, Maryland State Department of Education, Baltimore, MD.

On June 13, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Disaggregating Student Achievement by Subgroups to Ensure All Students Are Learning." The purpose of the hearing was to examine the consequences of disaggregating student achievement data by subgroups. Testifying before the committee were: The Honorable Raymond Simon, Deputy Secretary of Education, U.S. Department of Education, Washington, D.C.; Dr. Cynthia Kuhlman, Principal, Centennial Place Elementary School, Atlanta, GA; Dr. Ronald A. Peiffer, Deputy State Superintendent, Maryland State Department of Education, Baltimore, MD; and Mr. John C. Brittain, Chief Counsel and Deputy Director, Lawyers Committee for Civil Rights Under Law, Washington, D.C.

On July 12, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Ensuring High Academic Achievement for Limited English Proficient Students and Students with Disabilities." The purpose of the hearing was to examine how students with disabilities and limited English proficient students are evaluated, how effective those evaluation measures are, and whether there is enough flexibility

granted to states and school districts by the Department of Education with regard to these student subgroups. Testifying before the committee were: Ms. Rachel Quenemoen, Senior Research Fellow, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN; Mr. Don Soifer, Executive Vice President, Lexington Institute, Arlington, VA; Ms. Margaret McLeod, Executive Director, Office of Bilingual Education, District of Columbia Public Schools, Washington, D.C.; Ms. Kristine Neuber, Doctoral Student, Graduate School of Education, George Mason University, Fairfax, VA; and Mr. Keith Buchanan, Office Coordinator, English for Speakers of Other Languages, Fairfax County Public Schools, Falls Church, VA.

On July 27, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: Can Growth Models Ensure Improved Education for All Students." The purpose of the hearing was to evaluate the implications of using growth models to determine if schools are making adequate yearly progress under No Child Left Behind. Testifying before the committee were: Ms. Marlene S. Shaul, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Mr. Joel I. Klein, Chancellor, New York City Department of Education, New York, NY; Mr. Reg Weaver, President, National Education Association, Washington, D.C.; Ms. Katie Haycock, Director, The Education Trust, Washington, D.C.; and Dr. William L. Sanders, Senior Manager, Value-Added Assessment and Research, SAS Institute Inc., Cary, NC.

On August 28, 2006, the Committee on Education and the Workforce Subcommittee on Education Reform held a field hearing in Chicago, IL, on "No Child Left Behind: Successes and Challenges of Implementation in Urban and Suburban Schools." The purpose of the hearing was to discuss what improvements could be made to assist the implementation of No Child Left Behind in urban and suburban schools. Testifying before the subcommittee were: Dr. Henry Johnson, Assistant Secretary, U.S. Department of Education, Washington, D.C.; Mr. Arne Duncan, Chief Executive Officer, Chicago Public Schools, Chicago, IL; Dr. Darlene J. Ruscitti, Regional Superintendent, DuPage Regional Office of Education, Wheaton, IL; Dr. Paul Kimmelman, Senior Advisor, Office of the Chief Executive Officer, Learning Point Associates, Naperville, IL; and Ms. Dianne Piche, Executive Director, Citizens' Commission on Civil Rights, Washington, D.C.

On September 21, 2006, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "No Child Left Behind: How Can We Increase Parental Awareness of Supplemental Education Services?" The purpose of the hearing was to examine the challenges and successes of implementation of the supplemental educational services provisions under the No Child Left Behind Act. Testifying before the committee were: Mr. Morgan Brown, Assistant Deputy Secretary, Office of Innovation and Improvement, U.S. Department of Education, Washington, D.C.; Ms. Cornelia Ashby, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Dr. Stephen Barr, Associate Superintendent, Center for School Improvement, Ohio Department of Education, Columbus,

OH; Ms. Erica Harris, Manager, Academic After School Programs, Chicago Public Schools, Chicago, IL; Dr. Barbara Anderson, Vice President of Education, Knowledge Learning Corporation, School Partnerships, Washington, D.C.; and Ms. Monique Dollonne, Parent of a Supplemental Educational Services Student, Ventura, CA.

Legislative Action—First Session

On October 7, 2005, Rep. John Boehner (R–OH), Rep. Tom DeLay (R–TX), Rep. Roy Blunt (R–MO), Rep. Sam Johnson (R–TX), Rep. John Kline (R–MN), Rep. Kenny Marchant (R–TX), Rep. Virginia Foxx (R–NC), Rep. Chris Chocola (R–IN), Rep. John Doolittle (R–CA), Rep. Jeff Flake (R–AZ), Rep. Trent Franks (R–AZ), Rep. Patrick McHenry (R–NC), Rep. Mike Pence (R–IN), Rep. Pete Sessions (R–TX), Rep. John Shadegg (R–AZ), and Rep. Todd Tiahrt (R–KS) introduced H.R. 4018, the Setting Priorities in Spending Act of 2005. The bill repealed 14 ineffective elementary and secondary education programs, including: Ready to Learn Television; Star Schools Act; Ready to Teach; Foreign Language Assistance Act of 2001; Community Technology Centers; Educational, Cultural, Apprenticeship, and Exchange Programs for Alaska Natives, Native Hawaiians, and their Historical Whaling and Trading Partners in Massachusetts; Arts in Education; and Women's Educational Equity.

110TH CONGRESS

Hearings—First Session

On March 13, 2007, the Committee on Education and Labor held a joint hearing with the Senate Committee on Health, Education, Labor and Pensions in Washington, D.C., on "Elementary and Secondary Education Act Reauthorization: Improving NCLB to Close the Achievement Gap." The purpose of the hearing was to examine methods for closing the achievement gap and approaching reauthorization of the Elementary and Secondary Education Act. Testifying before the committees were: Mr. Roy Barnes, Co-Chair, Aspen Institute Commission on No Child Left Behind and former Governor of Georgia, Washington, D.C.; Ms. Elizabeth Burmaster, President, Council of Chief State School Officers, Madison, WI; Mr. Michael Casserly, Executive Director, Council of Great City Schools, Washington, D.C.; Mr. Wade J. Henderson, President and Chief Executive Officer, Leadership Conference on Civil Rights, Washington, D.C.; Mr. Edward J. McElroy, President, American Federation of Teachers, Washington, D.C.; Mr. Arthur J. Rothkopf, Senior Vice President, Business Coalition for Student Achievement, Washington, D.C.; and Mr. Reg Weaver, President, National Education Association, Washington, D.C.

On March 21, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "ESEA Reauthorization: Options for Improving NCLB's Measures of Progress." The purpose of the hearing was to discuss options for reforming the current definition of adequate yearly progress. Testifying before the committee were: Dr. Harold C. Doran, Senior Research Scientist, American Institutes for Research, Washington, D.C.; Dr. Chrys Dougherty, Director of Research, National Center for Educational Accountability, Austin, TX; Mr. Peter McWalters, Commissioner, Rhode Island De-

partment of Education, Providence, RI; Mr. Allan Olson, Co-Founder and Chief Academic Officer, Northwest Evaluation Association, Lake Oswego, OR; and Ms. Valerie Woodruff, Secretary, Delaware Department of Education, Dover, DE.

On March 23, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Impact of NCLB on English Language Learners." The purpose of the hearing was to learn how NCLB is working for English Language Learner students and what needs to be done to improve student achievement. Testifying before the subcommittee were: Ms. Cornelia M. Ashby, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Dr. Beverly L. Young, Assistant Vice Chancellor, Teacher Education and Public School Program, California State University, Long Beach, CA; Mr. Peter Zamora, Regional Counsel, Mexican American Legal Defense and Educational Fund, Washington, D.C.; Ms. Francisca Sánchez, Assistant Superintendent for Curriculum and Instruction, San Bernardino County Superintendent of Schools, San Bernardino, CA; and Ms. Marta Guzmán, Principal, Oyster Bilingual Elementary School, Washington, D.C.

On March 29, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "How NCLB Affects Students with Disabilities." The purpose of the hearing was to determine how students with disabilities are affected by certain provisions under No Child Left Behind. Testifying before the subcommittee were: Dr. Rebecca H. Cort, Deputy Commissioner, Office of Vocational and Educational Services for Individuals with Disabilities, New York State Department of Education, Albany, NY; Dr. Michael L. Hardman, Professor and Chair, Department of Special Education and Department of Teaching and Learning, University of Utah, Salt Lake City, UT; Dr. William Henderson, Principal, O'Hearn Elementary School, Boston, MA; Ms. Rachel Quenemoen, Technical Assistance Team Leader, National Center on Education Outcomes, University of Minnesota, Minneapolis, MN; and Dr. Jane Rhyne, Assistant Superintendent, Programs for Exceptional Children, Charlotte-Mecklenburg School System, Charlotte, NC.

On April 12, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a field hearing in Flint, MI, on "Local Perspectives on the No Child Left Behind Act." The purpose of the hearing was to gain local perspectives on the No Child Left Behind Act. Testifying before the subcommittee were: Mr. Steve Burroughs, President, United Teachers of Flint, on behalf of the National Education Association, Flint, MI; Ms. Andrea Debardelaben, Parent, Flint, MI; Mr. Jan D. Russell, Assistant Superintendent, Genesee Intermediate School District, Flint, MI; Mr. David Solis, Director of State, Federal, and Local Programs, on behalf of Dr. Walter Milton Jr., Superintendent, Flint Community Schools, Flint, MI; and Mr. Donald Tilley, Social Studies Department Chair, Central High School, Flint, MI.

On April 18, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Supplemental Edu-

cation Services Under the No Child Left Behind Act: How to Improve Quality and Access." The purpose of the hearing was to understand how supplemental education services are working and whether they can be better implemented or improved. Testifying before the subcommittee were: Ms. Cornelia M. Ashby, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Ms. Ann E. Chafin, Assistant State Superintendent for Student, Family, and School Support, Maryland State Department of Education, Baltimore, MD; Ms. Ruth D. Murray, Director, Federal Grants, Newport News Public Schools, Newport News, VA; Ms. Dianne M. Piché, Executive Director, Citizens' Commission on Civil Rights, Washington, D.C.; and Ms. Monica M. Roberts, Director, Office of Federal and State Programs, Boston Public Schools, Boston, MA.

On April 20, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "Mismanagement and Conflicts of Interest in the Reading First Program." The purpose of the hearing was to investigate mismanagement and uncover conflicts of interest in the Reading First Program. Testifying before the committee were: Mr. Christopher J. Doherty, former Program Director, Reading First, U.S. Department of Education, Washington, D.C.; Dr. Roland Good, Associate Professor, University of Oregon, Eugene, OR; Mr. John P. Higgins, Inspector General, U.S. Department of Education, Washington, D.C.; Dr. Edward Kame'enui, Commissioner of the National Center for Special Education Research, U.S. Department of Education, Washington, D.C.; Ms. Starr Lewis, Associate Commissioner, Kentucky Department of Education, Frankfort, KY; and Dr. Deborah C. Simmons, Professor of Special Education, Texas A&M University, College Station, TX.

On April 23, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "NCLB: Preventing Dropouts and Enhancing School Safety." The purpose of the hearing was to examine strategies for preventing dropouts and improving school safety. Testifying before the committee were: Dr. María Robledo Montecel, Executive Director, Intercultural Development Research Association, San Antonio, TX; Dr. Jane Norwood, Vice-Chair, North Carolina State Board of Education, Raleigh, NC; Mr. Kenneth M. Smith, President, Jobs for America's Graduates, Alexandria, VA; Mr. Kenneth S. Trump, President and Chief Executive Officer, National School Safety and Security Services, Inc., Cleveland, OH; and The Honorable Bob Wise, President, Alliance for Excellent Education and former Governor of West Virginia, Washington, D.C.

On April 27, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a field hearing in San Rafael, CA, on "Improving the No Child Left Behind Act's Accountability System." The purpose of the hearing was to gain local perspectives on accountability provisions within No Child Left Behind. Testifying before the subcommittee were: Ms. Melanie Blake, Teacher, Sonoma Valley High School, Sonoma, CA; Mr. Pepe Gonzalez, Vice Principal, Venetia Valley K–8 School, San Rafael, CA; Dr. Sharon E. Liddell, Superintendent, Santa Rosa City Schools, Santa Rosa, CA; Ms. Elizabeth W. Schott, Principal, McDowell Elementary School, Petaluma, CA; and Dr. Fred Tempes, Senior Program Director, WestEd, San Francisco, CA.

On April 28, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a field hearing in Sacaton, AZ, on "The No Child Left Behind Act's Impact on Indian Education." The purpose of the hearing was to explore how certain provisions of No Child Left Behind affect Indian Education. Testifying before the subcommittee were: Dr. Roger Bordeaux, Director, Association of Community Tribal Schools, Agency Village, SD; Dr. Willard S. Gilbert, President-elect, National Indian Education Association, Washington, D.C.; Mr. Tom Miller, Member, Board of Directors, Sault Ste. Marie Tribe of Chippewa Indians, Sault Ste. Marie, MI; Mr. William R. Rhodes, Governor, Gila River Indian Community, Sacaton, AZ; and Mr. Wendsler Nosie, Sr., Chairman, San Carlos Apache Tribe, San Carlos, AZ.

On May 10, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "Accountability for the Department of Education's Oversight of Student Loans and the Reading First Program." The purpose of the hearing was to investigate unethical practices in the student loan industry and the Reading First program. Testifying before the committee was The Honorable Margaret Spellings, Secretary, U.S. Department of Education, Washington, D.C.

On May 11, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "ESEA Reauthorization: Boosting Quality in the Teaching Profession." The purpose of the hearing was to examine methods of ensuring teacher quality in every classroom. Testifying before the committee were: Ms. Joan Bibeau, Member, Education Minnesota, Teacher, Eagleville Elementary School, Leech Lake Reservation, MN; Dr. Joseph P. Burke, Superintendent of Schools, Springfield Public Schools, Springfield, MA; Dr. Jack D. Dale, Superintendent, Fairfax County Public Schools, Fairfax, VA; Mr. Joel I. Klein, Chancellor, New York City Department of Education, New York, NY; Ms. Valdine McLean, Teacher, Pershing County High School, Lovelock, NV; Mr. John D. Podesta, President and Chief Executive Officer, Center for American Progress, Washington, D.C.; Dr. Gary W. Ritter, Associate Professor, Endowed Chair in Education Policy, Department of Education Reform, College of Education and Health Professions, University of Arkansas, Fayetteville, AR; and Dr. Jarvis Sanford, Principal, Dodge Renaissance Academy, Chicago, IL.

On May 14, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a field hearing in King of Prussia, PA, on "Examining Local Perspectives on the No Child Left Behind Act." The purpose of the hearing was to gain local perspectives on the consequences of No Child Left Behind. Testifying before the subcommittee were: Dr. Leslye S. Abrutyn, Superintendent, Penn Delco School District, Aston, PA; Dr. Theodore Hershberg, Public Policy and History Director, Center for Greater Philadelphia and Operation Public Education, University of Pennsylvania, Philadelphia, PA; Mr. Joe Howell, Principal, Norristown Area High School, Norristown, PA; Mr. Stephen Kozol, Chair, Department of Social Studies, Upper Merion Area High School, King of Prussia, PA; and Mr. Anthony C. Stevenson, incoming Principal, Radnor Middle School, Radnor Township, PA.

On May 17, 2007, the Committee on Education and Labor Subcommittee on Higher Education, Lifelong Learning, and Competitiveness held a hearing in Washington, D.C., on "Preparing Teachers for the Classroom: The Role of the Higher Education Act and No Child Left Behind." The purpose of the hearing was to examine the role the federal government can play in preparing teachers for the classroom. Testifying before the subcommittee were: Dr. Daniel Fallon, Director, Program in Higher Education, Carnegie Corporation of New York, New York, NY; Dr. Emily Feistritzer, President, National Center for Alternative Certification and the National Center for Education Information, Washington, D.C.; Dr. Sharon P. Robinson, President and Chief Executive Officer, American Association of Colleges for Teacher Education, Washington, D.C.; Mr. George A. Scott, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; and Dr. Janice Wiley, Deputy Director, Region One Education Service Center, Edinburg, TX.

On June 7, 2007, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Reauthorization of the Elementary and Secondary Education Act: Current and Prospective Flexibility under the No Child Left Behind Act." The purpose of the hearing was to hear perspectives on flexibility under No Child Left Behind. Testifying before the subcommittee were: Mr. Chester E. Finn, Jr., President, Thomas B. Fordham Institute, Washington, D.C.; Mr. Jack Jennings, President, Center on Education Policy, Washington, D.C.; Dr. Carol Johnson, Superintendent, Memphis City Schools, Memphis, TN; The Honorable Rick Melmer, Secretary, South Dakota Department of Education, Pierre, SD; and Ms. Kathleen N. Straus, President, Michigan State Board of Education, Lansing, MI.

On September 10, 2007, the Committee on Education and Labor held a hearing in Washington, D.C., on "Reauthorization of the Elementary and Secondary Education Act of 1965." The purpose of the hearing was to gain feedback on proposed legislation to reauthorize the Elementary and Secondary Education Act. Testifying before the committee were: Ms. Germaine Brown, Teacher, Stewart Street Elementary School, Gadsden County, FL; Mr. Barry Stark, Principal, Norris Middle School, Firth, NE; Mr. Jack Jennings, President, Center for Education Policy, Washington, D.C.; Dr. Linda Darling-Hammond, Charles Ducommun Professor of Education, Stanford University, Stanford, CA; Mr. John Podesta, President and Chief Executive Officer, Center for American Progress, Washington, D.C.; Ms. Andrea Messina, Commissioner, Aspen Institute Commission on NCLB, Washington, D.C.; Mr. Kevin Carey, Research and Policy Manager, Education Sector, Washington, D.C.; Dr. Billy Cannaday, Superintendent of Public Instruction, Virginia Department of Education, Richmond, VA; The Honorable Bob Wise, President, Alliance for Excellent Education, Washington, D.C.; Ms. Adria Steinberg, Assistant Vice President of Youth Transition, Jobs for the Future, Boston, MA; Mr. James McPartland, Principal Research Scientist, Center for Social Organization of Schools, John Hopkins University, Baltimore, MD; Mr. Brian Gong, Executive Director, Center for Assessment, Dover, NH; Mr. Mike Cohen, President, Achieve Inc., Washington, D.C.; Ms. Janet Bray, Director, Associa-

tion for Career and Technical Education, Alexandria, VA; Ms. Nancy Zirkin, Vice President and Director of Public Policy, Leadership Conference on Civil Rights, Washington, D.C.; Mr. Peter Zamora, Regional Counsel, Mexican American Legal Defense and Educational Fund, Washington, D.C.; Ms. Stephanie Jones, Executive Director, The Urban League, Washington, D.C.; Mr. Dan Losen, Senior Education Law and Policy Associate, The Civil Rights Project, Los Angeles, CA; Ms. Dianne Piche, Executive Director, Citizens Commission on Civil Rights, Washington, D.C.; Ms. Delia Pompa, Vice President of Education Programs, National Council of La Raza, Washington, D.C.; Ms. Katie Neas, Director of Congressional Relations, Easter Seals, Washington, D.C.; Ms. Myrna Mandlawitz, Policy Director, Learning Disabilities Association of America, Washington, D.C.; Mr. Jon Schnur, Chief Executive Officer and Co-Founder, New Leaders for New Schools, New York, NY; Mr. Charles Harris, Co-Founder and Executive Partner, SeaChange Capital Partner, South Norwalk, CT; Mr. Nelson Smith, President, National Alliance for Public Charter Schools, Washington, D.C.; Mr. Joshua Wyner, Executive Vice President, Jack Kent Cooke Foundation, Lansdowne, VA; Ms. Sonia Hernandez Rodriguez, Executive Vice President, National Farm Workers Service Center, Los Angeles, CA; Mr. John Castellani, President, Business Roundtable, Washington, D.C.; Mr. Jim Kohlmoos, President and Chief Executive Officer, Knowledge Alliance, Washington, D.C.; Mr. Mike Petrilli, Vice President for National Programs and Policy, The Thomas B. Fordham Foundation, Washington, D.C.; Ms. MaryKate Hughes, Math Teacher, D.C. Preparatory Academy, Washington, D.C.; Ms. Kathleen Rooker, Principal, Neil Armstrong Elementary School, Port Charlotte, FL; Mr. Reg Weaver, President, National Education Association, Washington, D.C.; Ms. Kati Haycock, Director, The Education Trust, Washington, D.C.; Ms. Antonia Cortese, Executive Vice President, American Federation of Teachers, Washington, D.C.; Ms. Frances Bryant Bradburn, Director of Instructional Technologies, North Carolina Department of Education, Raleigh, NC; Ms. Mary Kay Sommers, Principal, Shepardson Elementary School, Fort Collins, CO; Ms. Kristan Van Hook, Senior Vice President for Public Policy and Development, National Institute for Excellence in Teaching, Santa Monica, CA; Mr. David Brewer, Superintendent, Los Angeles Unified School District, Los Angeles, CA; Ms. Joan Wodiska, Director of Education Policy, National Governors Association, Washington, D.C.; Mr. Michael Casserly, Executive Director, Council of Great City Schools, Washington, D.C.; Mr. Paul Houston, Executive Director, American Association of School Administrators, Arlington, VA; Ms. LaRuth Gray, Deputy Director, Metropolitan Center for Urban Education, New York, NY; and Mr. Michael Resnick, Associate Executive Director, National School Boards Association, Alexandria, VA.

On September 21, 2007, the Committee on Education and Labor Subcommittee on Higher Education, Lifelong Learning, and Competitiveness held a field hearing in Pomona, CA, on "Examining Competitiveness Through Science, Technology, Engineering and Math." The purpose of the hearing was to examine strategies for improving the delivery of education in Science, Technology, Engineering, and Math (STEM) classes to students in the United

States. Testifying before the subcommittee were: Dr. Warren J. Baker, President, California Polytechnic State University, San Luis Obispo, CA; Dr. Marshall E. Drummond, Chancellor, Los Angeles Community College District, Los Angeles, CA; Dr. Susan Hackwood, Executive Director, California Council on Science and Technology, Sacramento, CA; Dr. Charles B. Reed, Chancellor, California State University System, Sacramento, CA; Dr. Frederick A. Tarantino, President and Chief Executive Officer, Universities Space Research Association, Columbia, MD; and Dr. Todd Ullah, Director of Science, Los Angeles Unified School District, Los Angeles, CA.

Second Session

On February 13, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on "Modern Public School Facilities: Investing in the Future." The purpose of the hearing was to highlight the poor quality of public school buildings, particularly in low-income areas, and federal investment in public school buildings. Testifying before the committee were: The Honorable Ben Chandler, U.S. House of Representatives, Sixth District, Kentucky; The Honorable Michael Castle, U.S. House of Representatives, At-Large, Delaware; The Honorable Bob Etheridge, U.S. House of Representatives, Second District, North Carolina; The Honorable David Loebsack, U.S. House of Representatives, Second District, Iowa; The Honorable Charles Boustany, U.S. House of Representatives, Seventh District, Louisiana; The Honorable Darlene Hooley, U.S. House of Representatives, Fifth District, Oregon; The Honorable Steve King, U.S. House of Representatives, Fifth District, Iowa; The Honorable Rush Holt, U.S. House of Representatives, Twelfth District, New Jersey; Ms. Kathleen J. Moore, Director, School Facilities Planning Division, California Department of Education, Sacramento, CA; Ms. Judi Caddick, Teacher, Memorial Junior High School, Illinois Education Association, Lansing, IL; Ms. Mary Cullinane, Director, Innovation and Business Development Team, Microsoft Corporation, New York, NY; Dr. Paula Vincent, Superintendent, Clear Creek Amana School District, Oxford, IA; Mr. Paul Vallas, Superintendent, Louisiana Recovery School District, New Orleans, LA; Mr. Jim Waters, Director, Policy and Communications, Bluegrass Institute for Public Policy Solutions, Bowling Green, KY; and Mr. Neal McCluskey, Associate Director, Center for Educational Freedom, CATO Institute, Washington, D.C.

On March 11, 2008, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "After School Programs: How the Bush Administration's Budget Impacts Children and Families." The purpose of the hearing was to examine the 21st Century Learning Centers program and discuss its progress. Testifying before the subcommittee were: Mr. Michael J. Carroll, Chief of Police, West Goshen Township Police Department, Chester County, PA; Ms. LaDonna Gamble, Interim Project Director, Bridges to the Future Before and Afterschool Program's 21st Century Community Learning Center, Flint, MI; Ms. Theresa Vendrzyk Kough, Education Associate, After School Programs, Delaware Department of Education, Dover, DE; and Ms. Priscilla

M. Little, Associate Director, Harvard Family Research Project, Medford, MA.

On May 21, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on "The National Mathematics Advisory Panel Report: Foundations for Success." The purpose of the hearing was to discuss the findings of the National Math Panel's report and how U.S. math education can be improved. Testifying before the committee were: Mr. John Castellani, President, Business Roundtable, Washington, D.C.; Dr. Francis Fennell, former President, National Council of Teachers of Mathematics, Reston, VA; Dr. William Haver, Professor of Mathematics, Virginia Commonwealth University, Richmond, VA; Ms. Laura Slover, Vice President, Achieve, Inc, Washington, D.C.; Dr. Wanda Talley Staggers, Dean of Manufacturing and Engineering, Anderson School District Five, Anderson, SC; and Ms. Mary Ann Wolf, Executive Director, State Educational Technology Directors Association, Glen Burnie, MD.

On July 17, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on "Mayor and Superintendent Partnerships in Education: Closing the Achievement Gap." The purpose of the hearing was to examine superintendent partnerships in education and how they contribute to closing the achievement gap. Testifying before the committee were: The Honorable Michael R. Bloomberg, Mayor, City of New York, New York, NY; Mr. Arne Duncan, Chief Executive Officer, Chicago Public Schools, Chicago, IL; The Honorable Adrian M. Fenty, Mayor, District of Columbia, Washington, D.C.; Dr. Beverly L. Hall, Superintendent, Atlanta Public Schools, Atlanta, GA; Mr. Joel I. Klein, Chancellor, New York City Department of Education, New York, NY; and Ms. Michelle Rhee, Chancellor, District of Columbia Public Schools, Washington, D.C.

On July 22, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on "Innovation in STEM Education through Business and Education Partnerships." The purpose of the hearing was to examine innovative business and education partnerships in Science, Technology, Engineering, and Mathematics education. Testifying before the committee were: Dr. Ramona Chang, Director of Curriculum, Torrance Unified School District, Torrance, CA; Ms. Melendy Lovett, Senior Vice President and President, Education Technology, Texas Instruments, Dallas, TX; Mr. Tom Luce, Chief Executive Officer, National Math and Science Initiative, Dallas, TX; Mr. Phil Mickelson, Professional Golfer and Cofounder, Mickelson ExxonMobil Teachers Academy, Rancho Santa Fe, CA; Dr. Carlo Parravano, Executive Director, Merck Institute for Science Education, Rahway, NJ; Dr. Sally Ride, President and Chief Executive Officer, Sally Ride Science, San Diego, CA; Ms. Patricia Sullivan, Education Solutions Executive, Global Education Industry at IBM, Armonk, NY; and Mr. Brian H. Wells, Chief Systems Engineer, Raytheon Co., Waltham, MA.

On July 24, 2008, the Committee on Education and Labor held a hearing in Washington, D.C., on "The Benefits of Physical and Health Education for Our Nation's Children." The purpose of the hearing was to discuss the problem of childhood obesity, and the benefits of physical education. Testifying before the committee were: The Honorable Ron Kind, U.S. House of Representatives,

Third District, Wisconsin; The Honorable Zach Wamp, U.S. House of Representatives, Third District, Tennessee; Ms. Lori Rose Benson, Director, Office of Fitness and Health Education, New York City Department of Education, New York, NY; Mr. Tim Brown, former NFL all-pro player, National Chairman, Athletes and Entertainers for Kids, Long Beach, CA; Mr. Robert Keiser, Student Advisor to Governor Charlie Crist, Council on Physical Fitness, Tallahassee, FL; Dr. Russell Pate, Associate Vice President for Health Sciences, Professor, Department of Exercise Science, Arnold School of Public Health, University of South Carolina, Columbia, SC; and Mr. Richard Simmons, ASK America, Beverly Hills, CA.

On September 9, 2008, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Challenges Facing Bureau of Indian Education Schools in Improving Student Achievement." The purpose of the hearing was to examine challenges encountered by Bureau of Indian Education schools in their efforts to improve student achievement. Testifying before the subcommittee were: Ms. Cornelia Ashby, Director, Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Ms. Anne Dudro, Chief of Staff, Office of Elementary and Secondary Education, U.S. Department of Education, Washington, D.C.; Dr. Willard Sakiestewa Gilbert, President, National Indian Education Association, Washington, D.C.; Mr. Theodore Hamilton, Executive Director, Oceti Sakowin Education Consortium, Kyle, SD; and Mr. Stanley Holder, Chief, Division of Performance and Accountability, Bureau of Indian Education, U.S. Department of the Interior, Washington, D.C.

Legislative Action—First Session

On July 12, 2007, Rep. Ben Chandler (D–KY), Rep. George Miller (D–CA), and Rep. Dale Kildee (D–MI) introduced H.R. 3021, the 21st Century High-Performing Public School Facilities Act. The bill sought to create a new federal school construction program. Under the bill, the Secretary of Education would make grants and low-interest loans to local educational agencies for the construction, modernization, or repair of public kindergarten, elementary, and secondary educational facilities, and for other purposes.

On July 12, 2007, Rep. John Sarbanes (D–MD) introduced H.R. 3036, the No Child Left Inside Act of 2007. The bill sought to amend the Elementary and Secondary Education Act of 1965 to create new environmental education programs.

On August 1, 2007, Rep. Mazie Hirono (D–HI), Rep. Robert Andrews (D–NJ), Rep. Susan Davis (D–CA), Rep. George Miller (D–CA), and Rep. John Tierney (D–MA) introduced H.R. 3289, the Providing Resources Early for Kids (PRE–K) Act of 2007. The bill sought to amend the Elementary and Secondary Education Act of 1965 to create a new early education program.

Second Session

On April 30, 2008, the Committee on Education and Labor considered H.R. 3021, the 21st Century High-Performing Public School Facilities Act, in legislative session, and reported the bill favorably, as amended, to the House of Representatives by a vote of 28–19.

The committee considered and adopted the following amendment to H.R. 3021:

- Rep. Dave Loebsack (D–IA) and Rep. Dale Kildee (D–MI) offered an amendment in the nature of a substitute. The amendment passed by a voice vote.

The committee further considered the following amendments to H.R. 3021, which were not adopted:

- Rep. Howard P. "Buck" McKeon (R–CA) offered an amendment to strike the provision subjecting new school construction projects to the requirements of the Davis-Bacon Act. The amendment failed by a vote of 16–27.
- Rep. Mike Castle (R–DE) offered an amendment requiring Title I and the Individuals with Disabilities Education Act (IDEA) to be fully funded before federal resources could be dedicated to school construction. The amendment failed by a vote of 20–24.
- Rep. Rob Bishop (R–UT) offered an amendment on the equitable treatment of charter schools. The amendment failed by a vote of 19–25.
- Rep. John Kline (R–MN) offered an amendment to require local educational agencies to provide military recruiters with access to secondary student information. The amendment was ruled not germane by the Chair. A motion to appeal the ruling of the Chair failed by a vote of 20–25.
- Rep. Tom Price (R–GA) offered an amendment requiring local educational agencies to conduct independent audits. The amendment failed by a vote of 18–26.
- Rep. Tom Price (R–GA) offered an amendment prohibiting earmarks. The amendment failed by a vote of 21–25.
- Rep. Vernon Ehlers (R–MI) offered an amendment prohibiting the purchase of carbon offsets. The amendment failed by a vote of 21–25.
- Rep. David Davis (R–TN) offered an amendment requiring local educational agencies to certify compliance with school prayer provisions. The amendment was ruled not germane by the Chair. A motion to appeal the ruling of the Chair failed by a vote of 21–26.

The House of Representatives passed H.R. 3021 on June 4, 2008, by a vote of 250–164. The bill was sent to the Senate and referred to the Senate Committee on Health, Education, Labor, and Pensions.

On June 18, 2008, the Committee on Education and Labor considered H.R. 3036, the No Child Left Inside Act of 2007, in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 37–8.

The committee considered and adopted the following amendments to H.R. 3036:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment passed by a voice vote.
- Rep. Mike Castle (R–DE) offered an amendment to require the Administrator of the Environmental Protection Agency, the Secretary of Education, and the National Environmental Education Foundation to establish indicators of program quality for environmental education programs. The amendment was adopted by a voice vote.

- Rep. John Sarbanes (D–MD) offered an amendment to make technical edits. The amendment was adopted by a voice vote.
- Rep. Vern Ehlers (R–MI) offered an en bloc amendment to expand the list of subject studies to determine the effectiveness of environmental education programs and to allow grantees to conduct studies of national significance. The amendment was adopted by a voice vote.
- Rep. Rush Holt (D–NJ) and Rep. Mark Souder (R–IN) offered an amendment to allow grantees to coordinate with any program operated by a federal natural resource management agency. The amendment was adopted by a voice vote.
- Rep. Tim Bishop (D–NY) offered an amendment to allow grantees to replicate and disseminate information about proven and tested environmental education programs. The amendment was adopted by a voice vote.
- Rep. Mark Souder (R–IN) offered an amendment to allow grantees to develop environmental education standards that include information on the need to balance conservation of the environment with the development of the nation's energy resources. The amendment was adopted by a voice vote.
- Rep. Yvette Clark (D–NY) offered an amendment to allow grantees to address environmental justice issues. The amendment was adopted by a voice vote.
- Rep. Tom Price (R–GA) offered an amendment to clarify that federal funds may not be used to mandate, direct, or control a state or local educational agency's curriculum or program of instruction. The amendment was adopted by a voice vote.

The committee further considered the following amendment to H.R. 3036, which was not adopted:

- Rep. Tom Price (R–GA) offered an amendment on the environmental benefits of American-made energy. The amendment failed by a vote of 13–28.

The House of Representatives passed H.R. 3036 on September 18, 2008, by a vote of 293–109. The bill was sent to the Senate and referred to the Senate Committee on Environment and Public Works.

On June 25, 2008, the Committee on Education and Labor considered H.R. 3289, the Providing Resources Early for Kids (PRE–K) Act of 2007, in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 31–11.

The committee considered and adopted the following amendments to H.R. 3289:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment passed by a voice vote.
- Rep. Phil Hare (D–IL) offered an en bloc amendment to address the deficiency of pre-K opportunities to children in rural areas and to increase coordination of state supported early childhood providers and local educational agencies to ensure a smooth transition to kindergarten. The amendment passed by a voice vote.
- Rep. Susan Davis (D–CA) offered an amendment to add an allowable use of funds for instruction and support for program

directors and staff during the first three years of employment. The amendment passed by a vote of 26–17.

- Rep. Dennis Kucinich (D–OH) offered an en bloc amendment to require states to report on how they are addressing transportation needs where transportation is a barrier to accessing state-funded preschool programs and to require states to coordinate with a state advisory board on early childhood education or similar entity. The amendment passed by a voice vote.
- Rep. Dennis Kucinich (D–OH) and Rep. Lynn Woolsey (D–CA) offered an amendment to require states to report on their activities to expand state-funded preschool programs and to require the Secretary of Education to report to Congress on the activities carried out by this bill. The amendment (as amended) passed by a voice vote.
- Rep. Phil Hare (D–IL) offered a secondary amendment to Reps. Kucinich and Woolsey's amendment to add rural areas into the reporting requirements. The amendment passed by a voice vote.
- Rep. Ruben Hinojosa (D–TX) offered an amendment requiring states to provide assurances they will target resources or strengthen services to English Language Learners. The amendment passed by a voice vote.

The committee considered the following amendments to H.R. 3289, which were not adopted:

- Rep. Howard P. "Buck" McKeon (R–CA) offered an amendment to ensure states invest the resources provided in the bill to enroll all eligible children in the existing Head Start program. The amendment was defeated by a vote of 18–25.
- Rep. Mike Castle (R–DE) offered an amendment to align the new pre-K program with Head Start. The amendment was defeated by a vote of 18–25.
- Rep. Charles Boustany (R–LA) offered an amendment to prioritize services only to low-income children. The amendment was defeated by a vote of 17–26.
- Rep. Tom Price (R–GA) offered an amendment to allow states to provide parents a choice of preschool providers. The amendment was defeated by a vote of 14–29.
- Rep. Tom Price (R–GA) also offered an amendment that would require the bill to have offsets. The amendment was defeated by a vote of 17–26.
- Rep. Virginia Foxx (R–NC) and Rep. Tom Price (R–GA) offered an amendment that would limit federally funded programs to legal U.S. residents and citizens. The amendment was defeated by a vote of 18–25.

On September 26, 2008, the House of Representatives passed H.R. 7110, the Job Creation and Unemployment Relief Act of 2008, introduced by Rep. David Obey (D–WI). H.R. 7110 appropriated $3 billion for public school modernization, renovation, and repair, similar to the provisions included in H.R. 3021. The bill was placed on the Senate calendar.

Hearings—First Session

On April 29, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "Strengthening America's Competitiveness through Common Academic Standards." The purpose of the hearing was to examine how to ensure rigorous academic standards keep American students competitive. Testifying before the committee were: Mr. James B. Hunt Jr., Chairman of the Board, James B. Hunt, Jr. Institute for Educational Leadership and Policy Foundation, former Governor of North Carolina, Raleigh, NC; Dr. Kenneth James, Commissioner, Arkansas Department of Education, Little Rock, AR; Mr. Greg Jones, President and Chief Executive Officer (retired), State Farm General Insurance, Chairman, California Business Roundtable, Playa del Rey, CA; Mr. David Levin, Co-founder, KIPP Schools, New York, NY; and Ms. Randi Weingarten, President, American Federation of Teachers, New York, NY.

On May 12, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "America's Competitiveness through High School Reform." The purpose of the hearing was to learn about the challenges facing our nation's high schools in providing competitive, capable graduates. Testifying before the committee were: The Honorable Chaka Fattah, U.S. House of Representatives, Second District, Pennsylvania; The Honorable Michael Castle, U.S. House of Representatives, At-Large, Delaware; The Honorable Raúl M. Grijalva, U.S. House of Representatives, Seventh District, Arizona; The Honorable David P. Roe, U.S. House of Representatives, First District, Tennessee; Mr. Robert Balfanz, Associate Research Scientist, Everyone Graduates Center, Johns Hopkins University, Baltimore, MD; Mr. Scott Gordon, Chief Executive Officer, Mastery Charter Schools, Philadelphia, PA; Ms. Marguerite Kondracke, President and Chief Executive Officer, America's Promise Alliance, Washington, D.C.; Dr. Vicki Phillips, Director, Education Initiative, Bill and Melinda Gates Foundation, Seattle, WA; The Honorable Bob Wise, President, Alliance for Excellent Education, former Governor of West Virginia, Washington, D.C.; and Mr. Michael Wotorson, Executive Director, Campaign for High School Equity, Washington, D.C.

On May 19, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "Examining the Abusive and Deadly Use of Seclusion and Restraint in Schools." The purpose of the hearing was to understand the nature and magnitude of the practice of abusive restraint and seclusion techniques in public and private schools. Testifying before the committee were: Mr. Greg Kutz, Managing Director, Forensic Audits and Special Investigations, U.S. Government Accountability Office, Washington, D.C.; Ms. Toni Price, foster mother of a child victim, Killeen, TX; Ms. Anne Gaydos, mother of a child victim, Monument, CO; Ms. Elizabeth Hanselman, Assistant Superintendent, Special Education and Support Services, Illinois State Board of Education, Springfield, IL; and Dr. Reece L. Peterson, Professor of Special Education, University of Nebraska, Lincoln, NE.

On May 20, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "The Obama Administration's

Education Agenda." The purpose of the hearing was to learn about the administration's policies and priorities for education in the coming fiscal year. Testifying before the committee was the Honorable Arne Duncan, Secretary, U.S. Department of Education, Washington, D.C.

On June 4, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "Building on What Works at Charter Schools." The purpose of the hearing was to learn how states, charter school authorizers, and charter school providers produce high-quality charter schools and how those programs can be replicated and brought to scale. Testifying before the committee were: The Honorable Barbara O'Brien, Lieutenant Governor, State of Colorado, Denver, CO; Mr. James Shelton, Assistant Deputy Secretary for Innovation and Improvement, U.S. Department of Education, Washington, D.C.; Mr. Steve Barr, Founder and Chairman, Green Dot Public Schools, Los Angeles, CA; Dr. John King, Managing Director, Excellence and Preparatory Network of Uncommon Schools, New York, NY; Mr. David Dunn, Executive Director, Texas Charter Schools Association, Austin, TX; and Mr. James Goenner, Executive Director, The Center for Charter Schools, Central Michigan University, Mount Pleasant, MI.

On June 16, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "The Future of Learning: How Technology is Transforming Public Schools." The purpose of the hearing was to examine the federal government's role in promoting the effective use of technology to improve public education. Testifying before the committee were: Ms. Jennifer Bergland, Chief Technology Officer, Bryan Independent School District, Bryan, TX; Mr. Aneesh Chopra, Chief Technology Officer, White House Office for Science and Technology, Washington, D.C.; Dr. Wayne Hartschuh, Executive Director, Delaware Center for Educational Technology, Delaware Department of Education, Dover, DE; Mr. Scott Kinney, Vice President Of Media And Technology, Discovery Education, Silver Spring, MD; Mr. John McAuliffe, General Manager, Educate Online Learning, Baltimore, MD.; Mr. Abel Alejandro Real, Student, East Carolina University, Greenville, NC; and Ms. Lisa Short, Middle School Teacher, Gaithersburg Middle School, Gaithersburg, MD.

On July 8, 2009, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a joint hearing with the subcommittee on Healthy Families and Communities in Washington, D.C., on "Strengthening School Safety through Prevention of Bullying." The purpose of the hearing was to discuss how the federal government could support anti-bullying efforts. Testifying before the subcommittees were: Ms. Jacquelyn Andrews and Ms. Josie Andrews, daughters of Rep. Rob Andrews (D–NJ); Ms. Rona C. Kaufmann, Principal, William Penn Senior High School, York, PA; Dr. Scott Poland, Coordinator, Office of Suicide and Violence Prevention, Center for Psychological Studies, Nova Southeastern University, Fort Lauderdale, FL; Mr. Steve Riach, Founder and Chairman, Heart of a Champion Foundation, Colleyville, TX; Ms. Cassady Tetsworth, Vice Chair, National SAVE Youth Advisory Board, Greensboro, NC; Mr. Kenneth S. Trump, President and Chief Executive Officer, National School Safety and

Security Services, Inc., Cleveland, OH; and Ms. Sirdeaner Walker, parent of a bullied child, Springfield, MA.

On September 18, 2009, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a field hearing in Flint, MI, on "High School/College Dual Enrollment Program." The purpose of the hearing was to learn about dual enrollment programs. Testifying before the subcommittee were: Mr. John Otis Brooks, Student, Mott Community College, Flint, MI; Dr. Vahid Lotfi, Interim Provost and Vice Chancellor, Academic Affairs, University of Michigan, Flint, MI; Dr. M. Richard Shaink, President, Mott Community College, Flint, MI; Mr. Stephen Skorcz, President and Chief Executive Officer, Greater Flint Health Coalition, Flint, MI; Dr. Thomas Svitkovich, Superintendent, Genesee Intermediate School District, Flint, MI; and Dr. Michael Webb, Associate Vice President, Early College High School Initiative, Jobs for the Future, Boston, MA.

On September 30, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "Teacher Equity: Effective Teachers for All Children." The purpose of the hearing was to examine how to ensure students are taught by effective teachers. Testifying before the committee were: The Honorable Chaka Fattah, U.S. House of Representatives, Second District, Pennsylvania; The Honorable Tom Price, U.S. House of Representatives, Sixth District, Georgia; Ms. Layla Avila, Vice President, The New Teacher Project, Brooklyn, NY; Ms. Latanya Daniels, Assistant Principal, Edison High School, Minneapolis, MN; Dr. Frederick M. Hess, Director of Education Policy Studies, American Enterprise Institute, Washington, D.C.; Dr. Linda Murray, Executive Director, Education Trust—West, Oakland, CA; Dr. Marguerite Roza, Research Associate Professor, Center on Reinventing Public Education, University of Washington, Seattle, WA; and Mr. Dennis Van Roekel, President, National Education Association, Washington, D.C.

On November 19, 2009, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Improving the Literacy Skills of Children and Young Adults." The purpose of the hearing was to examine strategies for improving literacy skills among students. Testifying before the subcommittee were: Mr. Larry Berger, Co-Founder and Chief Executive Officer, Wireless Generation, Brooklyn, NY; Ms. Mary Kay Doré, District Student Support Services Manager, Summit School District, Frisco, CO; Dr. Leo Goméz, Professor, the University of Texas Pan American, Officer, the National Association for Bilingual Education, Edinburg, TX; Mr. Andrés Henríquez, Program Officer, Carnegie Corporation of New York, New York, NY; Dr. Sandra D. Meyers, Education Associate, Delaware Department of Education, Dover, DE; and Dr. Dorothy S. Strickland, Professor Emeritus, Rutgers, the State University of New Jersey, Newark, NJ.

On December 8, 2009, the Committee on Education and Labor held a hearing in Washington, D.C., on "Improving Our Competitiveness: Common Core Education Standards." The purpose of the hearing was to take a closer look at the Common Core State Standards Initiative. Testifying before the committee were: Ms. Cathy Allen, Vice Chair, St. Mary's County Board of Education, Leonardtown, MD; Mr. Douglas Kubach, President and Chief Exec-

utive Officer, Pearson Assessment and Information, Bloomington, MN; The Honorable Bill Ritter Jr., Governor, State of Colorado, Denver, CO; and Mr. Gene Wilhoit, Executive Director, Council of Chief State School Officers (CCSSO), Washington, D.C.

Second Session

On February 24, 2010, the Committee on Education and Labor held a legislative hearing in Washington, D.C., on "H.R. 4330, the All Students Achieving through Reform Act." The purpose of this legislative hearing was to learn how charter school providers maintain quality in charter schools, what student populations charter schools serve, and the importance of keeping charter schools autonomous. The hearing also focused on H.R. 4430, which would create a new initiative under the Charter School Program to provide funding for the expansion and replication of charter schools. Testifying before the committee were: Ms. Eva Moskowitz, Founder, Success Charter Network, New York, NY; Ms. Robin J. Lake, Associate Director, Center on Reinventing Public Education, Seattle, WA; Dr. Thomas Hehir, Professor of Practice, Harvard Graduate School of Education, Cambridge, MA; Mr. Greg Richmond, President and Chief Executive Officer, National Association of Charter School Authorizers, Chicago, IL; Ms. Eileen Ahern, Director, National Association of State Directors of Special Education, Alexandria, VA; and Dr. Caprice Young, President and Chief Executive Officer, KC Distance Learning, Portland, OR.

On March 3, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "Building a Stronger Economy: Spurring Reform and Innovation in American Education." The purpose of the hearing was to identify the administration's priorities for education in the coming fiscal year. Testifying before the committee was The Honorable Arne Duncan, Secretary, U.S. Department of Education, Washington, D.C.

On March 17, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "The Obama Administration's Elementary and Secondary Education Act Reauthorization." The purpose of the hearing was to discuss the administration's blueprint for reauthorization of the Elementary and Secondary Education Act. Testifying before the committee was the Honorable Arne Duncan, Secretary, U.S. Department of Education, Washington, D.C.

On March 18, 2010, the Committee on Education and Labor Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Elementary and Secondary Education Act Reauthorization: Addressing the Needs of Diverse Students." The purpose of the hearing was to discuss the importance of, and the challenges states and school districts face in, educating diverse student learners. Testifying before the subcommittee were: Dr. Daniel Curry, Superintendent, Lake Forest School District, Kent County, DE; Dr. Jack Dale, Superintendent, Fairfax County Public Schools, Fairfax, VA; Ms. Arelis E. Diaz, Assistant Superintendent of Instruction, Godwin Heights Public Schools, Wyoming, MI; Dr. David M. Gipp, President, United Tribes Technical College, Bismarck, ND; Dr. Jacqui Farmer Kearns, Principal Investigator, National Alternate Assessment

Center, Lexington, KY; and Mr. Michael Wotorson, Executive Director, Campaign for High School Equity, Washington, D.C.

On April 14, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "How Data Can Be Used to Inform Educational Outcomes." The purpose of the hearing was to examine possible methods for using data to inform and improve test scores and other educational indicators. Testifying before the committee were: Ms. Katie Hartley, Teacher, Value Added Data Specialist, Miami East Junior High School, Casstown, OH; Mr. Joe Kitchens, Superintendent, Western Heights School District, Oklahoma City, OK; Mr. Joel R. Reidenberg, Professor of Law and Founding Academic Director, Center on Law and Information Policy, Fordham University School of Law, New York, NY; and Mr. Richard J. Wenning, Associate Commissioner, Colorado Department of Education, Denver, CO.

On April 15, 2010, the Committee on Education and Labor Subcommittee on Healthy Families and Communities held a hearing in Washington, D.C., on "Corporal Punishment in Schools and its Effect on Academic Success." The purpose of the hearing was to examine corporal punishment in schools and its effect on academic performance. Testifying before the subcommittee were: Ms. Jana Frieler, Principal, Overland High School, President-elect, National Association of Secondary School Principals, Aurora, CO; Mr. Wynell Gilbert, Teacher, Erwin High School, Center Point, AL; Dr. Donald E. Greydanus, Professor of Pediatrics & Human Development, Michigan State University College of Human Medicine, Pediatrics Program Director, Michigan State University/Kalamazoo Center for Medical Studies, Kalamazoo, MI; and Ms. Linda Pee, parent of a student who received corporal punishment, Hot Springs, AR.

On May 4, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "Supporting America's Educators: The Importance of Quality Teachers and Leaders." The purpose of the hearing was to look at the importance of quality teachers and explore ways to support the best educators for the nation's children. Testifying before the committee were: Ms. Deborah Ball, Dean, School of Education, University of Michigan, Ann Arbor, MI; Mr. Tony Bennett, Superintendent of Public Instruction, Indiana Department of Education, Indianapolis, IN; Dr. Jeanne M. Burns, Associate Commissioner, Teacher and Leadership Initiatives, Louisiana Board of Regents, Baton Rouge, LA; Mr. Jonathan A. Kaplan, President, Walden University, Minneapolis, MN; Ms. Marie Parker-McElroy, Cluster-based Instructional Coach, Fairfax County Public Schools, Fairfax, VA; Dr. Pamela S. Salazar, Assistant Professor, Department of Educational Leadership, University of Nevada, Las Vegas, NV; Mr. Christopher J. Steinhauser, Superintendent of Schools, Long Beach Unified School District, Long Beach, CA; Ms. Monique Burns Thompson, President, Teach Plus, Boston, MA; Ms. Randi Weingarten, President, American Federation of Teachers, New York, NY; and Dr. Marcus A. Winters, Senior Fellow, Manhattan Institute for Policy Research, New York, NY.

On May 19, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "Research and Best Practices on Successful School Turnaround." The purpose of the hearing was to discuss school turnaround strategies that improve struggling

schools and protect the best interests of students. Testifying before the committee were: Ms. Susan E. Bridges, Principal, A.G. Richardson Elementary School, Culpeper, VA; Dr. Thomas Butler, Superintendent of Schools, Ridgway Area School District, Ridgway, PA; Ms. Jessica Johnson, Chief Program Officer, Learning Point Associates, Naperville, IL; Dr. Daniel King, Superintendent, Pharr-San Juan-Alamo Independent School District, Pharr, TX; Mr. David Silver, Principal, Think College Now, Oakland, CA; and Mr. John Simmons, President, Strategic Learning Initiatives, Chicago, IL.

On May 20, 2010, the Committee on Education and Labor held a hearing in Washington, D.C., on "The Impact of Concussions on High School Athletes." The purpose of the hearing was to discuss research conducted by the Government Accountability Office into concussions among high school athletes. Testifying before the committee were: Dr. Gerard A. Gioia, Director, Division of Pediatric Neuropsychology, Children's National Medical Center, Washington, D.C.; Dr. Linda Kohn, Director of Health Care Issues, U.S. Government Accountability Office, Washington, D.C.; Mr. Michael T. Monacelli, Director of Athletics and Head Football Coach, Caledonia-Mumford Central School District, Caledonia, NY; Ms. Michelle Pelton, former high school athlete, Swansea, MA; and Mr. James Schmutz, Executive Director, American Sport Education Program, Champaign, IL.

On June 24, 2010, the Committee on Education and Labor Subcommittee on Healthy Families and Communities held a hearing in Washington, D.C., on "Ensuring Student Cyber Safety." The purpose of the hearing was to discuss strategies aimed at developing both innovative and practical approaches to identify, prevent, and curb the prevalence of cyberbullying. Testifying before the subcommittee were: Mr. Parry Aftab, Esq., Executive Director, WiredSafety.org, Wycoff, NJ; Mr. Dave Finnegan, Chief Information and Logistics Bear, Build-A-Bear Workshop, Inc., St. Louis, MO; Dr. Phillip C. McGraw, syndicated daytime television talk show host and best-selling author, Los Angeles, CA; Ms. Dominique Napolitano, Student, on behalf of Girl Scouts of the USA, Suffolk County, NY; Ms. Barbara-Jane "BJ" Paris, Member, National Association of Secondary School Principals, Austin, TX; and Dr. Jorge C. Srabstein, Medical Director, Clinic for Health Problems Related to Bullying, Department of Psychiatry and Behavioral Sciences, Children's National Medical Center, Washington, D.C.

On September 13, 2010, the Committee on Education and Labor Subcommittee on Healthy Families and Communities held a field hearing in Selden, NY, on "The Impact of Concussions on High School Athletes: The Local Perspective." The purpose of the hearing was to gain a local perspective on student concussion safety. Testifying before the subcommittee were: Mr. Richard C. Caster, former NFL Football Player, Rockville Centre, NY; Mr. Courtney Hall, former NFL Football Player, Cofounder, Hillcrest Venture Partners, New York, NY; Mr. Craig LoNigro, Athletic Trainer, Comsewogue High School, Port Jefferson Station, NY; Ms. Caitlin Monaghan, former high school athlete, Garden City, NJ; and Dr. Hayley C. Rintel Queller, Primary Care Sports Medicine, Orthopedic Associates of Long Island, East Setauket, NY.

On September 23, 2010, the Committee on Education and Labor held a legislative hearing in Washington, D.C., on "H.R. 6172, the

Protecting Student Athletes from Concussions Act." The purpose of this legislative hearing was to look at the issue of concussions among high school athletes and the effects of traumatic brain injuries on a student's academic achievement. Testifying before the committee were: Rev. Dr. Katherine E. Brearley, parent of the late Owen Thomas, South Whitehall Township, PA; Ms. Alison Conca-Cheng, Centennial High School, Ellicott City, MD; Dr. Gerard A. Gioia, Ph.D., Chief, Division of Pediatric Neuropsychology, and Director, Safe Concussion Outcome, Recovery, and Education (SCORE) Program, Children's National Medical Center, Washington, D.C.; Dr. Stanley Herring, M.D., Clinical Professor, Departments of Rehabilitation Medicine, Orthopedics and Sports Medicine, and Neurological Surgery, University of Washington, Co-Medical Director, Seattle Sports Concussion Program, Team Physician, Seattle Seahawks and Seattle Mariners, and Member, National Football League's Head, Neck and Spine Committee, Seattle, WA; and Mr. Sean Morey, Executive Board Member, NFL Players Association, Toronto, Ontario.

Legislative Action—First Session

On January 28, 2009, the House of Representatives passed H.R. 1, the American Recovery and Reinvestment Act (ARRA), introduced by Rep. David Obey (D–WI). H.R. 1 appropriated $14 billion for public school modernization, renovation, and repair. On February 12, 2009, the House passed the Conference Report to H.R. 1, which did not include dedicated funds for public school modernization, renovation, and repair. However, Title XIV of the bill, the State Fiscal Stabilization Fund, included $48.6 billion for states and local educational agencies, of which public school modernization, renovation, and repair (including modernization, renovation, and repair that complies with a recognized green building standard) is an authorized use.

On April 30, 2009, Rep. Ben Chandler (D–KY), Rep. Robert Andrews (D–NJ), Rep. Joe Courtney (D–CT), Rep. Raúl Grijalva (D–AZ), Rep. Phil Hare (D–IL), Rep. Mazie Hirono (D–HI), Rep. Rush Holt (D–NJ), Rep. Dale Kildee (D–MI), Rep. David Loebsack (D–IA), Rep. George Miller (D–CA), Rep. Pedro R. Pierluisi (D–PR), Rep. Jared Polis (D–CO), Rep. Gregorio Kilili Camacho Sablan (D–MP), Rep. John Tierney (D–MA), Rep. Paul Tonko (D–NY), Rep. Lynn Woolsey (D–CA), and Rep. David Wu (D–OR) introduced H.R. 2187, the 21st Century Green High-Performing Public School Facilities Act. The bill would direct the Secretary of Education to make grants to state educational agencies for the modernization, renovation, or repair of public school facilities.

On May 6, 2009, the Committee on Education and Labor considered H.R. 2187, the 21st Century Green High-Performing Public School Facilities Act, in legislative session and ordered the bill reported favorably, as amended, to the House of Representatives by a vote of 31–14.

The committee considered and adopted the following amendments to H.R. 2187:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment was adopted by a voice vote.

- Rep. Jared Polis (D–CO) offered an amendment to provide equitable resources to charter schools. The amendment was adopted by a voice vote.
- Rep. Joe Sestak (D–PA) offered an amendment to clarify that improvements to ceilings and floors are authorized uses of funds. The amendment was adopted by a voice vote.
- Rep. Howard P. "Buck" McKeon (R–CA) offered an amendment to require local educational agencies to conduct a state-certified, independent third-party audit. The amendment was adopted by a voice vote.

The committee further considered the following amendments to H.R. 2187, which were not adopted:

- Rep. Mike Castle (R–DE) offered an amendment to require Congress to provide full funding for the Title I program before providing funding for a new federal school construction program. The amendment failed by a vote of 15–28.
- Rep. John Kline (R–MN) offered an amendment to require Congress to provide full funding for state grants for the Individual with Disabilities Education Act before providing funding for a new school construction program. The amendment failed by a vote of 15–28.

The House of Representatives passed H.R. 2187 on May 14, 2009, by a vote of 275–155. The bill was sent to the Senate and referred to the Senate Committee on Health, Education, Labor, and Pensions.

On May 6, 2009, Rep. Howard P. "Buck" McKeon (R–CA), Rep. John Boehner (R–OH), Rep. Eric Cantor (R–VA), Rep. Mike Pence (R–IN), Rep. Pete Hoekstra (R–MI), Rep. John Kline (R–MN), Rep. Rob Bishop (R–UT), Rep. Tom McClintock (R–CA), Rep. Duncan Hunter (R–CA), Rep. Sam Johnson (R–TX), Rep. Roscoe Bartlett (R–MD), Rep. John Linder (R–GA), Rep. Sue Myrick (R–NC), Rep. Jeb Hensarling (R–TX), Rep. John Culberson (R–TX), Rep. Kenny Marchant (R–TX), Rep. Michele Bachmann (R–MN), Rep. Doug Lamborn (R–CO), and Rep. Jason Chaffetz (R–UT) introduced H.R. 2274, the Priorities in Education Spending Act. The bill repealed 70 ineffective elementary and secondary education programs.

On December 9, 2009, Rep. George Miller (D–CA) and Rep. Cathy McMorris Rodgers (R–WA) introduced H.R. 4247, the Preventing Harmful Restraint and Seclusion in Schools Act. The bill would prevent and reduce the use of physical restraint and seclusion techniques in public and private schools.

Second Session

On February 4, 2010, the Committee on Education and Labor considered H.R. 4247, the Preventing Harmful Restraint and Seclusion in Schools Act, in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 34–10.

The committee considered and adopted the following amendment to H.R. 4247:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment was adopted by a voice vote.

The House of Representatives passed H.R. 4247 on March 3, 2010, by a vote of 262–153. The bill was sent to the Senate and

referred to the Senate Committee on Health, Education, Labor, and Pensions.

112TH CONGRESS

Hearings—First Session

On February 10, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Education in the Nation: Examining the Challenges and Opportunities Facing America's Classrooms." The purpose of the hearing was to learn what challenges states face in developing a high-quality education system, explore innovative policies that are being proposed and implemented at the state and local level, and examine the federal investment in education and its limited impact on student achievement. Testifying before the committee were: Dr. Tony Bennett, Superintendent of Public Instruction, Indiana Department of Education, Indianapolis, IN; Ms. Lisa Graham Keegan, Founder, Education Breakthrough Network, Phoenix, AZ; Mr. Andrew Coulson, Director, Center for Educational Freedom, CATO Institute, Seattle, WA; and Mr. Ted Mitchell, President and Chief Executive Officer, New Schools Venture Fund, San Francisco, CA.

On March 1, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Education Regulations: Weighing the Burden on Schools and Students." The purpose of the hearing was to examine the burden of federal, state, and local regulations on the nation's education system and to learn whether these time consuming and duplicative requirements ultimately improve student achievement. Testifying before the committee were: Mr. Gene Wilhoit, Executive Director, Council of Chief State School Officers, Washington, D.C.; Dr. Edgar Hatrick, Superintendent, Loudoun County Public Schools, Ashburn, VA; Mr. Christopher B. Nelson, President, St. John's College, Annapolis, MD; and Ms. Kati Haycock, President, The Education Trust, Washington, D.C.

On March 9, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on, "The Budget and Policy Proposals of the U.S. Department of Education." The purpose of the hearing was to discuss the department's budget request for Fiscal Year 2012. Testifying before the committee was the Honorable Arne Duncan, Secretary, U.S. Department of Education, Washington, D.C.

On March 15, 2011, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education, held a hearing in Washington, D.C., on "Education Regulations: Burying Schools in Paperwork." The purpose of the hearing was to hear from local officials representing elementary and secondary schools about the paperwork burden bureaucratic regulations impose on their schools and school districts. Testifying before the subcommittee were: Mr. Robert P. "Bob" Grimesey, Jr., Superintendent, Orange County Public Schools, Orange, VA; Mr. James Willcox, Chief Executive Officer, Aspire Public Schools, Oakland, CA; Ms. Jennifer A. Marshall, Director of Domestic Policy Studies, Heritage Foundation, Washington, D.C.; and Mr. Chuck Grable, Assistant Superintendent for Instruction, Huntington County Community School Corporation, Huntington, IN.

On April 7, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on, "Education Reforms: Promoting Flexibility and Innovation." The purpose of the hearing was to discuss the appropriate federal role in elementary and secondary education and explore the work of state and local education leaders who are pushing for innovative approaches to education reform and greater state and local flexibility. Testifying before the committee were: Dr. Janet Barresi, State Superintendent of Public Instruction, Oklahoma State Department of Education, Oklahoma City, OK; Dr. Gary Amoroso, Superintendent, Lakeville Area Public Schools, Lakeville, MN; Mr. Yohance Maqubela, Chief Operating Officer, Howard University Middle School of Mathematics and Science, Washington, D.C.; and Dr. Terry Grier, Superintendent, Houston Independent School District, Houston, TX.

On June 1, 2011, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Education Reforms: Exploring the Vital Role of Charter Schools." The purpose of the hearing was to examine the contributions of charter schools to state and local efforts to improve public education and the importance of empowering parents to choose the best school environment for their children. Testifying before the subcommittee were: Ms. DeAnna Rowe, Executive Director, Arizona State Board for Charter Schools, Phoenix, AZ; Ms. Debbie Beyer, Executive Director, Literacy First Charter Schools, El Cajon, CA; Dr. Gary Miron, College of Education, Western Michigan University, Kalamazoo, MI; and Dr. Beth Purvis, Executive Director, Chicago International Charter School, Chicago, IL.

On July 27, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Education Reforms: Exploring Teacher Quality Initiatives." The purpose of the hearing was to highlight state and local efforts to improve teacher quality and examine select teacher reform issues that could be addressed as part of the committee's ongoing effort to reauthorize the Elementary and Secondary Education Act. Testifying before the committee were: Mr. Kevin S. Huffman, Commissioner, Tennessee Department of Education, Nashville, TN; Mr. Tom Boasberg, Superintendent, Denver Public Schools, Denver, CO; Ms. Kate Walsh, President, National Council on Teacher Quality, Washington, D.C.; and Mr. David Cicarella, President, New Haven Federation of Teachers, New Haven, CT.

On September 14, 2011, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Education Reforms: Examining the Federal Role in Public School Accountability." The purpose of the hearing was to examine the role of the federal government in holding public schools accountable for student achievement. Testifying before the committee were: Ms. Hanna Skandera, Secretary-Designate of Education, New Mexico Department of Public Education, Santa Fe, NM; Dr. Amy Sichel, Superintendent of Schools, Abington School District, Abington, PA; Ms. Blaine Hawley, Principal, Red Pump Elementary School, Bel Air, MD; and Mr. Alberto M. Carvalho, Superintendent of Schools, Miami-Dade County Public Schools, Miami, FL.

On September 21, 2011, the Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Edu-

cation held a hearing in Washington, D.C., on "Education Reforms: Ensuring the Education System is Accountable to Parents and Communities." The purpose of the hearing was to examine the role of the federal government in holding public schools accountable for student achievement. Testifying before the subcommittee were: Dr. Jay P. Greene, Professor, University of Arkansas, Fayetteville, AR; Dr. Benny L. Gooden, Superintendent of Schools, Fort Smith Public Schools, Fort Smith, AR; Mr. Bill Jackson, Founder and Chief Executive Officer, GreatSchools, San Francisco, CA; and Ms. Laura W. Kaloi, Public Policy Director, National Center for Learning Disabilities, Oak Hill, VA.

On November 16, 2011, the Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Education Research: Identifying Effective Programs to Support Students and Teachers." The purpose of the hearing was to examine the federal role in supporting education research and evaluation; the role of the private and non-profit sector in supporting education research; and how states, school districts, and other practitioners use data gleaned from research to improve student achievement. Testifying before the subcommittee were: Dr. Grover J. "Russ" Whitehurst, Senior Fellow and Director of the Brown Center on Education Policy, Brookings Institution, Washington, D.C.; Dr. Caroline M. Hoxby, Scott and Donya Bommer Professor of Economics, Stanford University, Stanford, CA; Dr. Eric Smith, former Florida Commissioner of Education, Annapolis, MD; and Mr. Steve Fleischman, Director, Regional Educational Laboratory (REL) Northwest, Portland, OR.

Second Session

On February 16, 2012, the Committee on Education and the Workforce held a legislative hearing in Washington, D.C., on "H.R. 3989, the Student Success Act and H.R. 3990, the Encouraging Innovation and Effective Teachers Act." The purpose of this legislative hearing was to hear testimony on the committee's two remaining bills to complete work on reauthorization of the Elementary and Secondary Education Act. Testifying before the committee were: Mr. Tom Luna, Superintendent of Public Instruction, Idaho Department of Education, Boise, ID; Ms. Delia Pompa, Senior Vice President of Programs, National Council of La Raza, Washington, D.C.; The Honorable Bob Schaffer, Chairman, Colorado State Board of Education, Fort Collins, CO; Dr. Robert Balfanz, Co-Director, Everyone Graduates Center, School of Education, Johns Hopkins University, Baltimore, MD; Ms. Felicia Kazmier, Art Teacher, Otero Elementary School, Colorado Springs, CO; and Mr. Jimmy Cunningham, Superintendent of Schools, Hampton School District, Hampton, AR.

On May 16, 2012, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Exploring State Success in Expanding Parent and Student Options." The purpose of the hearing was to highlight state and local efforts to encourage parent engagement and choice in their children's education. Testifying before the subcommittee were: The Honorable Kevin Chavous, Senior Advisor for the American Federation for Children, Washington, D.C.; Ms. Gwendolyn Eaddy-Samuel, Presi-

dent, Connecticut Parents Union, Meriden, CT; Dr. Maria A. Fletcher, President, New York State PTA, Albany, NY; and Mr. Todd Ziebarth, Vice President for State Advocacy and Support, National Alliance for Public Charter Schools, Washington, D.C.

On July 24, 2012, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Education Reforms: Discussing the Value of Alternative Teacher Certification Programs." The purpose of this hearing was to examine the benefits of alternative teacher certification routes in addressing teacher shortages in certain geographic areas, academic fields, and classrooms with unique student needs; expanding the teacher pipeline; and strengthening the overall quality of the teaching profession. Testifying before the subcommittee were: Ms. Jennifer Mulhern, Vice President for New Teacher Effectiveness, TNTP, Baltimore, MD; Ms. Maura O. Banta, Director of Citizenship Initiatives in Education, IBM Corporation, Armonk, NY; Ms. Cynthia G. Brown, Vice President for Education Policy, Center for American Progress, Washington, D.C.; and Mr. Seth Andrew, Founder and Superintendent, Democracy Prep Public Schools, New York, NY.

Legislative Action—First Session

On May 13, 2011, Rep. Duncan Hunter (R–CA), Rep. John Kline (R–MN), and Rep. Howard P. "Buck" McKeon (R–CA) introduced H.R. 1891, the Setting New Priorities in Education Spending Act. The bill repeals the authorizations of 41 wasteful elementary and secondary education programs, reducing the number of federal Elementary and Secondary Education Act programs by half.

On May 25, 2011, the Committee on Education and the Workforce considered H.R. 1891 in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 23–16.

The committee considered and adopted the following amendments to H.R. 1891:

- Rep. Duncan Hunter (R–CA) offered an amendment in the nature of a substitute to make technical corrections to the legislation. The amendment was adopted by a voice vote.
- Rep. Todd Russell Platts (R–PA) offered an amendment to restore authority for the Parent Information and Resource Center (PIRC) program. The amendment was adopted by a vote of 20–19.

The committee further considered the following amendments to H.R. 1891, which were not adopted:

- Rep. Dale Kildee (D–MI) offered an amendment to amend Reading First to provide literacy services in Pre-K through 12. The amendment failed by a vote of 16–23.
- Rep. Rush Holt (D–NJ) offered an amendment to amend the Fund for Improvement of Education to support foreign language education and other activities. The amendment failed by a vote of 16–23.
- Rep. Dave Loebsack (D–IA) offered an amendment to amend Safe and Drug Free Schools to provide essential support services for students. The amendment failed by a vote of 16–23.

- Rep. Robert "Bobby" Scott (D–VA) offered an amendment to amend Title V, Part A (Innovative Programs) to provide services for drop-out prevention. The amendment failed by a vote of 16–23.
- Rep. Todd Russell Platts (R–PA) offered an amendment to restore authority for Even Start. The amendment failed by a vote of 16–23.
- Rep. Mazie Hirono (D–HI) offered an amendment to restore Native Hawaiian Education and Alaska Native programs. The amendment failed by a vote of 16–23.

On June 16, 2011, Rep. Duncan Hunter (R–CA) and Rep. John Kline (R–MN) introduced H.R. 2218, the Empowering Parents through Quality Charter Schools Act. The bill reauthorizes and improves the existing charter school provisions under the Elementary and Secondary Education Act.

On June 22, 2011, the Committee on Education and the Workforce considered H.R. 2218 in legislative session and reported it favorably, as amended, to the House of Representatives by a bipartisan vote of 34–5. The committee considered and adopted one amendment to the bill, an amendment in the nature of a substitute offered by Rep. Duncan Hunter (R–CA). The amendment was adopted by voice vote.

The House of Representatives passed H.R. 2218 on September 13, 2011, by a bipartisan vote of 365–54. The bill was sent to the Senate and referred to the Senate Committee on Health, Education, Labor, and Pensions.

On July 7, 2011, Rep. John Kline (R–MN), Rep. Lou Barletta (R–PA), Rep. Larry Bucshon (R–IN), Rep. Scott DesJarlais (R–TN), Rep. Bob Goodlatte (R–VA), Rep. Richard Hanna (R–NY), Rep. Joseph Heck (R–NV), Rep. Duncan Hunter (R–CA), Rep. Mike Kelly (R–PA), Rep. Howard P. "Buck" McKeon (R–CA), Rep. Kristi Noem (R–SD), Rep. David P. Roe (R–TN), and Rep. Glenn Thompson (R–PA) introduced H.R. 2445, the State and Local Funding Flexibility Act. This bill strikes the State and Local Educational Agencies Funding Transferability program under the Elementary and Secondary Education Act and replaces it with a more flexible program allowing for greater use of federal education funds.

On July 13, 2011, the Committee on Education and the Workforce considered H.R. 2445 in legislative session and reported it favorably, as amended, to the House of Representatives by a vote of 23–17.

The committee considered and adopted the following amendment to H.R. 2445:

- Rep. Glenn Thompson (R–PA) offered an amendment in the nature of a substitute to make technical corrections to the legislation. It also reiterated that states and school districts must comply with all civil rights requirements and school funding allocation requirements. The amendment was adopted by a voice vote.

The committee further considered the following amendments to H.R. 2445, which were not adopted:

- Rep. George Miller (D–CA) offered an amendment to prohibit local educational agencies from using funds allocated for Title I, Part A, for any other purpose. The amendment failed by a vote of 17–23.

- Rep. Raúl Grijalva (D–AZ) offered an amendment to prohibit state and local educational agencies from using funds allocated for English Language Acquisition, Language Enhancement, and Academic Achievement for any other purpose. The amendment failed by a vote of 17–23.
- Rep. Rubén Hinojosa (D–TX) offered an amendment to prohibit state and local educational agencies from using funds allocated for the Education of Migratory Children for any other purpose. The amendment failed by a vote of 17–23.
- Rep. Robert "Bobby" Scott (D–VA) offered an amendment to prohibit state and local educational agencies from using funds allocated for the Education of Neglected, Delinquent, or At-Risk Children for any other purpose. The amendment failed by a vote of 17–23.
- Rep. Dale Kildee (D–MI) offered an amendment to prohibit local educational agencies from using funds allocated for Indian Education for any other purpose. The amendment failed by a vote of 17–23.
- Rep. Rush Holt (D–NJ) offered an amendment to add reporting requirements on state and local educational agencies on how funds are used. The amendment failed by a vote of 17–23.

Second Session

On February 9, 2012, Rep. John Kline (R–MN), Rep. Scott DesJarlais (R–TN), Rep. Joseph Heck (R–NV), Rep. Duncan Hunter (R–CA), Rep. Kristi Noem (R–SD), Rep. Thomas Petri (R–WI), Rep. Martha Roby (R–AL), Rep. David P. Roe (R–TN), Rep. Glenn Thompson (R–PA), and Rep. Joe Wilson (R–SC) introduced H.R. 3989, the Student Success Act. H.R. 3989 is co-sponsored by Rep. Mike Kelly (R–PA) and Rep. Austin Scott (R–GA). The bill eliminates onerous federal "Adequate Yearly Progress," "Highly Qualified Teacher," and "Maintenance of Effort" requirements, and provides states and school districts with increased flexibility and control to boost student achievement.

On February 9, 2012, Rep. John Kline (R–MN), Rep. Scott DesJarlais (R–TN), Rep. Joseph Heck (R–NV), Rep. Duncan Hunter (R–CA), Rep. Kristi Noem (R–SD), Rep. Thomas Petri (R–WI), Rep. Martha Roby (R–AL), Rep. David P. Roe (R–TN), and Rep. Joe Wilson (R–SC) introduced H.R. 3990, the Encouraging Innovation and Effective Teachers Act. H.R. 3990 is co-sponsored by Rep. Mike Kelly (R–PA). The bill consolidates more than 70 existing elementary and secondary education programs into a new Local Academic Flexible Grant, requires locally developed and implemented teacher evaluations, and supports opportunities for parents to enroll their children in local magnet schools and charter schools.

On February 28, 2012, the Committee on Education and the Workforce considered H.R 3989 in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 23–16.

The committee considered and adopted the following amendments to H.R. 3989:

- Rep. John Kline (R–MN) offered an amendment in the nature of a substitute. The amendment was adopted by a voice vote.

- Rep. Todd Rokita (R–IN) offered an amendment to require the Secretary of Education to eliminate the full time equivalent employee positions associated with the eliminated and consolidated programs under the bill. The amendment was adopted by a vote of 23–16.

The committee further considered the following amendments to H.R. 3989, which were not adopted:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment failed by a vote of 16–23.
- Rep. Glenn Thompson (R–PA) offered an amendment to alter the Title I formula to provide greater weight to the percentage of a district's students in poverty. The amendment failed by a vote of 16–22, with one member voting "present."
- Rep. Joseph Heck (R–NV) offered a secondary amendment to the Thompson amendment to hold harmless existing grantees. The amendment was withdrawn.
- Rep. Todd Rokita (R–IN) offered an amendment to allow states to opt out of the Elementary and Secondary Education Act and receive a tax credit for their citizens in lieu of federal education funds. The amendment was withdrawn.

On February 28, 2012, the Committee on Education and the Workforce considered H.R. 3990 in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 23–16.

The committee considered and adopted the following amendment to H.R. 3990:

- Rep. John Kline (R–MN) offered an amendment in the nature of a substitute. The amendment was adopted by a voice vote.

The committee further considered the following amendments to H.R. 3990, which were not adopted:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment failed by a vote of 16–23.
- Rep. Judy Biggert (R–IL) offered an amendment to remove mandates on teacher evaluations. The amendment was withdrawn.

113TH CONGRESS

Hearings—First Session

On February 5, 2013, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Challenges and Opportunities Facing America's Schools and Workplaces." The purpose of the hearing was to provide a broad examination of issues affecting workers, employers, educators and students. Testifying before the committee were: The Honorable Gary R. Herbert, Governor, State of Utah, Salt Lake City, UT; Ms. Laura W. Fornash, Secretary of Education, Commonwealth of Virginia, Richmond, VA; Mr. Jay Timmons, President and CEO, National Association of Manufacturers, Washington, D.C.; and Dr. Jared Bernstein, Senior Fellow, Center for Budget and Policy Priorities, Washington, D.C.

On February 14, 2013, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Sec-

ondary Education held a hearing in Washington, D.C., on "Raising the Bar: How Education Innovation Can Improve Student Achievement." The purpose of the hearing was to highlight the growth of digital technology and related reforms in elementary and secondary education that are promoting individual student learning, driving education reform, and supporting parent choice. Testifying before the subcommittee were: Mr. John Bailey, Executive Director, Digital Learning Now, Washington, D.C.; Mr. Preston Smith, CEO & President, Rocketship Education, Redwood City, CA; Ms. Holly Sagues, Chief Policy Officer, Florida Virtual School, Orlando, FL; and Mr. Jim Shelton, Assistant Deputy Secretary for Innovation and Improvement, U.S. Department of Education, Washington, D.C.

On February 27, 2013, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Protecting Students and Teachers: A Discussion on School Safety." The purpose of the hearing was to examine how elementary and secondary schools prepare, react to, and recover from threats of violence in the wake of the tragedy at Sandy Hook Elementary School in Newtown, CT. Testifying before the committee were: Mr. Bill Bond, School Safety Specialist, National Association of Secondary School Principals, Paducah, KY; Mr. Mo Canady, Executive Director, National Association of School Resource Officers, Hoover, AL; Mr. Vincent Pompei, School Counselor, Val Verde Unified School District, San Diego, CA; Mr. Brett Bontrager, Senior Vice President and Group Executive, Stanley Black & Decker, Indianapolis, IN; Dr. David Osher, Vice President, American Institutes for Research, Washington, D.C.; and Mr. Frederick Ellis, Director, Office of Safety and Security, Fairfax County Public Schools, Falls ChurchVA.

On February 28, 2013, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Raising the Bar: How Are Schools Measuring Teacher Performance?" The purpose of the hearing was to examine teacher quality policies, including the best way to promote teacher effectiveness in the classroom. Testifying before the subcommittee were: Dr. Steve Cantrell, Chief Research Officer, Bill & Melinda Gates Foundation, Seattle, WA; Dr. James P. McIntyre, Jr., Superintendent, Knox County Schools, Knoxville, TN; Dr. Rodney Watson, Chief of Human Resources, Houston Independent School District, Houston, TX; and Mr. Emanuel Harper, French Teacher, Herron High School, Indianapolis, IN.

On April 10, 2013, the Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing in Washington, D.C., on "Raising the Bar: Reviewing STEM Education in America." The purpose of the hearing was to examine the state of science, technology, engineering, and mathematics (STEM) education in America. Testifying before the subcommittee were: Mr. George A. Scott, Director for Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Dr. Ioannis Miaoulis, President and Director, Museum of Science, Boston, Boston, MA; Dr. Steve Schneider, Senior Program Director, WestEd, San Francisco, CA; and Mr. Bill Kurtz, Chief Executive Officer, Denver School of Science and Technology, Denver, CO.

On May 7, 2013, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Raising the Bar: Exploring State and Local Efforts to Improve Accountability." The purpose of the hearing was to examine the role of the federal government in holding public schools accountable for student achievement. Testifying before the committee were: Mr. John White, State Superintendent of Education, Louisiana Department of Education, Baton Rouge, LA; Dr. Chris Richardson, Superintendent of Schools, Northfield Public Schools, Northfield, MN; Mr. Eric S. Gordon, Chief Executive Officer, Cleveland Metropolitan School District, Cleveland, OH; and Mr. Matthew Given, Chief Development Officer, EdisonLearning, Atlanta, GA.

On May 21, 2013, the Committee on Education and the Workforce held a hearing in Washington, D.C., on "Reviewing the President's Fiscal Year 2014 Budget Proposal for the U.S. Department of Education." The purpose of the hearing was to discuss the department's budget request for Fiscal Year 2014. Testifying before the committee was the Honorable Arne Duncan, Secretary, U.S. Department of Education, Washington, D.C.

Legislative Action—First Session

On June 6, 2013, Rep. John Kline (R–MN), Rep. Todd Rokita (R–IN), Rep. Thomas Petri (R–WI), Rep. Virginia Foxx (R–NC), Rep. David P. Roe (R–TN), Rep. Glenn Thompson (R–PA), Rep. Brett Guthrie (R–KY), Rep. Larry Bucshon (R–IN), Rep. Martha Roby (R–AL), Rep. Joe Heck (R–NV), Rep. Susan Brooks (R–IN), and Rep. Luke Messer (R–IN) introduced H.R. 5, the Student Success Act. H.R. 5 is co-sponsored by Rep. Matt Salmon (R–AZ). The bill eliminates onerous federal "Adequate Yearly Progress," "Highly Qualified Teacher," and "Maintenance of Effort" requirements; provides states and school districts with increased flexibility and control to boost student achievement; consolidates more than 70 existing elementary and secondary education programs into a new Local Academic Flexible Grant; and supports locally developed and implemented teacher evaluations and opportunities for parents to enroll their children in local magnet schools and charter schools.

On June 19, 2013, the Committee on Education and the Workforce considered H.R 5 in legislative session and reported the bill favorably, as amended, to the House of Representatives by a vote of 23–16.

The committee considered and adopted the following amendments to H.R. 5:

- Rep. Todd Rokita (R–IN) offered an amendment in the nature of a substitute. The amendment was adopted by a voice vote.
- Rep. Joe Heck (R–NV) offered an amendment to allow school districts to support dual enrollment programs and early college high schools. The amendment was adopted by a voice vote.

The committee further considered the following amendments to H.R. 5, which were not adopted:

- Rep. George Miller (D–CA) offered an amendment in the nature of a substitute. The amendment failed by a vote of 16–23.

• Rep. Glenn Thompson (R–PA) offered an amendment to repeal Targeted grants and Education Finance Incentive Grants under Title I, Part A. The amendment was withdrawn.

SUMMARY

The Student Success Act offers a better way forward for education reform by:

• Returning responsibility for student achievement to states, school districts, and parents, while maintaining high expectations.
• Eliminating ineffective federal programs and investing limited taxpayer dollars wisely.
• Strengthening programs for schools and targeted populations.
• Supporting local efforts to measure teacher effectiveness.
• Engaging parents in their child's education.
• Supporting Impact Aid.
• Maintaining and strengthening long-standing protections for state and local autonomy.
• Providing services for homeless students.

Returning responsibility for student achievement to states, school districts, and parents, while maintaining high expectations

The Student Success Act dramatically reduces the federal role in education by returning authority for measuring student performance and turning around low-performing schools to states and local officials. Across the country, states and school districts are leading efforts to reform the nation's troubled education system. As these bold reformers step up, the federal government can step back, limiting its role to ensuring parents have the information they need to judge the quality of their schools. The bill includes a number of key revisions to the current Title I program to increase state and local flexibility and restore local control of education.

• *Academic Standards:* Consistent with current law, the bill requires states to establish academic standards that apply to all students and schools in the state in reading, math, and science while allowing states to develop standards in other subjects at their discretion. Achievement standards used for judging student and school performance must align with content standards, but the bill removes federal requirements mandating basic, proficient, and advanced levels of achievement. States are also allowed to establish alternate achievement standards aligned to content standards for students with the most significant cognitive disabilities. Finally, the bill incorporates the requirements for English proficiency standards into the main Title I program.

• *Academic Assessments:* Consistent with current law, the bill requires states to develop and implement a set of assessments for all students in the state in reading and math in each of grades 3–8 and once in high school, and in science once in each of the grade spans (grades 3–5, 6–9, and 10–12). States retain the option to develop assessments in other subjects at their discretion and have the flexibility to use multiple measures of student achievement. States must ensure their assessments include reasonable accommodations for students with disabilities, and are allowed to adopt alternate assessments for students with the most significant cognitive dis-

abilities and computer adaptive assessments. The bill maintains requirements on disaggregating subgroup data, assessing the English proficiency of English learners, and ensuring 95 percent participation rates for all students and each subgroup.

- *Accountability:* The bill eliminates the federal Adequate Yearly Progress (AYP) metric and the unrealistic requirement that all students be proficient in reading and math by the end of the next school year. In their place, states are allowed to develop their own accountability systems that must comprise only three broad parameters:
  - Annually measure the academic achievement of all public school students against the state's academic standards (including growth toward the standards) using the statewide assessments in reading and math and other academic indicators.
  - Annually evaluate and identify the academic performance of each public school in the state based on student academic achievement, including the achievement of all students and achievement gaps between student subgroups.
  - Include a school improvement system implemented by school districts that includes interventions in poor performing Title I schools.
- *School Improvement:* The bill requires states to include, as part of their statewide accountability structure, a system of school improvement interventions implemented at the local level for Title I schools the state determines to be poorly performing. The legislation repeals the federally mandated school improvement, corrective action, and restructuring labels and interventions included in current law, giving states and districts maximum flexibility to develop appropriate turnaround strategies and rewards for their schools. The bill increases the state set-aside for school improvement to 7 percent (up from 4 percent), but eliminates existing local set-asides, meaning more Title I money will flow directly to school districts. Finally, the legislation eliminates the School Improvement Grants (SIG) program that the Secretary of Education used to create four unworkable turnaround models, instead dedicating those funds for the Title I program.
- *Parent Information:* The bill maintains the current requirement for annual report cards outlining academic achievement by school districts and states, but streamlines the data reporting to ensure meaningful information is easily available to parents and communities. States and districts must report disaggregated student achievement data on the state assessment and other academic indicators used in the statewide accountability system, participation rates on those assessments, the adjusted cohort graduation rate, each school's evaluation under the statewide accountability system, English language proficiency, and results on the 4th and 8th grade reading and mathematics National Assessment of Educational Progress (NAEP). The bill maintains parents' right to know their students' achievement levels, and moves the right to know teacher qualifications from Title I to Title II of ESEA.
- *State Laws on Parent Authority:* The bill includes a provision stating that nothing in the law should be interpreted to impact state laws on parent exercise of authority over low-performing schools.

• *Funding Flexibility:* The bill allows states and school districts to use federal funds for special population programs for any activity authorized under any of the other programs. Instead of having to comply with a host of federal program requirements each dictating exactly how funds may be spent, state and local officials will be able to use federal funds to meet their own unique needs. While school districts will not be allowed to use Title I funds outside of those schools, they can move additional funding to low-income schools. The bill maintains separate funding streams for the Migratory Education, Neglected and Delinquent, English Language Acquisition, and Indian Education programs, but merges them into Title I.

• *Schoolwide Programs:* The bill eliminates the 40 percent poverty threshold for schoolwide programs, allowing all Title I schools to operate whole school reform efforts. This change will allow low-income schools greater flexibility to consolidate programs and focus their efforts on raising the achievement of all students.

Eliminating ineffective federal programs and investing limited taxpayer dollars wisely

The Student Success Act restores fiscal discipline and allows taxpayer dollars to be put toward more effective uses such as funding programs that have a proven track record of putting the needs of students first. This will streamline and simplify the federal role in public education so states, school districts, parents, and teachers are empowered to pursue innovative reforms that meet the needs of their students. The federal government operates more than 80 separate programs under current elementary and secondary education law. Despite the tripling of overall per pupil funding since 1964, national academic performance has not improved. The bill includes a number of important reforms across various titles to ensure that every taxpayer dollar is spent effectively and efficiently.

• *Authorization Levels:* The bill updates overall authorization levels for each of the fiscal years (FY) 2014–2019 to reflect the final funding amounts provided by Congress and the Department of Education for ESEA programs in FY 2013, while maintaining Title I programs at FY 2012 levels to better prioritize education spending. The amount authorized for all ESEA programs under the bill is *lower* than the Title I authorization for the last year it was authorized under current law.

• *Eliminated Programs:* The bill eliminates more than 70 existing elementary and secondary education programs, many of which have been deemed ineffective by the federal government, are too small to meaningfully improve student achievement, or have never been funded. This promotes a more focused, streamlined, transparent, and appropriate federal role in the nation's education system.

• *State and Local Innovation:* The bill creates a new Local Academic Flexible Grant to provide funds to states and school districts to support initiatives based on their unique priorities. While ensuring federal funds are spent to increase student achievement as part of in-school or after-school activities, states and school districts will have maximum flexibility to spend their resources on activities authorized under state law, including efforts to protect student safety. Instead of Washington bureaucrats making the decisions for super-

intendents, school leaders, and teachers, local officials will be able to make funding decisions based on what they know will help improve student learning.

• *Private Sector Initiatives:* The bill requires states to reserve 10 percent of their Local Academic Flexible Grant to support state and local programs that operate outside of traditional public school systems. This infusion of private sector innovation will support states and districts in improving student achievement.

• *State and Local Spending Decisions:* The bill removes all "Maintenance of Effort" (MOE) requirements, allowing states and school districts to set their own funding levels for elementary and secondary education. The requirements are removed for four reasons:

  ○ Dictating how states and school districts spend *their* tax revenues as a condition of receiving federal funds is not an appropriate federal role.

  ○ MOE requirements assume that increased education spending improves educational outcomes. Decades of data prove this argument false.

  ○ MOE requirements provide disincentives for states and school districts to innovate and deliver better educational services more efficiently.

  ○ Data from the Department of Education show that, since enactment of NCLB, nearly every school district request to waive MOE provisions has been granted. The bill acknowledges this reality and eliminates the burden for districts.

At the same time, the legislation maintains the law's "supplement, not supplant" requirements, which ensure federal dollars are used on top of state and local resources, protecting the traditional federal role in education. Maintaining these provisions will ensure states and districts will not be able to cut education spending dramatically and fill in the gaps with federal dollars.

• *Department Bureaucracy:* The bill requires the Secretary of Education to identify the number of full-time equivalent (FTE) employee positions associated with the eliminated or consolidated programs under the bill, and to reduce the department's workforce by that number within approximately a year of the bill's enactment.

• *Program Evaluations:* The bill directs the Secretary of Education to work through the Institute of Education Sciences (IES), the department's main research arm, if the secretary chooses to exercise authority to reserve 0.5 percent of funds from each program for an evaluation. The bill requires the secretary to engage IES and relevant officials from the Department of Education in the development of a multi-year, comprehensive plan for carrying out evaluations, and submit that plan to Congress and the public for review and comment. This will help ensure program evaluations are coordinated, objective, and provide useful information regarding the effectiveness of federal education initiatives.

• *Earmarks:* The bill eliminates all of the current programs targeted to specific national organizations to comply with the House earmark ban.

Strengthening programs for schools and targeted populations

The Student Success Act maintains separate funding streams for the Migratory Education, Neglected and Delinquent, English Lan-

guage Acquisition, Rural Education, and Indian Education programs, and strengthens each targeted population program to improve its performance.

• *Education of Migratory Children:* The bill provides a reservation of funds to continue the current program that assists states in supporting high-quality educational programs and services to address the unique educational needs of migratory children, including during summer or intersession periods. The legislation strengthens how migrant student counts are determined in each state, basing state allocations on the average number of eligible migratory children from the previous three years and a count of the number of migratory children who receive services under summer or intersession programs. The bill also allows states, school districts, and other public and private entities to improve intrastate and interstate coordination and information exchanges regarding migratory children.

• *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk:* The bill provides a reservation of funds to continue the current program that improves educational services for students in state and local correctional institutions or for those children who are transferring out of institutionalization. The legislation emphasizes receipt of a regular high school diploma to the extent feasible, and makes minor technical and clarifying changes to improve the operation of the program.

• *English Language Acquisition, Language Enhancement, and Academic Achievement:* The bill includes a reservation of funds to continue the current program that provides services to help non-English speakers learn English and meet state academic standards. The legislation incorporates accountability and reporting requirements for English learners into the Title I program to encourage greater alignment, while maintaining student achievement expectations for these students and public reporting of progress. The bill changes how the Secretary of Education determines immigrant student and English learner counts, to ensure states and school districts receive accurate and reliable data and stable funding. The bill eliminates the Improving Language Instruction Educational Programs, which have never been funded and are duplicative of the main program.

• *Rural Education:* The bill reserves funds for rural school districts and schools in both the Small Rural School Achievement (SRSA) Program and the Rural and Low-Income School (RLIS) Program. The legislation updates current locale codes, which determine eligibility of rural districts and schools under both programs, and includes a sliding scale hold-harmless formula for districts that become ineligible under the SRSA program because of the new codes. The bill allows school districts eligible for both the SRSA and RLIS programs to apply for funding under the program of their choice.

• *Indian Education:* The bill reserves funds to continue the current program that meets the unique educational and cultural needs of American Indian students and encourages Indian tribes, communities, and parents to participate in the education of their children. The legislation allows school districts and tribes applying for formula grants to do so in consortia to maximize the use of federal funds. The bill also eliminates the stand-alone definition of "core

academic subjects" in the program to bring the program in line with the broader definition in the Act. The bill eliminates the Native Hawaiian Education and Alaska Native Education programs, which are duplicative of other services and funds provided to these populations. The bill also eliminates the Fellowships for Indian Students and the Improvement of Educational Opportunities for Adult Indians programs, which have not been funded since 1995. The legislation also eliminates the In-Service Training for Teachers of Indian Children Grant, the Gifted and Talented Indian Students program, and the Grants to Tribes for Education Administrative Planning and Development program, which have never received federal funding.

Supporting local efforts to measure teacher effectiveness

The Student Success Act updates federal teacher policy to reflect current state and local efforts to emphasize an educator's ability to effectively motivate students and improve their academic achievement. Parents know the best teachers are those who keep students motivated and challenged in the classroom. Instead of relying on bureaucratic and outdated provisions such as teacher credentials or tenure, states and school districts should have the tools to measure an educator's ability to help students excel in the classroom. The bill makes a number of important changes to Title II of current law to improve teacher quality.

- *Highly Qualified Teachers (HQT):* The bill repeals federal requirements that teachers be highly qualified, enabling federal, state, and local policies to move away from onerous and meaningless burdens to strategies that will reassure parents their students' teachers are effective in the classroom.
- *Teacher Evaluations:* The bill rewrites the main teacher quality program to support the development and implementation of state- or locally driven teacher evaluation systems. Unlike the Department of Education's Race to the Top plan or waiver package (which mandate specific requirements for school districts to follow), the bill sets five broad parameters that must be included in any teacher evaluation system. This gives greater flexibility to school districts or states to develop teacher evaluation systems that best meet the specific needs of their teachers and students. The evaluation systems must:
    - Make student achievement data, derived from a variety of sources, a significant part of the evaluation.
    - Use multiple measures of evaluation in assessing teacher performance.
    - Have more than two rating categories for the performance of teachers.
    - Make personnel decisions based on the evaluations, as determined by the district.
    - Seek input from parents, teachers, school leaders, and other staff in the school in developing the evaluation system.
- *Uses of Funds:* The bill allows states that have already developed statewide teacher evaluation systems to use teacher quality funds to work with their school districts to implement the system. Funds may also be used to train school leaders in how to evaluate teachers under the system; develop and implement school leader evaluation systems; provide evidence-based, job-embedded, and con-

tinuous professional development for teachers and school leaders focused on academic subjects or specific student populations; professional development for teachers to teach dual credit or dual enrollment courses; and provide support to teachers identified as in need of additional assistance. States and school districts can use teacher funds for class size reduction, but the bill caps this use at 10 percent. A substantial amount of teacher quality funds under current law are used to reduce class size, which evidence shows has little to no effect on student learning.

- *Teacher and School Leader Innovation:* The bill consolidates the remaining teacher quality programs, including the Teacher Quality Partnership Grant program authorized under the Higher Education Act, into a new Teacher and School Leader Flexible Grant. The program will award grants to states and school districts to increase student achievement through evidence-based innovative initiatives. School districts, solely or in partnership with institutions of higher education, can receive funding to:
  - Increase access to or develop alternative certification or licensure routes.
  - Recruit, hire, and retain effective teachers and school leaders.
  - Improve teacher preparation programs within the state–
  - Implement performance-based pay systems and differential incentive pay.
  - Create teacher or school leader advancement and multiple career paths.
  - Establish new teacher or school leader induction and residency programs.
  - Provide additional professional development activities or other evidence-based initiatives likely to increase teacher and school leader effectiveness.
- *Teacher and School Leader Academies:* The bill allows states to reserve up to 3 percent of their flexible grant to award funds to eligible entities for the establishment or expansion of teacher or school leader preparation academies.
- *Teacher Liability:* The bill maintains liability protections included in current law that protect school employees (including teachers, administrators, and school board members) acting to control, discipline, expel, or suspend a student or to maintain order in the classroom or school through reasonable actions.

Engaging parents in their child's education

The Student Success Act recognizes that parents must play an active role in their child's education. The federal government currently operates a number of vital programs aimed at providing additional educational options for parents and students looking to escape low-performing schools, and assistance to those students in need of extra instructional support to be able to excel academically. The legislation drives these federal reform efforts down to the state and local level, and moves many of these programs from Title V of current law to a new Title III.

- *Charter Schools:* The bill reauthorizes the Charter School Program, which supports the start-up, replication, and expansion of high-quality charter schools. The legislation expands the entities eligible for funding to include additional statewide entities (charter

school boards, governors, and charter support organizations) to foster greater charter school growth; encourages greater expansion and replication of proven, high-quality charter school models; and requires states to set-aside funding to focus on charter school authorizer quality.

• *Direct Student Services:* The bill requires states to set aside 3 percent of Title I money to provide competitive grants to school districts that wish to offer tutoring or public school choice to their students, including those in poor performing schools.

• *Magnet Schools:* The bill continues the current program that provides funds to support the development and implementation of innovative education methods and practices that increase choices in public education. The legislation makes minor changes to improve the operation of the program.

• *Family Engagement Centers:* The bill renames and makes improvements to the existing Parental Information and Resource Centers (PIRC) program, which helps implement family engagement policies, programs, and activities that lead to improvements in student academic achievement. The legislation strengthens partnerships among parents, teachers, school leaders, administrators, and other school personnel designed to meet the educational needs of children. The bill promotes the better sharing of effective strategies and increases coordination between states, family engagement centers, and parents.

Supporting impact aid

The Student Success Act strengthens the five existing Impact Aid programs, which reimburse school districts located near, or serving students from, military bases, federal lands, and Indian reservations for the loss of property taxes due to the presence of the federal government. Many of the bill's provisions were included in the FY 2013 National Defense Authorization Act, and expire in early 2015. The legislation makes such language permanent, and moves Impact Aid programs from Title VIII of current law to a new Title IV.

• *Payments for Federal Property:* The bill updates the formula by which school district allotments are determined for a district with federal property located within its boundaries that cannot be taxed. The new formula includes two parts. First, an eligible school district will get a foundation, or base payment, based on either 90 percent of the payment most recently received (FY 2009) or 90 percent of the average payment received from FY 2006–2009, whichever is higher. Second, the district will receive an additional payment using a calculated per acre value.

• *Payments for Federally-Connected Children:* The bill streamlines provisions for Heavily Impacted school districts, which are districts with high percentages of military, Native American, or other federally connected children. The legislation standardizes eligibility criteria for these districts at 45 percent enrollment of federally-connected children, bases per pupil expenditure eligibility requirements on state averages rather than national averages, and allows federally-connected children to be counted in enrollment numbers in the case of open enrollment policies in a state. The bill also amends the Basic Support Payments formula to provide equal prorated payments greater than 100 percent of Learning Oppor-

tunity Threshold for eligible districts. Finally, the language allows school districts to continue to count children who have been relocated off-base due to renovation, rebuilding, or demolition after three years if the district continues to serve such children because of project delays, and simplifies the annual process for counting these children.

• *Timely Payments:* The bill requires the Secretary of Education to provide Impact Aid payments within three years. This addresses long-standing school district concerns regarding the lack of on-time payments from the Department of Education, as Impact Aid accounts for a substantial portion of the operating budgets for many of these districts.

Maintaining and strengthening long-standing protections for state and local autonomy

The Student Success Act restores and protects state and local autonomy over public education. Since taking office in 2009, the Obama Administration has successfully pushed the largest expansion of the federal role in education in the nation's history. The Secretary of Education has usurped Congressional authority to rewrite NCLB, coercing states into adopting common standards and assessments in exchange for temporary relief of the law's burdensome requirements. The legislation strengthens important protections for students, parents, communities, states, and school districts found in the General Provisions of ESEA. It also moves them from Title IX of current law to a new Title V.

• *Secretary's Authority:* The bill limits the authority of the Secretary of Education over decisions in the classroom. The legislation: (1) prohibits the secretary from imposing conditions on states and school districts, including the adoption of the Common Core State Standards, in exchange for a waiver of federal elementary and secondary education law or federal grant funds; (2) prevents the secretary from creating additional burdens on states and districts through the regulatory process, particularly in the areas of standards, assessments, and state accountability plans; (3) prohibits the secretary from demanding changes to state standards and influencing and coercing states to enter into partnerships with other states; and (4) outlines specific procedures the secretary must follow when issuing federal regulations and conducting peer review processes for grant applications, including publicly releasing the identity of peer reviewers, that will bring greater transparency.

• *Private School Students:* The bill strengthens provisions to ensure the participation of private school students and teachers in the programs funded under the Act. The legislation improves the consultation and negotiation processes to provide clearer procedures and faster notice for private school officials. These changes will better protect access for private school students.

• *Military Recruiters:* The bill improves the military recruiting provisions in current law by ensuring recruiters have the same access to high schools as colleges and universities.

Providing services for homeless students

The Student Success Act reauthorizes the Education for Homeless Children and Youths program of the McKinney-Vento Home-

less Assistance Act, the primary federal program that provides funding to states and school districts to educate homeless children.

• *Improved Collaboration:* The bill places a greater emphasis on improved identification of homeless children and youth, and provides better collaboration and information sharing among federal and state agencies to provide services for homeless students.

• *School Stability:* The legislation strengthens provisions in current law to provide greater school stability and protections for homeless youth and parents.

COMMITTEE VIEWS

Introduction

In 1965, Congress passed the Elementary and Secondary Education Act (ESEA) with the limited goal of providing states and local school districts with additional resources to ensure disadvantaged students have access to a quality education. The importance of ensuring students gain the skills necessary to graduate high school prepared for postsecondary education and the workforce is clear. A well-educated workforce is directly tied to the nation's ability to create jobs and maintain our competitive edge in a global economy.

The latest iteration of the ESEA, No Child Left Behind (NCLB), was heralded as groundbreaking when it was signed into law, and in some ways it was. The expanded use of data helped superintendents, school leaders, and teachers identify students most in need of additional instruction and offered parents access to important information about the quality of their schools.

But we have now clearly identified the law's weaknesses. One-size-fits-all accountability metrics restrict states' and school districts' ability to appropriately gauge student learning and tailor curriculum to enable students to graduate high school prepared for postsecondary education or the workforce. Federally prescribed interventions and turnaround strategies have not worked as imagined and are not producing the desired results in low-performing schools. The law's more than 80 programs impose tremendous paperwork and regulatory burdens on states and school districts, have demonstrated limited success in improving student achievement, and offer states and communities little flexibility in how they use federal dollars to meet their own unique needs. Federal teacher policy creates onerous mandates that emphasize credentials over an educator's ability to effectively motivate students and improve achievement levels.

In addition, House and Senate inaction to reauthorize the law for the last six years has allowed the Obama Administration to circumvent Congress and impose its own vision of education reform on the nation.

The House Committee on Education and the Workforce is moving forward with education reform. For too long, states and school districts have been inundated with federal intervention and bureaucratic red tape that has done little to improve student performance. H.R. 5, the Student Success Act, will return responsibility for student achievement to states and school districts by reducing the federal footprint, restoring local control, supporting effective teachers, and empowering parents.

Funding authorizations

In the more than four decades since passage of ESEA, federal control of public education has steadily increased and spending has exploded. According to the National Center for Education Statistics' Digest of Education Statistics, in 2009, the United States spent more than $10,000 per pupil per year, nearly triple what was spent in 1965. Despite this record investment in public education by federal, state, and local governments, national academic performance has not improved.

The last 30 years have seen particularly dramatic increases in federal spending. U.S. Department of Education K–12 funding increased from less than $7 billion in 1980 to almost $35 billion in 2013. These increases have made the United States a world leader in education spending. Using 2010 data, the Organization for Economic Cooperation and Development (OECD) recently reported that the United States spent 7.3 percent of its Gross Domestic Product on education, sixth-most out of 33 countries evaluated.

Despite these record investments, student achievement has not improved. At a February 10, 2011 hearing titled "*Education in the Nation: Examining the Challenges and Opportunities Facing America's Classrooms*," Mr. Andrew Coulson, from the non-profit, nonpartisan CATO Institute, stated math and reading scores for graduating high school seniors have remained unchanged over the last 40 years, while science scores have declined slightly. International comparisons reflect these trends. The OECD's latest *Programme for International Student Assessment* report, released in December 2010, ranked the United States 17th in reading, 31st in math, and 23rd in science among developed nations. Mr. Coulson went on to say:

> "To sum up, we have little to show for the $2 trillion in federal education spending of the past half century. In the face of concerted and unflagging efforts by Congress and the states . . . it now costs three times as much to provide essentially the same education as we provided in 1970. . . . The only thing [spending] appears to have accomplished is to apply the brakes to the nation's economic growth, by taxing trillions of dollars out of the productive sector of the economy and spending it on ineffective programs."

At the same time, our country faces a fiscal crisis. Our national debt now exceeds the total size of the U.S. economy, spurred on in recent years by annual deficits in excess of $1 trillion. Congress must be better stewards of taxpayer dollars, and H.R. 5 takes an important step in the right direction.

Even within these limits, the bill makes available more funds in FY 2014 for disadvantaged students than has been proposed by the Obama Administration. The president's FY 2014 budget requested more than $16 billion for ESEA's core programs authorized in Title I of the Student Success Act. H.R. 5 would provide nearly $650 million more. The committee believes the nation's funding priorities must reflect the need to support our most disadvantaged.

Aid to local educational agencies

Title I of the Student Success Act restructures and amends Title I of ESEA, and addresses the following major issues:

Academic standards

H.R. 5 maintains current requirements for states to establish academic standards that apply to all students and schools in the state in at least reading, science, and mathematics, while allowing states to develop standards in other subjects at their discretion. Achievement standards used for judging student and school performance must align with the content standards, but the bill removes federal requirements for basic, proficient, and advanced levels of achievement. States are also allowed to establish alternate achievement standards aligned to the content standards for students with the most significant disabilities. In addition, the bill consolidates the requirements for English proficiency standards into the main Title I program.

H.R. 5 also continues and strengthens language allowing states to enter into voluntary partnerships with each other to fulfill the law's requirements around academic standards and assessments. It is the committee's intent to allow states to enter into voluntary partnerships with other states and to use federal funds to do so. Such decisions, though, must be entirely at the discretion of the state, free from interference by the Secretary of Education. The bill further clarifies that the secretary is not authorized to require states to enter into any such partnerships as a condition of receiving federal funds, nor authorized to offer such partnerships as a way to meet any other condition the secretary may place upon a state.

Academic assessments

H.R. 5 maintains current requirements for states to develop and implement annual assessments in reading, science and mathematics.

As under current law, states are required to give the same grade level reading and mathematics assessment to all students in the state in each of grades 3–8 and once in high school. Science assessments must be administered at least once in each grade span (grades 3–5, 6–9, and 10–12). Assessments still must include reasonable accommodations for students with disabilities, and states are allowed to adopt alternate assessments for students with the most significant cognitive disabilities. States are allowed to develop and administer computer adaptive assessments so educators can receive more meaningful feedback on classroom instruction, and have the flexibility to use multiple measures of student achievement. The bill maintains requirements on disaggregating subgroup data, assessing the English proficiency of English learners, and ensuring 95 percent participation rates for all students and each subgroup.

Much criticism has been leveled at NCLB for forcing teachers to teach to the test. While the committee views that charge as overblown, the reauthorized law must balance the need for assessments with the recognition that classroom instruction should be the primary engine for meaningful improvements in performance. Assessments should be used as a tool to tailor instruction and to inform

students, teachers, and families about academic performance, and the community about the quality of its schools. They should not, however, be the only tool. The committee believes the bill's recognition that state accountability systems should not be based entirely on one test will address the excessive focus on assessments.

School accountability and improvement

H.R. 5 eliminates the federal accountability system known as AYP and rejects calls to replace it with a similar one-size-fits-all metric by a different name. In its place, the bill requires states to develop and implement a statewide accountability system that will result in students graduating from high school prepared for post-secondary education and the workforce. The system must include the following elements:

- Annually measure the academic achievement of all public school students against the state's academic standards (including growth toward the standards) using the statewide assessment and other academic indicators determined by the state.
- Annually evaluate and identify the academic performance of each public school in the state based on student academic achievement, including the achievement of all students and achievement gaps between student subgroups.
- Include a school improvement system implemented by school districts that includes interventions in poor performing Title I schools.

As noted above, the Student Success Act requires states to include a system of school improvement interventions as part of their statewide accountability structure. The bill repeals the federally mandated interventions included in Sections 1116 and 1117 of current law, giving states and districts maximum flexibility to develop appropriate school improvement strategies and rewards for their schools. The bill also increases the state set-aside for school improvement to 7 percent (up from 4 percent), but eliminates the local set-asides, meaning more Title I money will flow directly to school districts. The bill eliminates the School Improvement Grants (SIG) program through which the Secretary of Education created four unworkable turnaround models, instead using those funds to increase the authorization level for the Title I program.

While much of the nation has embraced the need to return control over how schools are evaluated and improved to states and school districts, some persistently fail to recognize the damage done when federal mandates replace the judgment of states, communities and families. The committee supports standards-based education reform, but removing decisions about school quality from those closest to our nation's students is delegitimizing such reforms and placing the reform movement at risk. In a June 19, 2013 blog post on the American Enterprise Institute's website entitled, "Rethinking NCLB Does Not Mean Admitting Defeat," Michael McShane answered critics of the Student Success Act by observing, "it's not a retreat for the federal government to realize that it is too blunt of an instrument to make school-level decisions for 100,000 schools in 14,000 districts in all 50 states and the District of Columbia."

Nor is the Department of Education's waiver scheme the right answer. The department's waivers have undoubtedly offered more

flexibility than NCLB, but flexibility only under Washington's conditions is unsustainable. States need the freedom to develop effective strategies without having the secretary looking over their shoulder. As McShane further observed,

> "When states develop their own plans, the architects on the state board, in [the] state legislature, and at the governor's mansion are much more likely to be held to account by voters and taxpayers than the Secretary of Education or distant bureaucrats in the Department of Education charged with ensuring compliance."

The Student Success Act offers a better way forward. McShane concludes his piece stating, "Maybe the [Student Success Act] reflects the lessons we've learned after all—accountability is important, but the federal government might not be the best people to have in the driver's seat."

H.R. 5 also includes a provision to ensure the new law does not impede or undermine state efforts to empower parents to assume authority over their students' schools. For example, in California, the parent trigger law is directly tied to requirements under Section 1116 of current law. It is not the intent of the committee to weaken the purposes of that law or other similar state laws. The committee encourages states to maintain the authority granted to parents under state law as they develop and implement new accountability systems as required under this Act.

Direct student services

H.R. 5 requires states to set aside 3 percent of their Title I allocation to award grants to local school districts to support Direct Student Services. The committee believes students should have access to important options that will help improve academic achievement. For example, students should have the option to immediately attend high-performing public schools to ensure they are not trapped in the education system as school officials work to turnaround poor-performing schools. Students should also have the ability to access high-quality academic tutoring programs for additional help to succeed academically.

Unlike the current requirement to provide supplemental educational services, repealed under the Student Success Act, state educational agencies will approve providers, including both for-profit and non-profit academic tutors, and school districts will select a wide variety of approved providers, including both for-profits and non-profits, to ensure parents and students have a diverse group of entities from which to choose to meet unique student needs. The committee urges states to award grants only to those eligible school districts that provide meaningful choices of tutoring providers to parents and believes this can only happen if school districts select a number of providers that offer small group tutoring through a variety of methods, including online and on campus offerings. As the new leading partner of the Direct Student Services program, school districts must take ownership of this important program geared toward providing choice options to all students, which means offering ample space in high-performing schools and quality tutoring options for students.

Data transparency

NCLB has been roundly praised for shining a light on achievement gaps that exist among a school's students. The committee believes this important feature of NCLB must be continued—no longer can schools hide behind schoolwide averages while disadvantaged students struggle in the shadows.

H.R. 5 maintains the current requirement that states and school districts distribute annual report cards, while streamlining the data reporting to ensure meaningful information is easily available to parents and communities. States and districts must continue to report disaggregated data on student achievement on the state assessments and other academic indicators used in the statewide accountability system, participation rates on those assessments, the adjusted cohort graduation rate, each school's evaluation under the statewide accountability system, and English language proficiency. States and districts will also continue to participate in the 4th and 8th grade reading and mathematics NAEP and publicly report their results so the public can compare data across states to ensure their state's standards and achievement results are sufficiently rigorous and meaningful. Ultimately, schools must be accountable to parents and communities. The Student Success Act makes sure stakeholders have the information they need to adequately evaluate the quality of their schools.

Local capacity building

H.R. 5 directs states to provide technical assistance to school districts in implementing the requirements of this Act, similar to current law. It is the committee's intent for states to provide technical assistance in areas of need identified by districts, which could include implementation of standards, assessments, and new systems for accountability and school improvement, and identification of appropriate instructional materials.

Schoolwide program authority

H.R. 5 eliminates the 40 percent poverty threshold for schoolwide programs, allowing all Title I schools to operate whole school reform efforts. Under current law, only eligible schools with a poverty level of at least 40 percent are able to use Title I funds for schoolwide programs that benefit all students. This poverty threshold was lowered from 75 percent to 50 percent in the 1994 Improving America's Schools Act, and reduced to the current threshold in NCLB. There is a long-standing, bipartisan federal recognition that the best way to address the needs of the most at-risk students is to enable and encourage schoolwide solutions.

Highly qualified teachers

H.R. 5 repeals the definition of "highly qualified teacher (HQT)" and related provisions currently included in Section 1119 of NCLB. Under current law, school districts receiving Title I funds are required to ensure all teachers of core academic subjects are "highly qualified," defined as a teacher who has earned a bachelor's degree, holds a state certification or license, and can demonstrate knowledge of the subject matter in question. These onerous federal requirements place too much emphasis on a teacher's credentials, degrees, and licensing; as a result, schools have come to value a

teacher's resume over his or her ability to increase student achievement. These undue burdens placed on teachers to meet input requirements are meaningless and have nothing to do with teacher effectiveness in the classroom. Additionally, the committee notes members of the educational establishment have used the HQT definition to shutter alternative certification programs and innovative teaching approaches at many charter schools, which often recruit energetic and talented young teachers that inspire students to succeed.

According to a 2007 study by the Center on Education Policy, the highly qualified teacher provisions were regarded by three-quarters of school district administrators and more than one-third of state officials as ineffective and having minimal or no impact on student achievement or efforts to improve teacher quality. At a July 24, 2012, Early Childhood, Elementary, and Secondary Education Subcommittee hearing titled "Education Reforms: Discussing the Value of Alternative Teacher Certification Programs," Seth Andrew, Founder and Superintendent of Democracy Prep Public Schools in Harlem, NY, shared his thoughts on the HQT provision:

> "The HQT standard places the illogical restriction on the talent pool that my principals are permitted to access and unnecessarily hamstrings our search for the amazing teachers that our students need. Under current policy concerning HQT, it is a remarkable indicator that I could not hire any of the members of this committee to teach history or civics at Democracy Prep even with the benefit of the exemption in New York State Charter Law."

Furthermore, additional burdens from the federal level can be especially harmful to rural school districts, which often face unique challenges, including those related to hiring and retaining effective teachers. The federal government does not need to place additional requirements on school districts as to what qualifications teachers must meet before entering the classroom, especially in light of existing state teacher licensing requirements. The committee believes it is time to reduce the size and scope of the Department of Education and roll back federal bureaucratic requirements and regulations.

Equitable participation of private school students

The equitable participation of private school students has been a part of ESEA since its creation in 1965. These provisions are intended to help disadvantaged students who attend private schools and are included in the calculation of federal funds allocated to public school districts. The committee believes the current process, which set out to ensure access for private school students to these important services guaranteed to them for more than 45 years, is often an arduous and contentious process for private school and school district officials. Current law lacks clarity regarding the goals and topics of consultation, the timely expenditure of funds, the types of services to be provided, and the allowable means for delivering them to private school students.

H.R. 5 includes provisions in Title I and Title V (General Provisions) to establish clearer requirements under the consultation provisions for equitable participation. Under the proposed changes, participants in the consultation process will have clear and con-

sistent goals, topics, and procedures to ensure disadvantaged students are receiving the services to which they are entitled in a timely manner. The provisions will also allow private schools to consult with school districts and request that services be provided on a schoolwide basis, as long as providing the services would be permitted constitutionally. Finally, the bill provides for an official ombudsman at the state educational agency. This designated employee will serve as the primary point of contact for all interested parties for questions on equitable participation of private school students and will be responsible for maintaining the record of the required consultation. The committee notes state educational agencies could designate an existing employee to fulfill this important requirement.

Maintenance of effort

H.R. 5 removes all "maintenance of effort (MOE)" requirements, allowing states and school districts to set their own funding levels for elementary and secondary education. These requirements are removed for four primary reasons:

- The committee does not believe that dictating how states and school districts spend their tax revenues as a condition of receiving federal funds is an appropriate federal role.
- MOE requirements assume that increased education spending will improve educational outcomes, though decades of data prove this argument false.
- MOE requirements provide disincentives for states and school districts to innovate and deliver better educational services more efficiently.
- Data from the U.S. Department of Education show that, from enactment of NCLB through fiscal year 2011, three out of every four MOE waiver requests have been granted. In addition, five states and the Commonwealth of Northern Mariana Islands requested MOE waivers under the State Fiscal Stabilization Fund included in ARRA. All were granted. This bill acknowledges this reality and eliminates the burden up front for school districts.

At the same time, the Student Success Act maintains the law's "supplement, not supplant" requirements, which ensure federal dollars are used as an addition to state and local resources, protecting the limited federal role in education. Maintaining these provisions ensure states and districts will not be able to cut education spending dramatically and fill in the gaps with federal dollars.

Targeted populations and funding flexibility

H.R. 5 consolidates programs for migratory children, neglected and delinquent children, English learners, rural school districts, and Native Americans into Part A of Title I of ESEA, while maintaining separate reservations of funds for each population. The bill also enables states and school districts to rededicate funds across these programs to address the areas of greatest need for their students.

The committee does not intend for states and school districts to neglect the needs of their most vulnerable students. But too often, school districts receive funds for specific purposes in amounts too small to have a meaningful benefit. H.R. 5 allows states and districts to consolidate funding streams to develop innovative pro-

grams that will better meet the needs of their students. The bill's requirement for disaggregation of student achievement data by subgroup will continue to ensure transparency around the progress of particular subgroups in meeting state academic standards. Overall, the Student Success Act maintains focus on special populations, while providing states and districts the flexibility to address their unique student needs.

Additionally, H.R. 5 makes minor changes to these targeted population programs to improve their performance. The bill allows for greater coordination across states and school districts regarding the exchange of migratory children's health and academic records, improves the manner by which student counts for migrant and immigrant students, in addition to English learners, are determined, and provides new opportunities for Indian tribes and Bureau of Indian Education schools to improve student achievement by removing existing regulatory barriers and allowing tribes to apply for funds in consortia.

Teacher Preparation and Effectiveness

Title II of the Student Success Act restructures and amends Title II of current law, and addresses the following major issues:

Supporting Effective Instruction

H.R. 5 rewrites the existing Teacher and Principal Training and Recruiting Fund included in Part A of Title II to support the development and implementation of teacher evaluation systems, refocusing federal teacher policy on teacher effectiveness in the classroom. The rewrite of Title II builds on the repeal of the "highly qualified teacher" requirements in Title I. Instead of relying on teacher credentials or tenure requirements, which provide little information about a teacher's ability to help students excel in the classroom, the legislation replaces Title II Part A with a new Supporting Effective Instruction program. The program requires the development and implementation of state- or locally driven teacher evaluation systems that measure an educator's success in increasing student achievement. Contrary to the teacher and principal evaluation provisions in the Department of Education's Race to the Top plan or waiver package (which mandate specific and onerous requirements school districts must follow), H.R. 5 sets five broad parameters that must be included in any teacher evaluation system:

- Student achievement data, derived from a variety of sources, must be a significant part of the evaluation, with the weight given to such data defined by the local school district.
- States and/or school districts must use multiple measures when assessing teacher performance.
- There must be more than two rating categories for the performance of teachers.
- Personnel decisions must be based on the evaluation results, as determined by the school district.
- States and/or school districts must seek input from parents, teachers, school leaders, and other staff in the school in developing the evaluation system.

The bill establishes these general, yet important, guidelines around the evaluation components, but leaves the details of the

system up to local school districts. The committee takes this approach for two reasons. First, independent research demonstrates the need for a mix of metrics for measuring teacher performance. In an Early Childhood, Elementary, and Secondary Education Subcommittee hearing on February 28, 2013, titled "*Raising the Bar: How are Schools Measuring Teacher Performance?*" chief research officer at the Bill & Melinda Gates Foundation Dr. Steve Cantrell, shared his research into this issue:

> "Preliminary MET findings demonstrated that three measures—student assessments, classroom observations, and student surveys—helped predict whether teachers would raise the performance of future groups of students. Indeed, the combination of these measures does a far better job predicting which teachers will succeed in raising student performance than master's degrees and years of teaching experience. . . Final MET findings literally proved that effective teachers cause their students to learn more."

There is consensus at the federal, state, and local levels that many current teacher evaluation systems fail to measure teacher effectiveness properly and should be retooled to include measurements of student achievement. However, school districts need the flexibility to determine and define which actual metrics meet the specific needs of their teachers and students, especially those educators who teach non-tested subjects. The committee believes school districts, and states choosing to implement statewide systems, should include student achievement metrics from a number of sources in their teacher evaluations. These options include end-of-course exams, student coursework, formative assessments, and other objective measurements of student achievement that cannot be easily manipulated.

Second, past practice of dictating specific and prescriptive requirements at the federal level, such as defining what constitutes a highly qualified teacher and mandating that only educators who meet these standards can teach in the classroom, has been a dismal failure. The federal government plays an important, though limited, role in education policy decisions. Federal policy should include broad parameters and goals for success to ensure taxpayer dollars are spent effectively and efficiently. But federal law must allow local school districts to determine how best to get there, and refrain from imposing overly prescriptive requirements that restrict innovation and undermine local control.

To this end, the committee believes there must be buy-in from education stakeholders, including teachers, school leaders, and parents, for any teacher evaluation system to be effective. During the February 16, 2012 legislative hearing entitled, *"H.R. 3989, 'Student Success Act' and H.R. 3990, 'Encouraging Innovation and Effective Teachers Act,'"* Felicia Kazmier, an art teacher at Otero Elementary School in Colorado Springs, CO, outlined the reasoning behind this approach:

> "I believe that what makes our District's [evaluation] system work is that all teachers have been given the opportunity to help in creating our evaluation system. While I am not a [core subjects] classroom teacher, as an Art

> teacher, I teach the entire school. So when it came time to have a say into what my evaluation process would look like, I chose the leadership role and stepped up to the challenge. . . . How can I take issue with a system that I myself have been asked to help create?"

As noted above, the committee also believes teacher evaluation systems should be tied to personnel decisions as part of a comprehensive effort to identify, support, and reward teachers. For example, the systems should be used to make personnel decisions involving educator recruitment, hiring, placement, retention, compensation, professional development, tenure, promotion, and dismissal. At a July 27, 2011 hearing entitled, *"Education Reforms: Exploring Teacher Quality Initiatives,"* Kevin Huffman, Tennessee Commissioner of Education, talked about the importance of looking at teacher evaluation systems as a means for ongoing feedback and not a simple end-of-the-year assessment of teacher performance:

> "Because the national conversation has often focused primarily on evaluation as a means for removal of ineffective teachers, we too often lose sight of the way the vast majority of teachers will experience the evaluation system: as a means for feedback and professional development, and an opportunity to learn from the very best teachers."

At the same time, to be meaningful, teacher evaluation systems should be used to reward good teachers and remove ineffective teachers from the classroom. Too often, misguided "last in, first out" tenure rules are valued over student outcomes. Instead of receiving bonuses, promotions, or the opportunity to become master teachers, in many states and districts the newest teachers are automatically let go, even if they are the most effective teachers. School districts should have the flexibility to decide how this parameter is implemented.

In the previously mentioned hearing held on February 28, 2013, regarding teacher performance measures, Dr. James McIntyre, Superintendent of Knox County (TN) Schools, discussed how his state and school district are engaging in the important work of revising tenure policies:

> "The state of Tennessee has significantly restructured teacher tenure. In the past, teachers were automatically granted tenure if they were on the job for three years and one day. . . Now, new teachers in Tennessee are not eligible for tenure until after five years of service, and only if they perform at one of the two highest levels (on a five point scale) on the evaluation system for two consecutive years. This is obviously a very different perspective on teacher tenure, but a worthy experiment in exploring if a radically different conceptualization of tenure will make a difference in teacher effectiveness."

This new approach to tenure and teacher evaluation is producing results for Tennessee students. McIntyre ending his testimony stating:

> "Finally, you may be wondering how the new teacher evaluation system in Tennessee is impacting teaching and learning. So, I will leave you with just a few perspectives

> on outcomes: In 2011–12, Tennessee saw some of the highest gains in student achievement on state assessments in recent history. Likewise, this past year in the Knox County Schools we have seen strong academic progress by virtually every quantifiable measure of student learning and success. Proficiency for our students increase[d] overall in grades 3–8 in all four tested subject areas: English/language arts, mathematics, science and social studies. Graduation rates, academic growth, and ACT scores also posted strong results. . ."

The committee believes support for state and local efforts to advance the important work of developing and implementing teacher evaluation systems is critically important.

Because H.R. 5 requires all states and school districts, regardless of their poverty levels, to implement teacher evaluation systems, the legislation revises the current formula basing 50 percent of available funds on total student population and 50 percent on students in poverty. The committee believes all schools and districts should hold their students and teachers to high standards, and federal formula funds should reflect this high expectation without bias.

Under H.R. 5, Part A funds can also be used for other activities. States with statewide teacher evaluation systems in place can use funds to work with their school districts to implement such systems. Funds may also be used to: train school leaders in how to evaluate teachers under the evaluation system; develop and implement school leader evaluation systems; provide evidence-based, job-embedded, and continuous professional development for teachers and schools leaders focused on subject-based academic courses (including civics, geography, literacy, and STEM), specific student populations such as students with disabilities or gifted and talented students, or specific student needs; as a result of an amendment offered at committee by Rep. Joe Heck, provide professional development for teachers to teach dual credit or dual enrollment courses; provide support to teachers identified by the evaluation system as in need of additional assistance; and support any other initiatives that will assist teachers and school leaders in increasing student achievement.

Class size reduction

H.R. 5 caps the percentage of funds from the Supporting Effective Instruction program that can be used for class size reduction at 10 percent. The committee notes a substantial amount of teacher quality funds under current law are used for this purpose, which has little to no effect on student learning. Current research from the Center for American Progress reveals class size reduction produces very little benefit for students. At a July 27, 2011 hearing titled, *"Education Reforms: Exploring Teacher Quality Initiatives,"* Kate Walsh, President of the National Council on Teacher Quality, discusses the problems with current law, stating:

> "The class size reduction and professional development programs that consumed the bulk of ESEA Title II funds in the past largely continued under NCLB. For 2009–2010, the U.S. Department of Education reported that the major-

ity of the funds were used for professional development activities (42 percent) and to reduce class size (36 percent). Given that research shows general reductions in class size are expensive with little or no systemic relationship to improvements in student achievement and typical professional development programs are poorly designed, it is not surprising that Title II has been largely ineffective at generating the kinds of teacher reforms most likely to make a difference to student achievement. Title II will continue to consume precious federal funds unless Congress sets stronger and clearer priorities."

The Student Success Act pares down the uses of funds provided for teachers and school leaders and focuses them on specific initiatives that will ultimately increase student achievement.

Teacher and school leader flexible grant

H.R. 5 consolidates the remaining teacher quality programs, including the Teacher Quality Partnership Grant program authorized under the Higher Education Act, into a new Teacher and School Leader Flexible Grant. Under the new construct, states are provided funds to award grants to eligible entities, including school districts, for-profit organizations, non-profit organizations, institutions of higher education, or a consortium of such entities, to pursue evidence-based, innovative initiatives focused on teachers and school leaders. If an eligible entity other than a local educational agency is awarded a grant, the entity must partner with a school district to ensure funds are being used to support increased student achievement.

The committee believes a single consolidated program that provides greater flexibility to states, school districts, and other eligible entities in the use of federal teacher quality funds is preferable to the existing system of small programs that cater to certain constituencies and have very limited benefit for classroom instruction. For example, a 2011 Government Accountability Office (GAO) report entitled, *"Opportunities to Reduce Potential Duplication in Federal Teacher Quality Programs,"* revealed more than 80 distinct federal programs designed to help improve teacher quality. Not only does this jumble of programs add to the confusion and red tape already facing educators, it is also a costly burden for taxpayers. According to GAO Comptroller General Gene Dodaro, the federal government spent more than $4 billion on these programs in fiscal year 2009, yet little is known about whether they are actually successful.

The Teacher and School Leader Flexible Grant program retains many of the same uses of funds for the consolidated programs. For example, states and eligible entities can support creative approaches to:

- Increase access to or develop alternative certification or licensure routes.
- Recruit, hire, and retain effective teachers and school leaders.
- Improve teacher preparation programs within the state.
- Implement performance-based pay systems and differential incentive pay.
- Create teacher or school leader advancement and multiple career paths.

• Establish new teacher or school leader induction and residency programs.

• Provide additional professional development activities or other evidence-based initiatives likely to increase teacher and school leader effectiveness.

The legislation also provides flexibility to eligible entities to fund initiatives that have evidence of working within particular schools. It engages the private sector, including the for- and non-profit communities, to partner with school districts to drive improvements and innovation in the teaching profession. The committee anticipates organizations with a track record of success, such as Teach for America and the National Writing Project, will partner effectively with states and school districts to improve the teaching profession and student achievement.

Teacher preparation academies

H.R. 5 contains an optional 3 percent set-aside within the Teacher and School Leader Flexible Grant states can use to create and fund teacher and school leader preparation academies. These funds allow for a state-based approach to creating a competitive market for teacher and school leader training. This is particularly important, as new research from the National Council on Teacher Quality highlights that the majority of traditional teacher preparation programs do not adequately prepare potential educators for the classroom, even as they produce almost triple the number of graduates needed (some 239,000 teachers are trained each year and 98,000 are hired). In the *Teacher Prep Review 2013 Report,* less than 10 percent of teacher-education programs earned three stars or better. Only four programs that prepared secondary teachers earned the highest rating. About 14 percent of the programs, 162 in all, were given the lowest rating.

States taking advantage of this new funding source can use funds to reform educator preparation practices and free academies from meeting antiquated, input-based requirements. States will be required to ensure candidates recruited for the academies will be high-achieving, receive clinical training in the classroom from an accomplished mentor, and complete the academy only after they demonstrate they are an effective educator. The program's emphasis on flexibility, combined with accountability, will enable these academies to innovate and transform the practice of teacher and school leader training.

Teacher liability protections

H.R. 5 maintains liability protections included in current law that protect school employees (including teachers, administrators, and school board members) when acting to control, discipline, expel, or suspend a student, or maintain order in the classroom or school through reasonable actions. The committee believes educators must be protected when acting to maintain a safe school environment for all students.

Parents' right to know and teacher privacy

H.R. 5 maintains the "parents' right to know" provision in current law that allows parents to request the professional qualifications of their children's teachers and receive it in a timely manner.

Though the Student Success Act supports the development of teacher evaluations with results used to make personnel decisions, the committee believes state and local leaders should decide whether and how the results of teacher evaluations are made public or shared with parents. The bill protects the privacy of individual teachers when the numbers and percentages of teachers in each teacher evaluation category are reported.

Parental engagement and local flexibility

Title III of H.R. 5 focuses on parental engagement and local flexibility. This title includes important changes to the charter school programs, a continuation of the magnet school program, and a critical redesign of the parent information resource centers under current law. The charter school provisions are similar to H.R. 2218, the *Empowering Parents Through Quality Charter Schools Act,* which passed the House of Representatives with overwhelming bipartisan support in the 112th Congress. The bill also reauthorizes the Magnet School Program, which offers students a unique opportunity to attend a school with a rigorous curriculum.

Charter schools

Charter schools offer important choices for parents who want an alternative to traditional public schools for their students. By agreeing to increased accountability to states, charter authorizers, and parents, charter schools operate with more flexibility and are able to provide varied education models in which students may learn more effectively. H.R. 5 builds on the success of the charter school community, improves access for traditionally underserved populations, supports high-quality charter schools, and strengthens accountability. Consolidating the two charter school provisions into one program better focuses support for all elements important to creating high-quality charter schools. The charter school movement has seen robust growth over the past decade. There are now several examples of high-quality schools that could receive federal and state support to expand and replicate their successes. While the Committee on Appropriations has supported this effort through a reservation for the Charter School Program appropriation, the committee believes it is important to update the authorizing legislation to ensure states have a role in ensuring thoughtful development of charter schools in each state. The Student Success Act includes the expansion and replication of high-quality charter schools as an added use of funds under each State Quality Charter School Grant to support the start-up of new, innovative charter school models, as well as the expansion and replication of high-quality charter schools.

Charter schools receiving funds under this program must admit their students through a lottery system, as approved by state law, if the demand for attendance exceeds the available slots in the schools. The more than 900,000 students on waitlists demonstrate an intense demand for charter schools. It is important to assist these schools in reaching all students who may benefit from the opening or expansion of new charter schools. But the focus must be on increasing the number of quality education options for parents, not just increasing the number of charter schools. The legislation, therefore, includes provisions to help grantees reach out to

charter school developers and school leaders to recruit traditionally underserved students, including students with disabilities and English learners; promote inclusion; and meet the needs of those students. The committee believes the technical assistance and other provisions required of grantees will help charter schools recruit, enroll, and serve these students.

When recruiting students, charter schools should ensure parents have the information they need to make the best decisions possible for their children. This includes encouraging parents to examine the school's academic success, teaching philosophy, and ability to meet the education needs of any student admitted to the school. High-quality charter schools, as defined in the legislation, raise the achievement of all students, including students with disabilities, English learners, and other traditionally underserved populations.

In modernizing the Charter School Program, H.R. 5 includes a new provision that reserves 10 percent of each state grant to support initiatives to improve charter school authorizing. While a small percentage will be used for state administrative costs, the majority of the funds will benefit all charter schools in the state by helping charter school authorizers identify key indicators of quality, including how to ensure the school and the authorizer are clear on the goals and expectations of each party, such as helping charter schools meet their obligations under existing laws and the ESEA. The funds will also be used to increase the number of quality charter schools available for students, not just the opening of new charter schools, and support access and services for all students by helping charter schools recruit, enroll, and meet the needs of students with disabilities, including students with lower incidence disabilities, and English learners.

In addition, the Student Success Act allows new eligible grantees to compete for funding under State Quality Charter School Grants and provides more flexibility in the operation of the state grant competition for the start-up of charter schools. The bill allows state charter school boards, governors, and Charter Support Organizations to apply for state grants, in addition to the State Educational Agency (SEA), which is allowed under current law. These entities all have a statewide focus with no particular schools or programs in mind and can, therefore, examine a multitude of subgrant applicants to help increase the number of charter schools in the state. The expansion of eligible grantees is meant to ensure charter schools have an opportunity to open and expand with the support of a grantee that believes in the benefit of charter schools and offers the greatest assistance to those schools that win subgrants. To ensure grantees are able to meet the requirements of the program, the legislation allows states to partner with an entity which can help it operate a quality program that adequately supports the thoughtful growth of charter schools in the state. While there may be multiple eligible grantees for each state, the committee supports limiting each state to one grant to avoid duplication in the state and ensure funds reach as many states, and therefore schools, as possible.

The new eligible grantees are also required to collaborate with the SEA, where appropriate. While this provision does not give the SEA any authority over the grantee or program the grantee is running, it should ensure the SEA and charter school operators are

working together in a cohesive, statewide system rather than creating parallel systems. The SEA may help distribute grants to schools, help the entity run the grant competition, or provide guidance to support the peer review requirement in the law.

The legislation includes a clear listing of assurances and priorities for awarding charter school grants, which will improve charter schools, improve access to high-quality charter schools, and expand the availability of high-quality charter schools as an integral component of state public school systems. The bill includes an assurance that charter schools comply with all applicable federal laws—an obligation these schools are already required to follow—such as the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act of 1964, and the other applicable provisions of the Elementary and Secondary Education Act. This measure ensures state grantees and the charter schools they support are clear about the requirements that must be met. The bill also includes an assurance that grantees will ensure charter schools actively participate in decisions about the public school system, providing charter schools, as public schools, the same voice in decisions which will affect the schools and their students as traditional public schools. The committee believes this important change is an opportunity to share best practices between all public schools and ensure all schools have an equal voice in the public school system. An assurance that each charter school has a high level of autonomy, particularly over budgets and personnel, will also ensure the schools can be innovative in responding to the needs of the community. The legislation's priorities will provide an incentive to states to support more high-quality charter schools that meet the needs of the local community.

The Student Success Act consolidates the existing credit enhancement program and the state facilities aid program to clarify the law. The direction to reserve 15 percent of the total appropriated funds ensures there are sufficient funds to award more than one grant each year under the credit enhancement program. This program helps charter schools access credit to obtain or renovate facilities to open the school. The legislative changes made to this provision increase the administrative reservation to 2.5 percent of each grant to ensure the grantee can reach out to, serve, and properly monitor charter schools assisted under the grant. The bill also removes the priority of awards under the credit enhancement program to ensure the best grantees are winning.

The charter school provision also updates the national activities portion of the grant to allow the Secretary of Education to run a competition for charter schools that want to open in states that did not win or compete for a state grant, or are in a state that is in the fourth or fifth year of their grant. This will ensure students are not penalized in states that have not demonstrated the leadership to support charter schools or those that have already obligated their funds under the grant. It is the committee's expectation the secretary will assess the quality of applicants in the same manner as in the state competition. The secretary will also be required to offer technical assistance to help grantees implement their grants to maximize the benefit of the funds. The secretary will disseminate best practices to help all public schools benefit from the success of charter schools. Finally, the secretary is required to conduct

an evaluation that will measure the effects of the program on charter schools, including student achievement.

These changes update the Charter School Program in line with the charter school landscape to better support high-quality charter schools. The bill consolidates the current funding streams for charter schools under one authorization at $300 million to increase efficiencies within the operation of the program and better leverage federal funding to improve the program.

Family engagement centers

The Student Success Act also authorizes Statewide Family Engagement Centers as a replacement for the existing Parental Information Resource Centers. This revised program is intended to help strengthen family engagement through assistance to states, school districts, teachers, and families. The changes to the program will strengthen outcomes and continue critical direct services to families to help them support their children's education, while sharing best practices with schools. This will ensure states and school districts are equipped with the proper tools to partner with parents to increase student learning. The committee believes sharing proven models amongst practitioners and providing effective direct services will support parents in helping their children find success in the classroom.

Local academic flexible grant

In hearings, roundtables, and meetings around the country, committee members have heard from countless state and local school officials asking Congress to remove barriers to spending and let local officials spend federal funds on problems they know exist, rather than spending money on Washington priorities that do not benefit their schools or districts. At a March 1, 2011 hearing entitled, *Education Regulations: Weighing the Burden on Schools and Students,* Edgar Hatrick, Loudon County (VA) Public Schools Superintendent, stated that navigating the burdensome rules and reporting requirements of the more than 80 federal programs often results in ". . . resources being diverted from the mission of teaching and learning." In a letter sent in support of a program elimination bill the committee passed last Congress, H.R. 1891, the Setting New Priorities in Education Spending Act, Michael Casserly, Executive Director of the Council of Great City Schools, wrote, "[A]n array of small grant programs contributes little to the academic attainment necessary for national competitiveness nor helps overcome the achievement gaps that serve as a persistent barrier to educational and economic opportunity."

H.R. 5 consolidates most federal elementary and secondary education programs—many of which have conflicting eligibility and other requirements—into a new Local Academic Flexible Grant that will provide unprecedented flexibility to states and school districts in using federal funds. Instead of determining the priorities for states and school districts, the legislation allows school officials to decide what funding is needed to support programs and projects they believe will increase student academic achievement, including those programs focused on 21st century skills.

The committee strongly believes the new Local Academic Flexible Grant will provide states and school districts with true flexibility

to support innovative approaches to reforming public education. Rather than funding programs like Race to the Top, which awards funds to the few states willing to adopt numerous federal requirements, or Investing in Innovation (i3), which artificially limit participation to only non-profit entities, this new grant will provide a certain funding stream to states and school districts in need of additional assistance to support initiatives that will help improve student learning.

Under the new program, states will receive funding through a formula and offer competitive grants to school districts, in partnership with nongovernmental entities, to support programs or projects that provide supplemental student support activities, such as tutoring or after-school programs, or student-focused activities, such as extended learning time programs, parent engagement, or core academic subject initiatives. The funds can also be used to improve student safety, which is an important part of improving academic achievement. The committee also expects that many school districts would use funds to support various science, technology, engineering, and mathematics (STEM) initiatives. The committee recognizes the importance of STEM education, including computer science education, to the future competitiveness of the American workforce. Unlike most federal programs concerned solely with compliance with federal requirements, the Local Academic Flexible Grant is focused on student outcomes. The only requirements for the use of funds are that the program or project will increase student academic achievement and is allowed under state law.

Private sector engagement

H.R. 5 requires states to reserve 10 percent of their Local Academic Flexible Grant to award grants to nongovernmental entities, including businesses and community-based organizations, to support important and innovative programs outside of the public school system that will benefit students in public schools. These grants could be awarded to museums that offer interesting science programs or companies that provide students with real-world applications of classroom material. Under the program, nongovernmental entities will be required to provide a 50 percent match, and the project must help increase academic achievement. The intent of this program is to recognize that the public school system does not have a monopoly on student learning and outside entities can bring great value to students' academic success.

Statewide activities

H.R. 5 authorizes states to reserve 15 percent of funds from the Local Academic Flexible Grant, before grants are awarded to school districts or nongovernmental entities, for statewide activities. Through these funds, states can support the development and implementation of academic assessments required under Title I. The remaining funds set aside at the state level can be used to administer the program, support statewide activities to increase academic achievement, and share among school districts best practices of programs and projects that have proven successful for students.

Impact aid

Title IV of H.R. 5 reauthorizes and strengthens the existing Impact Aid program, which provides direct funding to school districts impacted by the presence of the federal government. The program reimburses districts located near, or serving students from, military bases, federal lands, and Indian reservations for the loss of property taxes. The committee believes the federal government has a fundamental responsibility to compensate school districts impacted by the presence of the federal government to ensure they have adequate resources to provide their students with a quality education. Many of the bill's provisions were included in the FY 2013 National Defense Authorization Act, and expire in early 2015. The legislation makes such provisions permanent.

The legislation updates the formula by which school district allotments are determined for a district with federal property located within its boundaries that cannot be taxed. The new formula includes two parts. First, an eligible school district will receive a foundation, or base payment, based on either 90 percent of the payment most recently received (Fiscal Year 2009) or 90 percent of the average payment received from Fiscal Years 2006–2009, whichever is higher. Second, the district will get an additional payment using a calculated per acre value. The committee notes the Student Success Act reauthorizes Payments for Federal Property and rejects the Obama Administration's budget request to eliminate this important program which provides critical resources to school districts that lack revenue due to federal ownership of land.

H.R. 5 streamlines provisions for Heavily Impacted school districts, which are districts with high percentages of military, Native American, or other federally connected children. The legislation standardizes eligibility criteria for these districts at 45 percent enrollment of federally connected children, bases per pupil expenditure eligibility requirements on state average expenditures rather than national average expenditures, and maintains the tax rate requirement for eligible districts of at least 95 percent of the average tax rate for general fund purposes of comparable districts in the state. The bill also allows federally-connected children to be counted in enrollment numbers in the case of open enrollment policies in a state, but does not allow children to be counted if they are enrolled in a distance education program located outside the boundaries of the district.

H.R. 5 also provides equal prorated payments greater than 100 percent of the Learning Opportunity Threshold for eligible districts. The language allows school districts to continue to count children who have been relocated off-base due to renovation, rebuilding, or demolition after three years if the district continues to serve such children because of project delays, and simplifies the annual process for counting these children.

Finally, the bill requires the secretary to provide Impact Aid payments within three years. The committee has included the timely payment language to address long-standing school district concerns regarding the lack of on-time payments from the Department of Education. The committee expects the proposed changes to payments for federal property to reduce significantly the delays school districts are currently experiencing, and urges the department to

set a goal of providing timely payments more quickly than called for under this legislation.

General provisions

Title V of H.R. 5 amends Title IX of current law and moves those provisions to Title V of the Act. The bill addresses the following significant issues:

Definitions

Graduation rate: In 2005, all 50 of the nation's governors agreed to a common definition for calculating high school graduation rates. The rate is determined by dividing the number of graduating 12th graders by the number of 9th graders that, four years prior, entered high school. States are also allowed to report on an extended year rate, encompassing those students that need an additional one or two years to graduate high school. In 2010, Mr. John Thomasian, Director of the National Governors Association Center for Best Practices, stated, "Governors agreed to use a more consistent and accurate graduation rate formula because they understand that better information on student outcomes is critical for ensuring that all students graduate from high school prepared for college, work and life." States have been using this common definition since the 2010–2011 school year.

H.R. 5 codifies this approach by defining the terms "four-year adjusted cohort graduation rate" and "extended-year adjusted cohort graduation rate." States would be required to report the four year rate, and allowed to report the extended year rate, to the public. The committee believes the new definition will allow students, school leaders, parents, and lawmakers to have accurate and reliable information about high school and student performance.

Technology: H.R. 5 redefines the term "technology" to include the use of the Internet, computer devices, software applications, and data systems, among other modern information tools, in order to reflect technology's role in a 21st century economy. Throughout the Student Success Act, states and school districts are given the flexibility to use technology in delivering academic assessments, professional development, distance education, and curriculum. The infusion of technology provides timely results to educators and parents, coursework that is dynamic and engaging, and personalized instruction to meet individual students' needs. The definition should reflect its modern uses.

Waiver authority

H.R. 5 clarifies and limits the Secretary of Education's authority to issue waivers of the statutory and regulatory requirements of the ESEA. Unlike current law, the Student Success Act is clear that the secretary may not add, impose, or require any condition outside of complying with the law in exchange for granting a waiver.

In a September 23, 2011 letter to chief state school officers, the secretary announced the department would grant waivers from certain requirements of NCLB. He stated, "This voluntary opportunity will provide educators and state and local leaders with flexibility regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to improve edu-

cational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction" (emphasis added).

Since February 2012, the secretary has granted 39 states and the District of Columbia a conditional waiver in exchange for adopting the department's preferred mandates, including in most cases the adoption of the Common Core State Standards. The legality of this approach to conditional waivers has been questioned by outside legal experts, such as former Department of Education General Counsel Kent Talbert and former Deputy General Counsel Robert Eitel, in a February 2012 report from the Pioneer Institute entitled, *"The Road to A National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers."* Additionally, in a February 2012 report entitled, *"Educational Accountability and Secretarial Waiver Authority Under the ESEA,"* the nonpartisan Congressional Research Service (CRS) cited the broad nature of the conditions the secretary imposed on states and school districts as a reason the proposed waivers may not survive a court challenge.

The committee believes the secretary should have the authority to provide waivers of certain statutory and regulatory requirements to states and school districts affected by unexpected and unforeseen circumstances or to implement important reforms to improve student achievement. In continuing this waiver authority, it is not the intent of the committee to restrict the number or scope of waivers allowed under current law. The Student Success Act maintains important provisions authorizing the Secretary of Education to provide flexibility to states and districts, but properly prohibits the secretary from using the waiver authority to place new mandates or requirements on states and school districts in exchange for that flexibility, including an explicit prohibition against the secretary encouraging adoption of the Common Core State Standards.

Prohibitions on federal control

H.R. 5 consolidates various prohibitions included in current law to restrict the authority of the Department of Education, and strengthens and clarifies the prohibitions to ensure the limits of the Secretary of Education and federal government are clear. The bill specifically prohibits the secretary from establishing a national curriculum, supporting a national test for students, or requiring particular academic standards, whether directly or indirectly through grants or other means.

The committee believes it is clear the role of the federal government is limited in nature. Prohibitions included in the General Education Provisions Act (GEPA), the Department of Education Organization Act, and ESEA restrict the secretary and other federal employees from mandating, directing, or controlling a state, school district, or school's curriculum or instructional programs. The law also includes prohibitions on federal approval or certification of academic standards and developing and testing, implementing, administering, or distributing national tests in any subject. Despite these provisions, the secretary has taken unprecedented steps to coerce states into adopting the Common Core State Standards in exchange for a state waiver from unruly accountability requirements or to apply for competitive funding through Race to the Top.

As stated previously, to rein in the secretary and restore state and local control, H.R. 5 explicitly prohibits the secretary from requiring adoption of particular standards, "including the Common Core State Standards as developed by the Common Core State Standards Initiative." Such prohibitions also extend to the secretary's involvement in what partnerships a state forms and what assessments a state chooses to use. Unfortunately, this administration has found holes in the law that do not exist—for example regulating the definition of "gainful employment" in the Higher Education Act. Accordingly, explicitly clarifying these prohibitions is critically important to ensure the secretary and department bureaucrats cannot willfully misinterpret the intent of the bill. The secretary shall not involve himself in state and local decisions.

Protections for state and local autonomy

H.R. 5 redesignates other important sections of current law to fit within the new configuration of Title V. The redesignated sections include: By-Pass Determination Process; Prohibition Against Funds for Religious Worship or Instruction; Private, Religious, and Home Schools; Prohibition Regarding State Aid; Privacy of Assessment Results; School Prayer; Equal Access to Public School Facilities; Prohibition on Nationwide Database; Prohibition on Discrimination; and Civil Rights. The committee strongly supports these protections and requirements, believes they should remain a strong part of the law, and urges the Department of Education to fully implement and enforce such provisions.

Curtailing excessive regulations

The proliferation of federal regulations with which states and school districts must comply has grown over the last three decades, placing an overwhelming burden on schools that takes away their focus on educating our nation's students. The committee has held numerous hearings to examine the issue in greater detail. One witness, Dr. Robert P. Grimesey, Jr., the Superintendent of Orange County Public Schools in Virginia, explained the problem in testimony at the March 15, 2011 hearing entitled, *"Education Regulations: Burying Schools in Paperwork":*

> "The vast majority of rural school superintendents and school board members understand and respect the need for reasonable accountability and transparency as we receive and invest federal dollars. However we believe that there is much that is *not* reasonable about the ever-expanding nature of many federal obligations. We also see a need for streamlined collaboration between [the U.S. Department of Education] and the [state educational agencies] in the articulation of data reporting requirements. Ultimately, many well-intended federal regulations are creating a "culture of compliance" that leads to a local fear of failure. Such a context makes federal compliance an end in itself. For localities at the end of this regulatory food chain, it becomes very difficult to maintain our focus on the achievement and welfare of our children."

H.R. 5 begins to address this over-regulation of the education system. The bill rewrites the regulatory process the secretary must

follow in issuing new regulations, including providing for longer review periods for public comment, implementing a new review period for Congress, requiring the secretary calculate the proposed regulatory burden prior to the regulation being made final, and requiring old and duplicative regulations be repealed. This new process will help reduce excessive federal regulation on states, school districts, principals, and teachers; prevent the Secretary of Education from compounding the burden of federal regulations already on the books; and ensure stakeholders have ample time to raise concerns with proposed regulations and request they be addressed accordingly before the regulations are finalized.

Military recruiters

H.R. 5 clarifies and strengthens the Military Recruiter provision within current law. School districts receiving funds under the ESEA are required to provide military recruiters the same access to high schools and basic student contact information that is provided to colleges, universities, and other recruiters. These provisions are in place so the nation's military recruiters are able to work with students to make sure they are aware of the benefits of joining the military upon graduation and are able to weigh that career option.

Unfortunately, some school districts have tried to limit access to military recruiters and/or establish additional barriers that do not exist for colleges and universities or other prospective employers. The Student Success Act includes new language in this long-standing section clarifying that parents (or students once they have turned 18) can opt-out of having student information shared with military recruiters, but the school district cannot implement an opt-in provision. The committee strongly urges all school districts in the country to institute policies that will provide prospective graduates with all of their postsecondary options, including the ability to enroll in the Armed Forces. States and school districts should understand it is against federal law to place military recruiting at a disadvantage to other prospective post-high school opportunities.

Reducing federal bureaucracy

H.R. 5 requires the Secretary of Education to eliminate those staff positions associated with programs eliminated or consolidated under the bill. Under the provision, the secretary will have two months to identify how many full-time equivalent employees worked on or administered the eliminated programs, and one year to reduce the department's workforce by that number.

Providing services for homeless students

H.R. 5 reauthorizes the Education for Homeless Children and Youths program of the McKinney-Vento Homeless Assistance Act, the primary federal law that provides funding to states and school districts to educate homeless children and youth. The bill places a greater emphasis on improved identification of homeless children and youth, and provides better collaboration and information sharing among federal and state agencies to provide services for homeless students. The legislation also strengthens provisions in current law to provide greater school stability and protections for homeless

youth and parents, ensuring designated homeless liaisons in the school district inform parents of all rights available to them under the law and have the opportunity to receive professional development around the specific needs of homeless youth.

Conclusion

The committee is pursuing a new approach to education reform by re-evaluating the federal role in elementary and secondary education. The federal government is too involved in our nation's classrooms, and states and school districts should bear the primary responsibility for public education. The committee aims to rein in the Department of Education, which has shown in the last five years an unprecedented appetite for expanding the federal government's reach. The Student Success Act also rolls back federal bureaucratic requirements and regulations, and eliminates and consolidates ineffective and duplicative federal education programs to help get the federal deficit and debt under control. The committee's efforts will empower parents, teachers, and school leaders to address unacceptable achievement gaps; provide additional educational options to students; and successfully prepare students for postsecondary education and the workforce.

SECTION-BY-SECTION ANALYSIS

Section 1—Short title

States the short title as the Student Success Act.

Section 2—Table of contents

Lists the table of contents for the Act.

Section 3—References

References the Elementary and Secondary Education Act.

Section 4—Transitions

States that any person or agency that previously received a grant under the Elementary and Secondary Education Act prior to enactment of this Act will continue to receive that award in accordance with the terms of that award up to one year from the enactment of the Act, unless otherwise stated in this Act.

Section 5—Effective dates

Specifies the effective dates of the amendments and programs within the Act.

Section 6—Authorization of appropriations

Amends 20 USC 6301 et seq. to authorize the appropriations for the Act.

Title I

SUBTITLE A

Section 101—Title heading

Amends the title heading for Title I (20 U.S.C. 6301 et seq.) to read "Title I—Aid to Local Educational Agencies."

Section 102—Statement of purpose

Amends Section 1001 (20 U.S.C. 6301) to reflect the purpose of Title I—Aid to Local Educational Agencies.

Section 103—Flexibility to use federal funds

Amends Section 1002 (20 U.S.C. 6302) to specify general requirements for alternative uses of federal funds.

Section 104—School improvement

Amends Section 1003 (20 U.S.C. 6303) to specify the general requirements for school improvement of poorly performing Title I schools.

Section 105—Direct student services

Amends ESEA by inserting a section to require states to set aside Title I money to provide competitive grants to school districts for direct student services.

Section 106—State administration

Amends Section 1004 (20 U.S.C. 6304) to specify the general requirements for how the states may administer the title.

SUBTITLE B

Section 111—Part A headings

States the Part A heading of Title I as "Part A—Improving the Academic Achievement of the Disadvantaged." States the subpart heading for Subpart 1 of Part A of Title I as "Subpart 1—Improving Basic Programs Operated by Local Educational Agencies 'Chapter A—Basic Program Requirements.'" States the subpart heading for Subpart 2 of Part A of Title I as "Chapter B—Allocations."

Section 112—State plans

Amends Section 1111 (20 U.S.C. 6311) to specify the general requirements for plans submitted by states wishing to receive a grant under this subpart.

Section 113—Local educational agency plans

Amends Section 1112 (20 U.S.C. 6312) to specify the general requirements for plans submitted by local educational agencies wishing to receive subgrants under this subpart.

Section 114—Eligible school attendance areas

Amends Section 1113 (20 U.S.C. 6313) to specify the school attendance areas eligible for using funds received under this subpart.

Section 115—Schoolwide programs

Amends Section 1114 (20 U.S.C. 6314) to specify the general requirements for schoolwide programs operated through funds allocated in this subpart.

Section 116—Targeted assistance schools

Amends Section 1115 (20 U.S.C. 6315) by specifying general requirements for using funds related to targeted assistance schools.

Section 117—Academic assessment and local educational agency and school improvement; school support and recognition

Repeals Sections 1116 and 1117 (20 U.S.C. 6316; 6317) regarding local educational agency and school improvement, and school support and recognition.

Section 118—Parental involvement

Amends Section 1118 (20 U.S.C. 6318) to specify the general requirements for the use of funds regarding parental involvement programs.

Section 119—Qualifications for teachers and paraprofessionals

Repeals Section 1119 (20 U.S.C. 6319) which sets federal requirements around teachers and paraprofessionals and removes the requirement that teachers be highly qualified.

Section 120—Participation of children enrolled in private schools

Amends Section 1120 (20 U.S.C. 6320), which specifies the participation of private school students and teachers in the programs funded under this Act. Improves the consultation and negotiation processes to provide clearer procedures and faster notice for private school officials.

Section 121—Fiscal requirements

Amends Section 1120A (20 U.S.C. 6321) to specify the fiscal requirements of the subpart and to remove the maintenance of effort provision.

Section 122—Coordination requirements

Amends Section 1120B (20 U.S.C. 6322) to specify the general requirements for coordination with entities carrying out early childhood development programs.

Section 123—Grants for the outlying areas and the secretary of the interior

Amends Section 1121 (20 U.S.C. 6331) to specify the general requirements for grants for the outlying areas and the Secretary of the Interior.

Section 124—Allocations to states

Amends Section 1122 (20 U.S.C. 6332) to specify the general requirements for allocating to states funds reserved under this Act.

Section 125—Basic grants to local educational agencies

Amends Section 1124 (20 U.S.C. 6333) to specify the general requirements for awarding basic grants to local educational agencies.

Section 126—Adequacy of funding of targeted grants to local educational agencies in fiscal years after fiscal year 2001

Amends Section 1125AA (20 U.S.C. 6336) to specify the adequate level of funding of targeted grants to local educational agencies in fiscal years after fiscal year 2001.

Section 127—Education finance incentive grant program

Amends Section 1125A (20 U.S.C. 6337) to specify the general requirements of the Education Finance Incentive Grant Program.

Section 128—Carryover and waiver

Amends Section 1127 (20 U.S.C. 6339) by specifying the general requirements regarding the carryover of funds to additional years and the waiver of those requirements.

SUBTITLE C

Section 131—Additional aid

Amends Title I (20 U.S.C. 6301 et seq.) to specify the general requirements for additional aid to schools and school districts. Maintains separate funding streams for the Migratory Education, Neglected and Delinquent, English Language Acquisition, Rural Education, and Indian Education programs, but merges them into Title I.

SUBTITLE D

Section 141—National assessment of title I

Redesignates Part E of Title I (20 U.S.C. 6491 et seq.) as Part B of Title I. Repeals Sections 1502 and 1504 (20 U.S.C. 6492; 6494) to remove the grant program for demonstrations of innovation practices and the Close Up Fellowship program. Redesignates Sections 1501 and 1503 (20 U.S.C. 6491; 6493) as Sections 1301 and 1302, respectively. Amends Section 1301 and 1302, as redesignated, to specify the general requirements for the national assessment of Title I.

SUBTITLE E

Section 151—General provisions for title I

Redesignates Part I of Title I (20 U.S.C. 6571 et seq.) as Part C of Title I of the Act and amends it to specify the general provisions for Title I.

Title II

Section 201—Teacher preparation and effectiveness

Amends the title heading for Title II to read "Title II—Teacher Preparation and Effectiveness." Amends Part A of Title II (20 U.S.C. 6601 et seq.) to specify general requirements for providing grants to state educational agencies and subgrants to local educational agencies in order to support effective instruction. Amends Part B of Title II (20 U.S.C. 6661 et seq.) to specify general requirements of teacher and school leader flexible grants in order to improve student achievement. Amends Part C of Title II (20 U.S.C. 6671 et seq.) to repeal Subparts 1 to 4 and specifies general requirements for teacher liability protection. Amends Part D of Title II (20 U.S.C. 6751 et seq.) to specify general provisions of the title.

Section 202—Conforming repeals

Repeals Sections 201 to 204 of Title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) to address the changes made under this legislation and specifies the effective date of the repeals.

Title III

Section 301—Parental engagement and local flexibility

Amends Title III (20 U.S.C. 6801 et seq.) to specify general requirements regarding parental engagement and local flexibility. Specifies the Charter School Program under Part B of Title V be reauthorized as amended under the provisions of H.R. 2218. Specifies general requirements for magnet school assistance, family engagement in education programs, and local academic flexible grants.

Title IV

Section 401—Purpose

Amends Section 8002 (20 U.S.C. 7701) to reflect the purpose of Title III—Impact Aid.

Section 402—Payments relating to federal acquisition of real property

Amends Section 8002 (20 U.S.C. 7702) to specify general requirements for payments relating to federal acquisitions of real property.

Section 403—Payments for eligible federally connected children

Amends Section 8003(a) (20 U.S.C. 7703(a)) to specify the computation of payments for Eligible Federally Connected Children. Amends Section 8003(b) (20 U.S.C. 7703(b)) to specify basic support payments for heavily impacted local educational agencies. Amends paragraph (2) of Section 8003(c) (20 U.S.C. 7703(c)) to specify general requirements with regards to prior year data. Amends Section 8003(d)(1) (20 U.S.C. 7703(d)) to specify general requirements for appropriations regarding children with disabilities. Amends Section 8003(e) (20 U.S.C. 7703(e)) to specify general requirements of the hold harmless provision. Strikes Subsection (g) of Section 8003 (20 U.S.C. 7703) to repeal the maintenance of effort provision.

Section 404—Policies and procedures relating to children residing on indian lands

Amends Section 8004(e)(9) by changing "Bureau of Indian Affairs" to "Bureau of Indian Education."

Section 405—Applications for payments under Sections 8002 and 8003

Amends Section 8005(b) (20 U.S.C. 7705(b)) to specify general requirements for applications for payments under Sections 8002 and 8003.

Section 406—Construction

Amends Section 8007 (20 U.S.C. 7707) to specify general requirements for the authorization of construction payments and school facility emergency and modernization grants.

Section 407—Facilities

Amends Section 8008 (20 U.S.C. 7708) to specify general requirements regarding facilities.

Section 408—State consideration of payments providing state aid

Amends Section 8009(c)(1)(B) (20 U.S.C. 7709(c)(1)(B)) to specify the general requirements of state consideration of payments providing state aid.

Section 409—Federal administration

Amends Section 8010 (20 U.S.C. 7710) to specify general requirements of federal administration of impact aid and to include a provision on timely payments.

Section 410—Administrative hearings and judicial review

Amends Section 8011(a) (20 U.S.C. 7711(a)) to make minor and technical changes.

Section 411—Definitions

Amends Section 8013 by making a change to the definition of 'armed forces,' 'current expenditures,' 'federal property,' 'local contribution percentage,' and 'local educational agency.'

Section 412—Authorization of appropriations

Repeals Section 8014 (20 U.S.C. 7801) regarding the authorization of appropriations for this title.

Section 413—Conforming amendments

Modifies the Elementary and Secondary Education Act to address the changes made under this legislation.

Title V

Section 501—General provisions for the act

Amends Title V (20 U.S.C. 7201 et seq.) to specify the general provisions for the Act.

Section 502—Repeal

Repeals Title IX (20 U.S.C. 7801 et seq.), which previously specified the general provisions for the Act.

Section 503—Other laws

Specifies references to the term "highly qualified" in other laws.

Section 504—Amendment to IDEA

Amends Section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401) to remove the highly qualified teacher provision in the Act.

Title VI

Section 601—Repeal of title VI

Repeals Title VI—Flexibility and Accountability (20 U.S.C. 7301 et seq.).

Title VII

Section 701—Statement of policy

Amends Section 721 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431) to specify the policy of Congress with regard to the education of homeless children and youths.

Section 702—Grants for state and local activities for the education of homeless children and youths

Amends Section 722 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432) to specify the general requirements for grants for state and local activities for the education of homeless children and youths.

Section 703—Local educational agency subgrants for the education of homeless children and youths

Amends Section 723 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433) to specify the general requirements for local educational agency subgrants for the education of homeless children and youths.

Section 704—Secretarial responsibilities

Amends Section 724 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434) to specify the responsibilities of the secretary.

Section 705—Definitions

Amends Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) by modifying the definition of 'homeless children and youths,' 'local educational agency,' and 'State educational agency' to address prior changes made under this legislation.

Section 706—Authorization of appropriations

Amends Section 726 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11435) to specify the authorization of appropriations for the Act.

Explanation of amendments

The amendments, including the amendment in the nature of a substitute, are explained in the body of this report.

Application of Law to the Legislative Branch

Section 102(b)(3) of Public Law 104–1 requires a description of the application of this bill to the legislative branch. H.R. 5 amends the Elementary and Secondary Education Act of 1965 to support state and local accountability for public education, provide important information to parents on their schools' and students' perform-

ance, enhance local flexibility, protect taxpayers' investments in education, strengthen state and local autonomy, support more effective teachers in the classroom, and provide state and local leaders with the freedom to direct federal resources to the programs that best serve their student populations.

UNFUNDED MANDATE STATEMENT

Section 423 of the Congressional Budget and Impoundment Control Act (as amended by Section 101(a)(2) of the Unfunded Mandates Reform Act, P.L. 104–4) requires a statement of whether the provisions of the reported bill include unfunded mandates. This issue is addressed in the CBO letter.

EARMARK STATEMENT

H.R. 5 does not contain any congressional earmarks, limited tax benefits, or limited tariff benefits as defined in clause 9 of House Rule XXI.

ROLL CALL VOTES

Clause 3(b) of rule XIII of the Rules of the House of Representatives requires the Committee Report to include for each record vote on a motion to report the measure or matter and on any amendments offered to the measure or matter the total number of votes for and against and the names of the Members voting for and against.

Date: June 19, 2013

COMMITTEE ON EDUCATION AND THE WORKFORCE RECORD OF COMMITTEE VOTE

Roll Call: 1 Bill: H.R. 5 Amendment Number: 2

Disposition: Defeated by a vote of 16 yeas and 23 nays.

Sponsor/Amendment: Mr. Miller - Democratic substitute amendment

Name & State	Aye	No	Not Voting	Name & State	Aye	No	Not Voting
Mr. KLINE (MN) (Chairman)		X		Mr. MILLER (CA) (Ranking)	X		
Mr. PETRI (WI)		X		Mr. ANDREWS (NJ)	X		
Mr. McKEON (CA)		X		Mr. SCOTT (VA)	X		
Mr. WILSON (SC)		X		Mr. HINOJOSA (TX)	X		
Mrs. FOXX (NC)		X		Mrs. McCARTHY (NY)			X
Mr. PRICE (GA)		X		Mr. TIERNEY (MA)	X		
Mr. MARCHANT (TX)		X		Mr. HOLT (NJ)	X		
Mr. HUNTER (CA)		X		Mrs. DAVIS (CA)	X		
Mr. ROE (TN)		X		Mr. GRIJALVA (AZ)	X		
Mr. THOMPSON (PA)		X		Mr. BISHOP (NY)	X		
Mr. WALBERG (MI)		X		Mr. LOEBSACK (IA)	X		
Mr. SALMON (AZ)		X		Mr. COURTNEY (CT)	X		
Mr. GUTHRIE (KY)		X		Ms. FUDGE (OH)			X
Mr. DesJARLAIS (TN)		X		Mr. POLIS (CO)	X		
Mr. ROKITA (IN)		X		Mr. SABLAN (MP)	X		
Mr. BUCSHON (IN)		X		Mr. YARMUTH (KY)	X		
Mr. GOWDY (SC)		X		Ms. WILSON (FL)	X		
Mr. BARLETTA (PA)		X		Ms. BONAMICI (OR)	X		
Mrs. ROBY (AL)		X					
Mr. HECK (NV)		X					
Mrs. BROOKS (IN)		X					
Mr. HUDSON (NC)		X					
Mr. MESSER (IN)		X					

TOTALS: Aye: 16 No: 23 Not Voting: 2

Total: 41 / Quorum: 14 / Report: 21

Date: June 19, 2013

COMMITTEE ON EDUCATION AND THE WORKFORCE RECORD OF COMMITTEE VOTE

Roll Call: 2 Bill: H.R. 5 Amendment Number:

Disposition: Ordered favorably reported to the House, as amended, by a vote of 23 yeas and 16 nays.

Sponsor/Amendment: Mr. Petri - motion to report the bill to the House with an amendment and with the recommendation that the amendment be agreed to, and the bill as amended do pass.

Name & State	Aye	No	Not Voting	Name & State	Aye	No	Not Voting
Mr. KLINE (MN) (Chairman)	X			Mr. MILLER (CA) (Ranking)		X	
Mr. PETRI (WI)	X			Mr. ANDREWS (NJ)		X	
Mr. McKEON (CA)	X			Mr. SCOTT (VA)		X	
Mr. WILSON (SC)	X			Mr. HINOJOSA (TX)		X	
Mrs. FOXX (NC)	X			Mrs. McCARTHY (NY)			X
Mr. PRICE (GA)	X			Mr. TIERNEY (MA)		X	
Mr. MARCHANT (TX)	X			Mr. HOLT (NJ)		X	
Mr. HUNTER (CA)	X			Mrs. DAVIS (CA)		X	
Mr. ROE (TN)	X			Mr. GRIJALVA (AZ)		X	
Mr. THOMPSON (PA)	X			Mr. BISHOP (NY)		X	
Mr. WALBERG (MI)	X			Mr. LOEBSACK (IA)		X	
Mr. SALMON (AZ)	X			Mr. COURTNEY (CT)		X	
Mr. GUTHRIE (KY)	X			Ms. FUDGE (OH)			X
Mr. DesJARLAIS (TN)	X			Mr. POLIS (CO)		x	
Mr. ROKITA (IN)	X			Mr. SABLAN (MP)		X	
Mr. BUCSHON (IN)	X			Mr. YARMUTH (KY)		X	
Mr. GOWDY (SC)	X			Ms. WILSON (FL)		X	
Mr. BARLETTA (PA)	X			Ms. BONAMICI (OR)		X	
Mrs. ROBY (AL)	X						
Mr. HECK (NV)	X						
Mrs. BROOKS (IN)	X						
Mr. HUDSON (NC)	X						
Mr. MESSER (IN)	X						

TOTALS: Aye: 23 No: 16 Not Voting: 2

Total: 41 / Quorum: 14 / Report: 21

CORRESPONDENCE

Exchange of letters with the Committee on Financial Services.

U.S. HOUSE OF REPRESENTATIVES,
COMMITTEE ON FINANCIAL SERVICES,
Washington, DC, July 2, 2013.

Hon. JOHN KLINE,
Chairman, Committee on Education and the Workforce, Washington, DC.

DEAR CHAIRMAN KLINE: On June 19, 2013, the Committee on Education and the Workforce ordered H.R.5, the Student Success Act, as amended, to be reported favorably to the House. As a result of your having consulted with the Committee on Financial Services concerning provisions of the bill that fall within our Rule X jurisdiction, I agree to discharge our committee from further consideration of the bill so that it may proceed expeditiously to the House Floor.

The Committee on Financial Services takes this action with our mutual understanding that, by foregoing consideration of H.R. 5, as amended, at this time, we do not waive any jurisdiction over the subject matter contained in this or similar legislation, and that our committee will be appropriately consulted and involved as the bill or similar legislation moves forward so that we may address any remaining issues that fall within our Rule X jurisdiction. Our committee also reserves the right to seek appointment of an appropriate number of conferees to any House-Senate conference involving this or similar legislation, and requests your support for any such request.

Finally, I would appreciate your response to this letter confirming this understanding with respect to H.R. 5, as amended, and would ask that a copy of our exchange of letters on this matter be included in your committee's report to accompany the legislation and/or in the Congressional Record during floor consideration thereof.

Sincerely,

JEB HENSARLING,
Chairman.

U.S. HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND THE WORKFORCE,
Washington, DC, July 9, 2013.

Hon. JEB HENSARLING,
Chairman, Committee on Financial Services, House of Representatives, Washington, DC.

DEAR MR. CHAIRMAN: Thank you for your letter regarding the Committee on Financial Services jurisdictional interest in H.R. 5, the Student Success Act, as amended. I appreciate your willingness to forgo further consideration of H.R. 5 by your committee.

I agree that the Committee on Financial Services has a valid jurisdictional interest in certain provisions of H.R. 5 and that the committee's jurisdiction will not be adversely affected by your decision to forgo further consideration of the bill. Your committee will be appropriately consulted and involved as this or similar legisla-

tion moves forward. As you have requested, I will include a copy of your letter and this response in the committee report for H.R. 5 and in the Congressional Record during the floor consideration of this bill. As always, thank you for your cooperation.

Sincerely,

JOHN KLINE,
Chairman.

STATEMENT OF GENERAL PERFORMANCE GOALS AND OBJECTIVES

In accordance with clause (3)(c) of House Rule XIII, the goals of H.R. 5 are to support state and local accountability for public education, provide important information to parents on their schools' and students' performance, enhance local flexibility, protect taxpayers' investments in education, strengthen state and local autonomy, support more effective teachers in the classroom, and provide state and local leaders with the freedom to direct federal resources to the programs that best serve their student populations. The Committee expects the Department of Education to comply with these provisions and implement the law in accordance with these goals.

DUPLICATION OF FEDERAL PROGRAMS

H.R. 5 streamlines and eliminates more than 70 existing elementary and secondary education programs, many of which have been deemed ineffective by the federal government, are too small to meaningfully improve student achievement, or have never been funded. This promotes a more focused, streamlined, transparent, and appropriate federal role in the nation's education system.

DISCLOSURE OF DIRECTED RULE MAKINGS

The committee estimates that enacting H.R. 5 does not specifically direct the completion of any specific rule makings within the meaning of 5 U.S.C. 551.

STATEMENT OF OVERSIGHT FINDINGS AND RECOMMENDATIONS OF THE COMMITTEE

In compliance with clause 3(c)(1) of rule XIII and clause 2(b)(1) of rule X of the Rules of the House of Representatives, the Committee's oversight findings and recommendations are reflected in the body of this report.

NEW BUDGET AUTHORITY AND CBO COST ESTIMATE

With respect to the requirements of clause 3(c)(2) of rule XIII of the Rules of the House of Representatives and section 308(a) of the Congressional Budget Act of 1974 and with respect to requirements of clause 3(c)(3) of rule XIII of the Rules of the House of Representatives and section 402 of the Congressional Budget Act of 1974, the Committee has received the following estimate for H.R. 5 from the Director of the Congressional Budget Office:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, July 10, 2013.

Hon. JOHN KLINE,
Chairman, Committee on Education and the Workforce,
House of Representatives, Washington, DC.

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 5, the Student Success Act.

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

Sincerely,

DOUGLAS W. ELMENDORF.

Enclosure.

H.R. 5—Student Success Act

Summary: H.R. 5 would amend and reauthorize the Elementary and Secondary Education Act of 1965 (the ESEA, commonly referred to, in its most recently reauthorized form, as No Child Left Behind). The underlying authorizations for those programs have expired, although most have received appropriations since their authorizations have expired. This bill would authorize funding through fiscal year 2019 for various grant programs; those authorizations would automatically be extended one year, through 2020, under the General Education Provisions Act. The bill also would amend and reauthorize the McKinney-Vento Homeless Assistance Act, which authorizes grants to assist in the education of homeless children.

CBO estimates that H.R. 5 would authorize the appropriation of $22.9 billion in 2014 and $114.3 billion over the 2014–2018 period. Implementing the bill would have discretionary costs of $85.6 billion over the 2014–2018 period, assuming appropriation of the estimated amounts.

Enacting the bill would have no effect on direct spending or revenues; therefore, pay-as-you-go procedures do not apply.

H.R. 5 contains no intergovernmental or private-sector mandates as defined in the Unfunded Mandates Reform Act (UMRA) and would impose no costs on state, local, or tribal governments.

Estimated Cost to the Federal Government: The estimated budgetary impact of the bill 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—					
	2014	2015	2016	2017	2018	2014–2018
CHANGES IN SPENDING SUBJECT TO APPROPRIATION						
Title I: Aid to Local Educational Agencies:						
Authorization Level	16,655	16,655	16,655	16,655	16,655	83,274
Estimated Outlays	333	12,991	15,989	16,655	16,655	62,622
Title II: Teacher Preparation and Effectiveness:						
Authorization Level	2,442	2,442	2,442	2,442	2,442	12,210
Estimated Outlays	73	1,172	2,027	2,442	2,442	8,156

	By fiscal year, in millions of dollars—					
	2014	2015	2016	2017	2018	2014–2018
Title III: Parental Engagement and and Local Flexibility:						
Authorization Level	2,472	2,472	2,472	2,472	2,472	12,362
Estimated Outlays	49	1,483	2,225	2,472	2,472	8,702
Title IV: Impact Aid:						
Authorization Level	1,223	1,223	1,223	1,223	1,223	6,113
Estimated Outlays	1,087	1,116	1,220	1,223	1,223	5,869
Title V: General Provisions:						
Estimated Authorization Level	−2	−2	−2	−2	−2	−10
Estimated Outlays	−2	−2	−2	−2	−2	−10
Title VII: Homeless Education:						
Authorization Level	62	62	62	62	62	310
Estimated Outlays	1	48	59	62	62	232
Total Changes						
Estimated Authorization Level	22,852	22,852	22,852	22,852	22,852	114,258
Estimated Outlays	1,542	16,808	21,518	22,852	22,852	85,572

Notes: Some programs have received advance appropriations for fiscal year 2014; but those amounts are not reflected in the table.
Components may not sum to totals because of rounding.

Basis of estimate: For this estimate, CBO assumes that the bill will be enacted near the start of fiscal year 2014, the estimated amounts will be appropriated for each year, and that spending will follow historical patterns for the affected programs. CBO estimates that H.R. 5 would authorize the appropriation of $22.9 billion in fiscal year 2014 and $114.3 billion over the 2014–2018 period. Implementing the provisions in the bill would cost about $85.6 billion over the 2014–2018 period and an additional $52 billion after 2018, assuming appropriation of the estimated amounts The Congress appropriated about $24 billion for activities authorized in the ESEA for fiscal year 2013. Sequestration under the Budget Control Act of 2011 reduced that total to about $23 billion.

Title I of ESEA—Aid to local educational agencies

Title I of H.R. 5 would replace Title I of the current ESEA. The bill would authorize the appropriation of $16.7 billion for each of fiscal years 2014 through 2019 for activities in part A and $3 million for activities in part B. (Part A of title I would authorize grants for rural school districts and those with high proportions of low-income students, as well as funding for the education of Native Americans, children of migrant workers and other at-risk children, and students learning English; part B would authorize assessments of the effectiveness of title I.) CBO estimates that implementing title I would cost about $62.6 billion over the 2014–2018 period, subject to appropriation of the authorized amounts.

Specifically, the finding authorized by H.R. 5 would support programs in six new subparts in part A and the assessments under part B.

• Improving Basic Programs Operated by Local Educational Agencies (part A, subpart 1). The bill would amend provisions governing grants to local educational agencies, reauthorize finding for those grants, and reserve about 91 percent of all the finding provided for part A for those grants (approximately $15.2 billion in each fiscal year). CBO estimates that implementing this provision would cost about $57.0 billion over the 2014–2018 period. The Congress appropriated about $14.5 billion for similar activities in fiscal

year 2013, an amount that was reduced to $13.8 billion by sequestration.

• Education of Migratory Children (part A, subpart 2). H.R. 5 would make changes to programs that support the education of children of migrant workers. The bill would reserve about 2.4 percent of the funding for all of part A for those programs (approximately $400 million). CBO estimates that implementing this provision would cost about $1.5 billion over the 2014–2018 period. The Congress appropriated about $395 million for similar activities in fiscal year 2013, an amount that was reduced by about $20 million by sequestration.

• Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (part A, subpart 3). The bill would reauthorize programs that support the education of delinquent and at-risk children and reserve approximately 0.3 percent (about $50 million) of funding for part A for those activities. CBO estimates that implementing this provision would cost almost $200 million over the 2014–2018 period. Available funding totaled almost $50 million for at-risk children for fiscal year 2013.

• English Language Acquisition, Language Enhancement, and Academic Achievement (part A, subpart 4). The bill would modify the programs that provide support for teaching the English language to recent immigrants and other nonnative speakers under Title III of the ESEA. The bill would reserve 4.4 percent of funding for part A for these activities for each fiscal year (about $730 million). CBO estimates that implementing this provision would cost about $2.8 billion over the 2014–2018 period. The Congress appropriated about $730 million for similar activities in fiscal year 2013, an amount that was reduced to a little less than $700 million by sequestration.

• Rural Education Achievement Program (part A, subpart 5). H.R. 5 would modify and reauthorize the rural education achievement programs, which provide grants to assist rural school districts in improving teaching and learning outcomes. Those programs were authorized under Title VI of the ESEA. The bill would reserve about 1.1 percent ($180 million) of the total amount provided for part A for those programs. CBO estimates that implementing this provision would cost almost $700 million over the 2014–2018 period. The Congress appropriated about $180 million for similar activities in fiscal year 2013, an amount that was reduced by about $10 million by sequestration.

• Indian Education (part A, subpart 6). The bill would reauthorize and modify grant programs for Native Americans under Title VII of the ESEA. The bill would reserve approximately 0.8 percent (about $130 million) of all funds available for part A. CBO estimates that implementing this provision would cost ahnost $500 million over the 2014–2018 period. Available funding for those grants totaled about $130 million in fiscal year 2013.

• National Assessments (part B). H.R. 5 would modify and reauthorize the programs designed to assess the effectiveness of title I, under Part E of Title I in the ESEA. The bill would transfer those programs to part B and authorize the appropriation of $3 million for each of fiscal year 2014 through 2019. CBO estimates that implementing this provision would cost about $10 million over the 2014–2018 period, assuming the appropriation of the estimated

amounts. Available funding for evaluations under title I totaled about $3 million in fiscal year 2013.

Title II of ESEA—Teacher preparation and effectiveness

H.R. 5 would modify the grant programs designed to support teacher training and improvement under Title II of the ESEA and authorize the appropriation of $2.4 billion for such programs for each of fiscal years 2014 to 2019. The bill would reserve 75 percent of this total each year (about $1.8 billion) for state grants. H.R. 5 also would replace the current Math and Science Partnership program with the Teacher and School Leader Flexible Grant program and reserve 25 percent of funding for this title each year for those activities (about $600 million). CBO estimates that implementing this title would cost about $8.2 billion over the 2014–2018 period. In fiscal year 2013, the Congress appropriated about $2.5 billion for state grants and about $150 million for math and science partnerships Sequestration in 2013 reduced those totals to about $2.3 billion and $140 million, respectively.

Title III of ESEA—Parental Engagement and Local Flexibility

H.R. 5 would modify the charter and magnet school programs under Title V of the ESEA and transfer them to Title III of the ESEA. It also would authorize two grant programs designed to encourage parental engagement in their children's education and authorize additional funding to support supplemental learning activities for students. The bill would authorize the appropriation of about $2.5 billion for each of fiscal years 2014 through 2019. Assuming the appropriation of the specified amounts, CBO estimates that implementing those provisions would cost $8.7 billion over the 2014–2018 period.

Specifically, the title would authorize the following activities:

• Charter School Program (part A, subpart 1). H.R. 5 would modify the Charter School Program and the Credit Enhancement for Charter School Initiatives and would authorize the appropriation of $300 million for each of fiscal years 2014 to 2019. CBO estimates that implementing this provision would cost $1.1 billion over the 2014–2018 period. In 2013, the Congress appropriated about $255 million for the Charter School Program, an amount that was reduced by about $15 million by sequestration (no funding was provided for Credit Enhancement for Charter School Initiatives).

• Magnet School Assistance (part A, subpart 2). H.R. 5 would modify the Magnet School Program and would authorize the appropriation of $92 million for each of fiscal years 2014 through 2019. CBO estimates that implementing this provision would cost about $300 million over the 2014–2018 period, assuming appropriation of the specified amounts. The Congress appropriated $95 million for charter schools in 2013, and sequestration reduced that total by about $5 million.

• Family Engagement for Education Programs (part A, subpart 3). The bill also would authorize the appropriation of $25 million each of fiscal years 2014 to 2019 for the Family Engagement in Education Program, which would be similar to the Parental Assistance and Local Family Information Centers in Title V of ESEA. CBO estimates that implementing this provision would cost about $90 million over the 2014–2018 period. No funding was provided

for Parental Assistance and Local Family Information Centers in fiscal year 2013.

• Local Academic Flexible Grants (part B). Finally, H.R. 5 would authorize a new grant program that would provide funds to school districts to develop supplemental student activities, such as before- or after-school learning, and additional activities that support students, such as adjunct teacher programs and academic-subject-specific programs. The bill would authorize the appropriation of $2.1 billion for each of fiscal years 2014 through 2019. CBO estimates that implementing this program would cost $7.2 billion over the 2014–2018 period, assuming appropriation of the specified amounts.

Title IV of ESEA—Impact Aid

Title IV of the bill would amend the impact aid programs (under Title VIII of the ESEA) that provide funding to assist local education agencies (LEAs) affected by the activities of the federal government, such as those on a military base or Indian reservation. The bill would authorize the appropriation of approximately $1.2 billion in each of fiscal years 2014 through 2019. CBO estimates that implementing this title would result in discretionary costs of $5.9 billion over the 2014–2018 period, assuming the appropriation of the authorized amounts. The bulk of that spending (about $5.5 billion), would be for basic support payments to LEAs to assist in the education of children in federally connected areas. The other $400 million would be used to construct and maintain schools that educate children in federally connected areas. The Congress appropriated almost $1.3 billion for impact aid in 2013, and a little more than $1.2 billion was available for funding after sequestration.

Title V of ESEA—General provisions for the act

Title V of the bill would amend the general provisions specified under current law in Title IX of the ESEA and transfer them to title V. The bill would require that, within one year of enactment, the Department of Education reduce its workforce by the number of full-time-equivalent (FTE) employees who work in or administer programs that would be eliminated by this bill. CBO estimates that implementing title V would reduce the numbers of FTE employees by between 15 and 20 each year and would reduce discretionary spending by $10 million over the 2014–2018 period, assuming appropriation actions consistent with the bill.

McKinney-Vento Homeless Assistance

Title VI would reauthorize the McKinney-Vento Homeless Assistance Act, which authorizes grants to states to assist in the education of homeless children. The bill would authorize the appropriation of $62 million for each of fiscal years 2014 through 2019. CBO estimates that implementing this title would cost about $230 million over the 2014–2018 period, assuming the appropriation of the specified amounts. The Congress appropriated about $65 million for the education of homeless children in fiscal year 2013, an amount reduced by $3 million by sequestration.

Pay-As-You-Go Considerations: None.

Intergovernmental and private-sector impact: H.R. 5 contains no intergovernmental or private-sector mandates as defined in UMRA

and would impose no costs on state, local, or tribal governments. Those governments would benefit from grants authorized in the bill for elementary and secondary education. Any costs associated with those grants would be incurred voluntarily as a result of complying with federal assistance.

Estimate prepared by: Federal Costs: Justin Humphrey; Impact on State, Local, and Tribal Governments: J'nell Blanco; Impact on the Private Sector: Vi Nguyen.

Estimate approved by: Peter H. Fontaine, Assistant Director for Budget Analysis.

COMMITTEE COST ESTIMATE

Clause 3(d)(1) of rule XIII of the Rules of the House of Representatives requires an estimate and a comparison of the costs that would be incurred in carrying out H.R. 5. However, clause 3(d)(2)(B) of that rule provides that this requirement does not apply when the Committee has included in its report a timely submitted cost estimate of the bill prepared by the Director of the Congressional Budget Office under section 402 of the Congressional Budget Act.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3(e) of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (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

SECTION 1. SHORT TITLE.

This Act may be cited as the "Elementary and Secondary Education Act of 1965".

* * * * * * *

SEC. 3. AUTHORIZATIONS OF APPROPRIATIONS.

(a) TITLE I.—

(1) PART A.—There are authorized to be appropriated to carry out part A of title I $16,651,767,000 for each of fiscal years 2014 through 2019.

(2) PART B.—There are authorized to be appropriated to carry out part B of title I $3,028,000 for each of fiscal years 2014 through 2019.

(b) TITLE II.—There are authorized to be appropriated to carry out title II $2,441,549,000 for each of fiscal years 2014 through 2019.

(c) TITLE III.—

(1) PART A.—

(A) SUBPART 1.—There are authorized to be appropriated to carry out subpart 1 of part A of title III $300,000,000 for each of fiscal years 2014 through 2019.

(B) SUBPART 2.—There are authorized to be appropriated to carry out subpart 2 of part A of title III $91,647,000 for each of fiscal years 2014 through 2019.

(C) SUBPART 3.—There are authorized to be appropriated to carry out subpart 3 of part A of title III $25,000,000 for each of fiscal years 2014 through 2019.

(2) PART B.—There are authorized to be appropriated to carry out part B of title III $2,055,709,000 for each of fiscal years 2014 through 2019.

(d) TITLE IV.—

(1) PAYMENTS FOR FEDERAL ACQUISITION OF REAL PROPERTY.—For the purpose of making payments under section 4002, there are authorized to be appropriated $63,445,000 for each of fiscal years 2014 through 2019.

(2) BASIC PAYMENTS; PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—For the purpose of making payments under section 4003(b), there are authorized to be appropriated $1,093,203,000 for each of fiscal years 2014 through 2019.

(3) PAYMENTS FOR CHILDREN WITH DISABILITIES.—For the purpose of making payments under section 4003(d), there are authorized to be appropriated $45,881,000 for each of fiscal years 2014 through 2019.

(4) CONSTRUCTION.—For the purpose of carrying out section 4007, there are authorized to be appropriated $16,529,000 for each of fiscal years 2014 through 2019.

(5) FACILITIES MAINTENANCE.—For the purpose of carrying out section 4008, there are authorized to be appropriated $4,591,000 for each of fiscal years 2014 through 2019.

[TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED]

TITLE I—AID TO LOCAL EDUCATIONAL AGENCIES

[SEC. 1001. STATEMENT OF PURPOSE.

[The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by—

[(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

[(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

[(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between mi-

nority and nonminority students, and between disadvantaged children and their more advantaged peers;

[(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

[(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;

[(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

[(7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

[(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;

[(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

[(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

[(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

[(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

[SEC. 1002. AUTHORIZATION OF APPROPRIATIONS.

[(a) LOCAL EDUCATIONAL AGENCY GRANTS.—For the purpose of carrying out part A, there are authorized to be appropriated—

[(1) $13,500,000,000 for fiscal year 2002;

[(2) $16,000,000,000 for fiscal year 2003;

[(3) $18,500,000,000 for fiscal year 2004;

[(4) $20,500,000,000 for fiscal year 2005;

[(5) $22,750,000,000 for fiscal year 2006; and

[(6) $25,000,000,000 for fiscal year 2007.

[(b) READING FIRST.—

[(1) READING FIRST.—For the purpose of carrying out subpart 1 of part B, there are authorized to be appropriated $900,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(2) EARLY READING FIRST.—For the purpose of carrying out subpart 2 of part B, there are authorized to be appropriated $75,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(3) EVEN START.—For the purpose of carrying out subpart 3 of part B, there are authorized to be appropriated $260,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(4) IMPROVING LITERACY THROUGH SCHOOL LIBRARIES.—For the purpose of carrying out subpart 4 of part B, there are authorized to be appropriated $250,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(c) EDUCATION OF MIGRATORY CHILDREN.—For the purpose of carrying out part C, there are authorized to be appropriated $410,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(d) PREVENTION AND INTERVENTION PROGRAMS FOR YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK.—For the purpose of carrying out part D, there are authorized to be appropriated $50,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(e) FEDERAL ACTIVITIES.—

[(1) SECTIONS 1501 AND 1502.—For the purpose of carrying out sections 1501 and 1502, there are authorized to be appropriated such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[(2) SECTION 1504.—

[(A) IN GENERAL.—For the purpose of carrying out section 1504, there are authorized to be appropriated such sums as may be necessary for fiscal year 2002 and for each of the 5 succeeding fiscal years.

[(B) SPECIAL RULE.—Of the funds appropriated pursuant to subparagraph (A), not more than 30 percent may be used for teachers associated with students participating in the programs described in subsections (a)(1), (b)(1), and (c)(1).

[(f) COMPREHENSIVE SCHOOL REFORM.—For the purpose of carrying out part F, there are authorized to be appropriated such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[(g) ADVANCED PLACEMENT.—For the purposes of carrying out part G, there are authorized to be appropriated such sums for fiscal year 2002 and each 5 succeeding fiscal year.

[(h) SCHOOL DROPOUT PREVENTION.—For the purpose of carrying out part H, there are authorized to be appropriated $125,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years, of which—

[(1) up to 10 percent shall be available to carry out subpart 1 of part H for each fiscal year; and

[(2) the remainder shall be available to carry out subpart 2 of part H for each fiscal year.

[(i) SCHOOL IMPROVEMENT.—For the purpose of carrying out section 1003(g), there are authorized to be appropriated $500,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.]

SEC. 1001. STATEMENT OF PURPOSE.

The purpose of this title is to provide all children the opportunity to graduate high school prepared for postsecondary education or the workforce. This purpose can be accomplished by—

(1) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, English learners, migratory children, children with disabilities, Indian children, and neglected or delinquent children;

(2) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

(3) affording parents substantial and meaningful opportunities to participate in the education of their children; and

(4) challenging States and local educational agencies to embrace meaningful, evidence-based education reform, while encouraging state and local innovation.

SEC. 1002. FLEXIBILITY TO USE FEDERAL FUNDS.

(a) ALTERNATIVE USES OF FEDERAL FUNDS FOR STATE EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—Subject to subsections (c) and (d) and notwithstanding any other provision of law, a State educational agency may use the applicable funding that the agency receives for a fiscal year to carry out any State activity authorized or required under one or more of the following provisions:

(A) Section 1003.

(B) Section 1004.

(C) Subpart 2 of part A of title I.

(D) Subpart 3 of part A of title I.

(E) Subpart 4 of part A of title I.

(F) Chapter B of subpart 6 of part A of title I.

(2) NOTIFICATION.—Not later than June 1 of each year, a State educational agency shall notify the Secretary of the State educational agency's intention to use the applicable funding for any of the alternative uses under paragraph (1).

(3) APPLICABLE FUNDING DEFINED.—

(A) IN GENERAL.—Except as provided in subparagraph (B), in this subsection, the term "applicable funding" means funds provided to carry out State activities under one or more of the following provisions.

(i) Section 1003.

(ii) Section 1004.

(iii) Subpart 2 of part A of title I.

(iv) Subpart 3 of part A of title I.

(v) Subpart 4 of part A of title I.

(B) LIMITATION.—In this subsection, the term "applicable funding" does not include funds provided under any of the provisions listed in subparagraph (A) that State educational agencies are required by this Act—

(i) to reserve, allocate, or spend for required activities;

(ii) to allocate, allot, or award to local educational agencies or other entities eligible to receive such funds; or

(iii) to use for technical assistance or monitoring.

(4) DISBURSEMENT.—The Secretary shall disburse the applicable funding to State educational agencies for alternative uses under paragraph (1) for a fiscal year at the same time as the Secretary disburses the applicable funding to State educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

(b) ALTERNATIVE USES OF FEDERAL FUNDS FOR LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—Subject to subsections (c) and (d) and notwithstanding any other provision of law, a local educational agency may use the applicable funding that the agency receives for a fiscal year to carry out any local activity authorized or required under one or more of the following provisions:

(A) Section 1003.

(B) Subpart 1 of part A of title I.

(C) Subpart 2 of part A of title I.

(D) Subpart 3 of part A of title I.

(E) Subpart 4 of part A of title I.

(F) Subpart 6 of part A of title I.

(2) NOTIFICATION.—A local educational agency shall notify the State educational agency of the local educational agency's intention to use the applicable funding for any of the alternative uses under paragraph (1) by a date that is established by the State educational agency for the notification.

(3) APPLICABLE FUNDING DEFINED.—

(A) IN GENERAL.—Except as provided in subparagraph (B), in this subsection, the term "applicable funding" means funds provided to carry out local activities under one or more of the following provisions:

(i) Subpart 2 of part A of title I.

(ii) Subpart 3 of part A of title I.

(iii) Subpart 4 of part A of title I.

(iv) Chapter A of subpart 6 of part A of title I.

(B) LIMITATION.—In this subsection, the term "applicable funding" does not include funds provided under any of the provisions listed in subparagraph (A) that local educational agencies are required by this Act—

(i) to reserve, allocate, or spend for required activities;

(ii) to allocate, allot, or award to entities eligible to receive such funds; or

(iii) to use for technical assistance or monitoring.

(4) DISBURSEMENT.—Each State educational agency that receives applicable funding for a fiscal year shall disburse the applicable funding to local educational agencies for alternative uses under paragraph (1) for the fiscal year at the same time as the State educational agency disburses the applicable funding to local educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

(c) RULE FOR ADMINISTRATIVE COSTS.—A State educational agency or a local educational agency shall only use applicable funding (as defined in subsection (a)(3) or (b)(3), respectively) for administrative costs incurred in carrying out a provision listed in subsection (a)(1) or (b)(1), respectively, to the extent that the agency, in the absence of this section, could have used funds for administrative costs

with respect to a program listed in subsection (a)(3) or (b)(3), respectively.

(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to relieve a State educational agency or local educational agency of any requirements relating to—

(1) use of Federal funds to supplement, not supplant, non-Federal funds;

(2) comparability of services;

(3) equitable participation of private school students and teachers;

(4) applicable civil rights requirements;

(5) section 1113; or

(6) section 1111.

SEC. 1003. SCHOOL IMPROVEMENT.

(a) STATE RESERVATIONS.—Each State shall reserve [2 percent] *7 percent* of the amount the State receives under [subpart 2 of part A for fiscal years 2002 and 2003, and 4 percent of the amount received under such subpart for fiscal years 2004 through 2007, to carry out subsection (b) and to carry out the State's responsibilities under sections 1116 and 1117,] *chapter B of subpart 1 of part A for each fiscal year to carry out subsection (b),* including carrying out the State educational agency's statewide system of technical assistance and support for local educational agencies.

(b) USES.—Of the amount reserved under subsection (a) for any fiscal year, the State educational agency—

(1) shall allocate not less than 95 percent of that amount directly to local educational agencies [for schools identified for school improvement, corrective action, and restructuring, for activities under section 1116(b)] *to carry out the State's system of school improvement under section 1111(b)(3)(B)(iii)*; or

(2) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams [or educational service agencies]*, educational service agencies, or non-profit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement*.

(c) PRIORITY.—The State educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies that—

(1) serve the lowest-achieving schools; *and*

(2) demonstrate the greatest [need for such funds; and] *commitment to using such funds to improve such schools.*

[(3) demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to meet the progress goals in school improvement plans under section 1116 (b)(3)(A)(v).]

(d) UNUSED FUNDS.—If, after consultation with local educational agencies in the State, the State educational agency determines that the amount of funds reserved to carry out subsection (b) is greater than the amount needed to provide the assistance described in that subsection, the State educational agency shall allocate the excess amount to local educational agencies in accordance with—

(1) the relative allocations the State educational agency made to those agencies for that fiscal year under [subpart 2 of part A;] *chapter B of subpart 1 of part A;* or

(2) section 1126(c).

(e) SPECIAL RULE.—Notwithstanding any other provision of this section, the amount of funds reserved by the State educational agency under subsection (a) [in any fiscal year] *in fiscal year 2015 and each subsequent fiscal year* shall not decrease the amount of funds each local educational agency receives under [subpart 2] *chapter B of subpart 1 of part A* below the amount received by such local educational agency under [such subpart] *such chapter* for the preceding fiscal year.

(f) REPORTING.—The State educational agency shall make publicly available a list of those schools that have received funds or services pursuant to subsection (b) [and the percentage of students from each school from families with incomes below the poverty line].

[(g) ASSISTANCE FOR LOCAL SCHOOL IMPROVEMENT.—

[(1) PROGRAM AUTHORIZED.—The Secretary shall award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.

[(2) STATE ALLOTMENTS.—Such grants shall be allotted among States, the Bureau of Indian Affairs, and the outlying areas, in proportion to the funds received by the States, the Bureau of Indian Affairs, and the outlying areas, respectively, for the fiscal year under parts A, C, and D of this title. The Secretary shall expeditiously allot a portion of such funds to States for the purpose of assisting local educational agencies and schools that were in school improvement status on the date preceding the date of enactment of the No Child Left Behind Act of 2001.

[(3) REALLOCATIONS.—If a State does not receive funds under this subsection, the Secretary shall reallocate such funds to other States in the same proportion funds are allocated under paragraph (2).

[(4) STATE APPLICATIONS.—Each State educational agency that desires to receive funds under this subsection shall submit an application to the Secretary at such time, and containing such information, as the Secretary shall reasonably require, except that such requirement shall be waived if a State educational agency submitted such information as part of its State plan under this part. Each State application shall describe how the State educational agency will allocate such funds in order to assist the State educational agency and local educational agencies in complying with school improvement, corrective action, and restructuring requirements of section 1116.

[(5) LOCAL EDUCATIONAL AGENCY GRANTS.—A grant to a local educational agency under this subsection shall be—

[(A) of sufficient size and scope to support the activities required under sections 1116 and 1117, but not less than $50,000 and not more than $500,000 for each participating school;

[(B) integrated with other funds awarded by the State under this Act; and

[(C) renewable for two additional 1-year periods if schools are meeting the goals in their school improvement plans developed under section 1116.

[(6) PRIORITY.—The State, in awarding such grants, shall give priority to local educational agencies with the lowest-achieving schools that demonstrate—

[(A) the greatest need for such funds; and

[(B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

[(7) ALLOCATION.—A State educational agency that receives a grant under this subsection shall allocate at least 95 percent of the grant funds directly to local educational agencies for schools identified for school improvement, corrective action, or restructuring to carry out activities under section 1116(b), or may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams or educational service agencies.

[(8) ADMINISTRATIVE COSTS.—A State educational agency that receives a grant award under this subsection may reserve not more than 5 percent of such grant funds for administration, evaluation, and technical assistance expenses.

[(9) LOCAL AWARDS.—Each local educational agency that applies for assistance under this subsection shall describe how it will provide the lowest-achieving schools the resources necessary to meet goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.]

SEC. 1003A. DIRECT STUDENT SERVICES.

(a) STATE RESERVATION.—Each State shall reserve 3 percent of the amount the State receives under chapter B of subpart 1 of part A for each fiscal year to carry out this section. Of such reserved funds, the State educational agency may use up to 1 percent to administer direct student services.

(b) DIRECT STUDENT SERVICES.—From the amount available after the application of subsection (a), each State shall award grants in accordance with this section to local educational agencies to support direct student services.

(c) AWARDS.—The State educational agency shall award grants to geographically diverse local educational agencies including suburban, rural, and urban local educational agencies. If there are not enough funds to award all applicants in a sufficient size and scope to run an effective direct student services program, the State shall prioritize awards to local educational agencies with the greatest number of low-performing schools.

(d) LOCAL USE OF FUNDS.—A local educational agency receiving an award under this section—

(1) shall use up to 1 percent of each award for outreach and communication to parents about their options and to register students for direct student services;

(2) may use not more than 2 percent of each award for administrative costs related to direct student services; and

(3) shall use the remainder of the award to pay the transportation required to provide public school choice or the hourly rate for high-quality academic tutoring services, as determined by a provider on the State-approved list required under subsection (f)(2).

(e) APPLICATION.—A local educational agency desiring to receive an award under subsection (b) shall submit an application describing how the local educational agency will—

(1) provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child's education;

(2) ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service;

(3) ensure sufficient availability of seats in the public schools the local educational agency will make available for public school choice options;

(4) determine the requirements or criteria for student eligibility for direct student services;

(5) select a variety of providers of high-quality academic tutoring from the State-approved list required under subsection (f)(2) and ensure fair negotiations in selecting such providers of high-quality academic tutoring, including online, on campus, and other models of tutoring which provide meaningful choices to parents to find the best service for their child; and

(6) develop an estimated per pupil expenditure available for eligible students to use toward high-quality academic tutoring which shall allow for an adequate level of services to increase academic achievement from a variety of high-quality academic tutoring providers.

(f) PROVIDERS AND SCHOOLS.—The State—

(1) shall ensure that each local educational agency receiving an award to provide public school choice can provide a sufficient number of options to provide a meaningful choice for parents;

(2) shall compile a list of State-approved high-quality academic tutoring providers that includes online, on campus, and other models of tutoring; and

(3) shall ensure that each local educational agency receiving an award will provide an adequate number of high-quality academic tutoring options to ensure parents have a meaningful choice of services.

[SEC. 1004. STATE ADMINISTRATION.

[(a) IN GENERAL.—Except as provided in subsection (b), to carry out administrative duties assigned under parts A, C, and D of this title, each State may reserve the greater of—

[(1) 1 percent of the amounts received under such parts; or

[(2) $400,000 ($50,000 in the case of each outlying area).

[(b) EXCEPTION.—If the sum of the amounts appropriated for parts A, C, and D of this title is equal to or greater than $14,000,000,000, then the reservation described in subsection (a)(1) shall not exceed 1 percent of the amount the State would receive, if $14,000,000,000 were allocated among the States for parts A, C, and D of this title.]

SEC. 1004. STATE ADMINISTRATION.

(a) IN GENERAL.—Except as provided in subsection (b), to carry out administrative duties assigned under subparts 1, 2, and 3 of part A of this title, each State may reserve the greater of—

(1) 1 percent of the amounts received under such subparts; or

(2) $400,000 ($50,000 in the case of each outlying area).

(b) EXCEPTION.—If the sum of the amounts reserved under subparts 1, 2, and 3 of part A of this title is equal to or greater than $14,000,000,000, then the reservation described in subsection (a)(1) shall not exceed 1 percent of the amount the State would receive if $14,000,000,000 were allocated among the States for subparts 1, 2, and 3 of part A of this title.

[PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

[Subpart 1—Basic Program Requirements]

PART A—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Subpart 1—Improving Basic Programs Operated by Local Educational Agencies

CHAPTER A—BASIC PROGRAM REQUIREMENTS

[SEC. 1111. STATE PLANS.

[(a) PLANS REQUIRED.—

[(1) IN GENERAL.—For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

[(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

[(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY.—

[(1) CHALLENGING ACADEMIC STANDARDS.—

[(A) IN GENERAL.—Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

[(B) SAME STANDARDS.—The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

[(C) SUBJECTS.—The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005–2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

[(D) CHALLENGING ACADEMIC STANDARDS.—Standards under this paragraph shall include—

[(i) challenging academic content standards in academic subjects that—

[(I) specify what children are expected to know and be able to do;

[(II) contain coherent and rigorous content; and

[(III) encourage the teaching of advanced skills; and

[(ii) challenging student academic achievement standards that—

[(I) are aligned with the State's academic content standards;

[(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and

[(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

[(E) INFORMATION.—For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

[(F) EXISTING STANDARDS.—Nothing in this part shall prohibit a State from revising, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

[(2) ACCOUNTABILITY.—

[(A) IN GENERAL.—Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall—

[(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;

[(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and

[(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

[(B) ADEQUATE YEARLY PROGRESS.—Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

[(C) DEFINITION.—"Adequate yearly progress" shall be defined by the State in a manner that—

[(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

[(ii) is statistically valid and reliable;

[(iii) results in continuous and substantial academic improvement for all students;

[(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

[(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

[(I) The achievement of all public elementary school and secondary school students.

[(II) The achievement of—

[(aa) economically disadvantaged students;

[(bb) students from major racial and ethnic groups;

[(cc) students with disabilities; and

[(dd) students with limited English proficiency;

except that disaggregation of data under subclause (II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

[(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and

[(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

[(D) REQUIREMENTS FOR OTHER INDICATORS.—In carrying out subparagraph (C)(vi) and (vii), the State—

[(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and

[(ii) except as provided in subparagraph (I)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.

[(E) STARTING POINT.—Each State, using data for the 2001–2002 school year, shall establish the starting point for measuring, under subparagraphs (G) and (H), the percentage of students meeting or exceeding the State's proficient level of academic achievement on the State assessments under paragraph (3) and pursuant to the timeline described in subparagraph (F). The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in—

[(i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or

[(ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

[(F) TIMELINE.—Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001–2002 school year, all students in each group described in sub-

paragraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3).

[(G) MEASURABLE OBJECTIVES.—Each State shall establish statewide annual measurable objectives, pursuant to subparagraph (C)(v), for meeting the requirements of this paragraph, and which—

[(i) shall be set separately for the assessments of mathematics and reading or language arts under subsection (a)(3);

[(ii) shall be the same for all schools and local educational agencies in the State;

[(iii) shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments that applies separately to each group of students described in subparagraph (C)(v);

[(iv) shall ensure that all students will meet or exceed the State's proficient level of academic achievement on the State assessments within the State's timeline under subparagraph (F); and

[(v) may be the same for more than 1 year, subject to the requirements of subparagraph (H).

[(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS.—Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall—

[(i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);

[(ii) provide for the first increase to occur in not more than 2 years; and

[(iii) provide for each following increase to occur in not more than 3 years.

[(I) ANNUAL IMPROVEMENT FOR SCHOOLS.—Each year, for a school to make adequate yearly progress under this paragraph—

[(i) each group of students described in subparagraph (C)(v) must meet or exceed the objectives set by the State under subparagraph (G), except that if any group described in subparagraph (C)(v) does not meet those objectives in any particular year, the school shall be considered to have made adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments under paragraph (3) for that year decreased by 10 percent of that percentage from the preceding school year and that group made progress on one or more of the academic indicators described in subparagraph (C)(vi) or (vii); and

[(ii) not less than 95 percent of each group of students described in subparagraph (C)(v) who are enrolled in the school are required to take the assess-

ments, consistent with paragraph (3)(C)(xi) and with accommodations, guidelines, and alternative assessments provided in the same manner as those provided under section 612(a)(16)(A) of the Individuals with Disabilities Education Act and paragraph (3), on which adequate yearly progress is based (except that the 95 percent requirement described in this clause shall not apply in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).

[(J) UNIFORM AVERAGING PROCEDURE.—For the purpose of determining whether schools are making adequate yearly progress, the State may establish a uniform procedure for averaging data which includes one or more of the following:

[(i) The State may average data from the school year for which the determination is made with data from one or two school years immediately preceding that school year.

[(ii) Until the assessments described in paragraph (3) are administered in such manner and time to allow for the implementation of the uniform procedure for averaging data described in clause (i), the State may use the academic assessments that were required under paragraph (3) as that paragraph was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001, provided that nothing in this clause shall be construed to undermine or delay the determination of adequate yearly progress, the requirements of section 1116, or the implementation of assessments under this section.

[(iii) The State may use data across grades in a school.

[(K) ACCOUNTABILITY FOR CHARTER SCHOOLS.—The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

[(3) ACADEMIC ASSESSMENTS.—

[(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007–2008 school year.

[(B) USE OF ASSESSMENTS.—Each State educational agency may incorporate the data from the assessments

under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

[(C) REQUIREMENTS.—Such assessments shall—

[(i) be the same academic assessments used to measure the achievement of all children;

[(ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

[(iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

[(iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

[(v)(I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language arts, and be administered not less than once during—

[(aa) grades 3 through 5;

[(bb) grades 6 through 9; and

[(cc) grades 10 through 12;

[(II) beginning not later than school year 2007–2008, measure the proficiency of all students in science and be administered not less than one time during—

[(aa) grades 3 through 5;

[(bb) grades 6 through 9; and

[(cc) grades 10 through 12;

[(vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding;

[(vii) beginning not later than school year 2005–2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period;

[(viii) at the discretion of the State, measure the proficiency of students in academic subjects not de-

scribed in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;

[(ix) provide for—

[(I) the participation in such assessments of all students;

[(II) the reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards; and

[(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency as determined under paragraph (7);

[(x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

[(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;

[(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding

achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

[(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

[(xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and

[(xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

[(D) DEFERRAL.—A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, that were not required prior to the date of enactment of the No Child Left Behind Act of 2001, for 1 year for each year for which the amount appropriated for grants under section 6113(a)(2) is less than—

[(i) $370,000,000 for fiscal year 2002;

[(ii) $380,000,000 for fiscal year 2003;

[(iii) $390,000,000 for fiscal year 2004; and

[(iv) $400,000,000 for fiscal years 2005 through 2007.

[(4) SPECIAL RULE.—Academic assessment measures in addition to those in paragraph (3) that do not meet the requirements of such paragraph may be included in the assessment under paragraph (3) as additional measures, but may not be used in lieu of the academic assessments required under paragraph (3). Such additional assessment measures may not be used to reduce the number of or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may be used to identify additional

schools for school improvement or in need of corrective action or restructuring except as provided in paragraph (2)(I)(i).

[(5) STATE AUTHORITY.—If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by—

[(A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or

[(B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which—

[(i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and

[(ii) are applicable to all students served by each such local educational agency.

[(6) LANGUAGE ASSESSMENTS.—Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

[(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY.—Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period.

[(8) REQUIREMENT.—Each State plan shall describe—

[(A) how the State educational agency will assist each local educational agency and school affected by the State plan to develop the capacity to comply with each of the re-

quirements of sections 1112(c)(1)(D), 1114(b), and 1115(c) that is applicable to such agency or school;

[(B) how the State educational agency will assist each local educational agency and school affected by the State plan to provide additional educational assistance to individual students assessed as needing help to achieve the State's challenging academic achievement standards;

[(C) the specific steps the State educational agency will take to ensure that both schoolwide programs and targeted assistance schools provide instruction by highly qualified instructional staff as required by sections 1114(b)(1)(C) and 1115(c)(1)(E), including steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such steps;

[(D) an assurance that the State educational agency will assist local educational agencies in developing or identifying high-quality effective curricula aligned with State academic achievement standards and how the State educational agency will disseminate such curricula to each local educational agency and school within the State; and

[(E) such other factors the State educational agency determines appropriate to provide students an opportunity to achieve the knowledge and skills described in the challenging academic content standards adopted by the State.

[(9) FACTORS AFFECTING STUDENT ACHIEVEMENT.—Each State plan shall include an assurance that the State educational agency will coordinate and collaborate, to the extent feasible and necessary as determined by the State educational agency, with agencies providing services to children, youth, and families, with respect to local educational agencies within the State that are identified under section 1116 and that request assistance with addressing major factors that have significantly affected the academic achievement of students in the local educational agency or schools served by such agency.

[(10) USE OF ACADEMIC ASSESSMENT RESULTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT.—Each State plan shall describe how the State educational agency will ensure that the results of the State assessments described in paragraph (3)—

[(A) will be promptly provided to local educational agencies, schools, and teachers in a manner that is clear and easy to understand, but not later than before the beginning of the next school year; and

[(B) be used by those local educational agencies, schools, and teachers to improve the educational achievement of individual students.

[(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING.—Each State plan shall contain assurances that—

[(1) the State educational agency will meet the requirements of subsection (h)(1) and, beginning with the 2002–2003 school year, will produce the annual State report cards described in such subsection, except that the Secretary may provide the

State educational agency 1 additional year if the State educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period;

[(2) the State will, beginning in school year 2002–2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act if the Secretary pays the costs of administering such assessments;

[(3) the State educational agency, in consultation with the Governor, will include, as a component of the State plan, a plan to carry out the responsibilities of the State under sections 1116 and 1117, including carrying out the State educational agency's statewide system of technical assistance and support for local educational agencies;

[(4) the State educational agency will work with other agencies, including educational service agencies or other local consortia, and institutions to provide technical assistance to local educational agencies and schools, including technical assistance in providing professional development under section 1119, technical assistance under section 1117, and technical assistance relating to parental involvement under section 1118;

[(5)(A) where educational service agencies exist, the State educational agency will consider providing professional development and technical assistance through such agencies; and

[(B) where educational service agencies do not exist, the State educational agency will consider providing professional development and technical assistance through other cooperative agreements such as through a consortium of local educational agencies;

[(6) the State educational agency will notify local educational agencies and the public of the content and student academic achievement standards and academic assessments developed under this section, and of the authority to operate schoolwide programs, and will fulfill the State educational agency's responsibilities regarding local educational agency improvement and school improvement under section 1116, including such corrective actions as are necessary;

[(7) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this part;

[(8) the State educational agency will inform the Secretary and the public of how Federal laws, if at all, hinder the ability of States to hold local educational agencies and schools accountable for student academic achievement;

[(9) the State educational agency will encourage schools to consolidate funds from other Federal, State, and local sources for schoolwide reform in schoolwide programs under section 1114;

[(10) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114;

[(11) the State educational agency has involved the committee of practitioners established under section 1903(b) in developing the plan and monitoring its implementation;

[(12) the State educational agency will inform local educational agencies in the State of the local educational agency's authority to transfer funds under title VI, to obtain waivers under part D of title IX, and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

[(13) the State educational agency will coordinate activities funded under this part with other Federal activities as appropriate; and

[(14) the State educational agency will encourage local educational agencies and individual schools participating in a program assisted under this part to offer family literacy services (using funds under this part), if the agency or school determines that a substantial number of students served under this part by the agency or school have parents who do not have a secondary school diploma or its recognized equivalent or who have low levels of literacy.

[(d) PARENTAL INVOLVEMENT.—Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—

[(1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and

[(2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.

[(e) PEER REVIEW AND SECRETARIAL APPROVAL.—

[(1) SECRETARIAL DUTIES.—The Secretary shall—

[(A) establish a peer-review process to assist in the review of State plans;

[(B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students;

[(C) approve a State plan within 120 days of its submission unless the Secretary determines that the plan does not meet the requirements of this section;

[(D) if the Secretary determines that the State plan does not meet the requirements of subsection (a), (b), or (c), immediately notify the State of such determination and the reasons for such determination;

[(E) not decline to approve a State's plan before—

[(i) offering the State an opportunity to revise its plan;

[(ii) providing technical assistance in order to assist the State to meet the requirements of subsections (a), (b), and (c); and

[(iii) providing a hearing; and

[(F) have the authority to disapprove a State plan for not meeting the requirements of this part, but shall not have the authority to require a State, as a condition of approval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic content standards or to use specific academic assessment instruments or items.

[(2) STATE REVISIONS.—A State plan shall be revised by the State educational agency if it is necessary to satisfy the requirements of this section.

[(f) DURATION OF THE PLAN.—

[(1) IN GENERAL.—Each State plan shall—

[(A) remain in effect for the duration of the State's participation under this part; and

[(B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

[(2) ADDITIONAL INFORMATION.—If significant changes are made to a State's plan, such as the adoption of new State academic content standards and State student achievement standards, new academic assessments, or a new definition of adequate yearly progress, such information shall be submitted to the Secretary.

[(g) PENALTIES.—

[(1) FAILURE TO MEET DEADLINES ENACTED IN 1994.—

[(A) IN GENERAL.—If a State fails to meet the deadlines established by the Improving America's Schools Act of 1994 (or under any waiver granted by the Secretary or under any compliance agreement with the Secretary) for demonstrating that the State has in place challenging academic content standards and student achievement standards, and a system for measuring and monitoring adequate yearly progress, the Secretary shall withhold 25 percent of the funds that would otherwise be available to the State for State administration and activities under this part in each year until the Secretary determines that the State meets those requirements.

[(B) NO EXTENSION.—Notwithstanding any other provision of law, 90 days after the date of enactment of the No Child Left Behind Act of 2001 the Secretary shall not grant any additional waivers of, or enter into any additional compliance agreements to extend, the deadlines described in subparagraph (A) for any State.

[(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001.—If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

[(h) REPORTS.—

[(1) ANNUAL STATE REPORT CARD.—

[(A) IN GENERAL.—Not later than the beginning of the 2002–2003 school year, unless the State has received a 1-year extension pursuant to subsection (c)(1), a State that receives assistance under this part shall prepare and disseminate an annual State report card.

[(B) IMPLEMENTATION.—The State report card shall be—

[(i) concise; and

[(ii) presented in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

[(C) REQUIRED INFORMATION.—The State shall include in its annual State report card—

[(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

[(ii) information that provides a comparison between the actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State's annual measurable objectives for each such group of students on each of the academic assessments required under this part;

[(iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));

[(iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

[(v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

[(vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

[(vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

[(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in

the top quartile of poverty and the bottom quartile of poverty in the State.

[(D) OPTIONAL INFORMATION.—The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools. Such information may include information regarding—

[(i) school attendance rates;

[(ii) average class size in each grade;

[(iii) academic achievement and gains in English proficiency of limited English proficient students;

[(iv) the incidence of school violence, drug abuse, alcohol abuse, student suspensions, and student expulsions;

[(v) the extent and type of parental involvement in the schools;

[(vi) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and

[(vii) a clear and concise description of the State's accountability system, including a description of the criteria by which the State evaluates school performance, and the criteria that the State has established, consistent with subsection (b)(2), to determine the status of schools regarding school improvement, corrective action, and restructuring.

[(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

[(A) REPORT CARDS.—

[(i) IN GENERAL.—Not later than the beginning of the 2002–2003 school year, a local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card, except that the State educational agency may provide the local educational agency 1 additional year if the local educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency, prevented full implementation of this paragraph by that deadline and that the local educational agency will complete implementation within the additional 1-year period.

[(ii) SPECIAL RULE.—If a State educational agency has received an extension pursuant to subsection (c)(1), then a local educational agency within that State shall not be required to include the information required under paragraph (1)(C) in such report card during such extension.

[(B) MINIMUM REQUIREMENTS.—The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in para-

graph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

[(i) in the case of a local educational agency—

[(I) the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified; and

[(II) information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole; and

[(ii) in the case of a school—

[(I) whether the school has been identified for school improvement; and

[(II) information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.

[(C) OTHER INFORMATION.—A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

[(D) DATA.—A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

[(E) PUBLIC DISSEMINATION.—The local educational agency shall, not later than the beginning of the 2002–2003 school year, unless the local educational agency has received a 1-year extension pursuant to subparagraph (A), publicly disseminate the information described in this paragraph to all schools in the school district served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a report card for all students, the local educational agency may include the information under this section as part of such report.

[(3) PREEXISTING REPORT CARDS.—A State educational agency or local educational agency that was providing public report cards on the performance of students, schools, local educational agencies, or the State prior to the enactment of the No Child Left Behind Act of 2001 may use those report cards for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

[(4) ANNUAL STATE REPORT TO THE SECRETARY.—Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State—

[(A) beginning with school year 2002–2003, information on the State's progress in developing and implementing the academic assessments described in subsection (b)(3);

[(B) beginning not later than school year 2002–2003, information on the achievement of students on the academic assessments required by subsection (b)(3), including the disaggregated results for the categories of students identified in subsection (b)(2)(C)(v);

[(C) in any year before the State begins to provide the information described in subparagraph (B), information on the results of student academic assessments (including disaggregated results) required under this section;

[(D) beginning not later than school year 2002–2003, unless the State has received an extension pursuant to subsection (c)(1), information on the acquisition of English proficiency by children with limited English proficiency;

[(E) the number and names of each school identified for school improvement under section 1116(c), the reason why each school was so identified, and the measures taken to address the achievement problems of such schools;

[(F) the number of students and schools that participated in public school choice and supplemental service programs and activities under this title; and

[(G) beginning not later than the 2002–2003 school year, information on the quality of teachers and the percentage of classes being taught by highly qualified teachers in the State, local educational agency, and school.

[(5) REPORT TO CONGRESS.—The Secretary shall transmit annually to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that provides national and State-level data on the information collected under paragraph (4).

[(6) PARENTS RIGHT-TO-KNOW.—

[(A) QUALIFICATIONS.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

[(i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

[(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

[(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by

the teacher, and the field of discipline of the certification or degree.

[(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

[(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

[(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

[(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

[(C) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

[(i) PRIVACY.—Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals.

[(j) TECHNICAL ASSISTANCE.—The Secretary shall provide a State educational agency, at the State educational agency's request, technical assistance in meeting the requirements of this section, including the provision of advice by experts in the development of high-quality academic assessments, the setting of State standards, the development of measures of adequate yearly progress that are valid and reliable, and other relevant areas.

[(k) VOLUNTARY PARTNERSHIPS.—A State may enter into a voluntary partnership with another State to develop and implement the academic assessments and standards required under this section.

[(l) CONSTRUCTION.—Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

[(m) SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS.—In determining the assessments to be used by each operated or funded by BIA school receiving funds under this part, the following shall apply:

[(1) Each such school that is accredited by the State in which it is operating shall use the assessments the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment as approved by the Secretary of the Interior.

[(2) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments adopted by other schools in the same State or region, that meets the requirements of this section.

[(3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment meets the requirements of this section.

[SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

[(a) PLANS REQUIRED.—

[(1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

[(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 9305.

[(b) PLAN PROVISIONS.—

[(1) IN GENERAL.—In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include—

[(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use—

[(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

[(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;

[(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

[(iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

[(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;

[(C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

[(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other

staff, including local educational agency level staff in accordance with sections 1118 and 1119;

[(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as—

[(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

[(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

[(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act;

[(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;

[(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part;

[(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

[(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

[(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

[(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement;

[(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;

[(N) a description of how the local educational agency will meet the requirements of section 1119;

[(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

[(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and

[(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

[(2) EXCEPTION.—The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used—

[(A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or

[(B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

[(c) ASSURANCES.—

[(1) IN GENERAL.—Each local educational agency plan shall provide assurances that the local educational agency will—

[(A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;

[(B) provide technical assistance and support to schoolwide programs;

[(C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;

[(D) fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);

[(E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;

[(F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;

[(G) in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act;

[(H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;

[(I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;

[(J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

[(K) coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;

[(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

[(M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001–2002 school year;

[(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

[(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

[(2) SPECIAL RULE.—In carrying out subparagraph (G) of paragraph (1), the Secretary—

[(A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

[(B) shall disseminate to local educational agencies the education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.

[(3) INAPPLICABILITY.—Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.

[(d) PLAN DEVELOPMENT AND DURATION.—

[(1) CONSULTATION.—Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.

[(2) DURATION.—Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

[(3) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.

[(e) STATE APPROVAL.—

[(1) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

[(2) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

[(A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and

[(B) meets the requirements of this section.

[(3) REVIEW.—The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.

[(f) PROGRAM RESPONSIBILITY.—The local educational agency plan shall reflect the shared responsibility of schools, teachers, and

the local educational agency in making decisions regarding activities under sections 1114 and 1115.

[(g) PARENTAL NOTIFICATION.—

[(1) IN GENERAL.—

[(A) NOTICE.—Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of—

[(i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

[(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

[(iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

[(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

[(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

[(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;

[(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

[(viii) information pertaining to parental rights that includes written guidance—

[(I) detailing—

[(aa) the right that parents have to have their child immediately removed from such program upon their request; and

[(bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

[(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

[(B) SEPARATE NOTIFICATION.—In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

[(2) NOTICE.—The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

[(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

[(4) PARENTAL PARTICIPATION.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

[(5) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.]

SEC. 1111. STATE PLANS.

(a) PLANS REQUIRED.—

(1) IN GENERAL.—For any State desiring to receive a grant under this subpart, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, school leaders, public charter school representatives, specialized instructional support personnel, other appropriate school personnel, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 5302.

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND STATE ACCOUNTABILITY.—

(1) ACADEMIC STANDARDS.—

(A) IN GENERAL.—Each State plan shall demonstrate that the State has adopted academic content standards and academic achievement standards aligned with such content standards that comply with the requirements of this paragraph.

(B) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

(C) REQUIREMENTS.—The standards described in subparagraph (A) shall—

(i) apply to all public schools and public school students in the State; and

(ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

(D) ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—Notwithstanding any other provision of this paragraph, a State may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, if—

(i) the determination about whether the achievement of an individual student should be measured against such standards is made separately for each student; and

(ii) such standards—

(I) are aligned with the State academic standards required under subparagraph (A);

(II) promote access to the general curriculum; and

(III) reflect professional judgment as to the highest possible standards achievable by such students.

(E) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State plan shall describe how the State educational agency will establish English language proficiency standards that are—

(i) derived from the four recognized domains of speaking, listening, reading, and writing; and

(ii) aligned with the State's academic content standards in reading or language arts under subparagraph (A).

(2) ACADEMIC ASSESSMENTS.—

(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. At the State's discre-

tion, the State plan may also demonstrate that the State has implemented such assessments in any other subject chosen by the State.

(B) REQUIREMENTS.—Such assessments shall—

(i) in the case of mathematics and reading or language arts, be used in determining the performance of each local educational agency and public school in the State in accordance with the State's accountability system under paragraph (3);

(ii) be the same academic assessments used to measure the academic achievement of all public school students in the State;

(iii) be aligned with the State's academic standards and provide coherent and timely information about student attainment of such standards;

(iv) be used for purposes for which such assessments are valid and reliable, be of adequate technical quality for each purpose required under this Act, and be consistent with relevant, nationally recognized professional and technical standards;

(v)(I) in the case of mathematics and reading or language arts, be administered in each of grades 3 through 8 and at least once in grades 9 through 12;

(II) in the case of science, be administered not less than one time during—

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12; and

(III) in the case of any other subject chosen by the State, be administered at the discretion of the State;

(vi) measure individual student academic proficiency and growth;

(vii) at the State's discretion—

(I) be administered through a single annual summative assessment; or

(II) be administered through multiple assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement;

(viii) include measures that assess higher-order thinking skills and understanding;

(ix) provide for—

(I) the participation in such assessments of all students;

(II) the reasonable adaptations and accommodations for students with disabilities necessary to measure the academic achievement of such students relative to the State's academic standards; and

(III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided reasonable accommodations, including, to the extent practicable, assessments in the language and form most likely to yield accurate and reliable

information on what such students know and can do in academic content areas, until such students have achieved English language proficiency, as assessed by the State under subparagraph (D);

(x) notwithstanding clause (ix)(III), provide for the assessment of reading or language arts in English for English learners who have attended school in the United States (not including Puerto Rico) for 3 or more consecutive school years, except that a local educational agency may, on a case-by-case basis, provide for the assessment of reading or language arts for each such student in a language other than English for a period not to exceed 2 additional consecutive years if the assessment would be more likely to yield accurate and reliable information on what such student knows and can do, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on reading or language arts assessments written in English;

(xi) produce individual student interpretive, descriptive, and diagnostic reports regarding achievement on such assessments that allow parents, teachers, and school leaders to understand and address the specific academic needs of students, and that are provided to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English language proficiency status, by migrant status, by status as a student with a disability, and by economically disadvantaged status, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; and

(xiii) be administered to not less than 95 percent of all students, and not less than 95 percent of each subgroup of students described in paragraph (3)(B)(ii)(II).

(C) ALTERNATE ASSESSMENTS.—A State may provide for alternate assessments aligned with the alternate academic standards adopted in accordance with paragraph (1)(D), for students with the most significant cognitive disabilities, if the State—

(i) establishes and monitors implementation of clear and appropriate guidelines for individualized education program teams (as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act) to apply when determining when a child's

significant cognitive disability justifies assessment based on alternate achievement standards;

(ii) ensures that the parents of such students are informed that—

(I) their child's academic achievement will be measured against such alternate standards; and

(II) whether participation in such assessments precludes the student from completing the requirements for a regular high school diploma;

(iii) demonstrates that such students are, to the extent practicable, included in the general curriculum and that such alternate assessments are aligned with such curriculum;

(iv) develops, disseminates information about, and promotes the use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which a student is enrolled; and

(v) ensures that regular and special education teachers and other appropriate staff know how to administer the alternate assessments, including making appropriate use of accommodations for students with disabilities.

(D) ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY.—

(i) IN GENERAL.—Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency.

(ii) ALIGNMENT.—The assessments described in clause (i) shall be aligned with the State's English language proficiency standards described in paragraph (1)(E).

(E) LANGUAGE ASSESSMENTS.—Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

(F) ADAPTIVE ASSESSMENTS.—A State may develop and administer computer adaptive assessments as the assessments required under subparagraph (A). If a State develops and administers a computer adaptive assessment for such purposes, the assessment shall meet the requirements of this paragraph, except as follows:

(i) Notwithstanding subparagraph (B)(iii), the assessment—

(I) shall measure, at a minimum, each student's academic proficiency against the State's academic

standards for the student's grade level and growth toward such standards; and

(II) if the State chooses, may be used to measure the student's level of academic proficiency and growth using assessment items above or below the student's grade level, including for use as part of a State's accountability system under paragraph (3).

(ii) Subparagraph (B)(ii) shall not be interpreted to require that all students taking the computer adaptive assessment be administered the same assessment items.

(3) STATE ACCOUNTABILITY SYSTEMS.—

(A) IN GENERAL.—Each State plan shall demonstrate that the State has developed and is implementing a single, statewide accountability system to ensure that all public school students graduate from high school prepared for postsecondary education or the workforce without the need for remediation.

(B) ELEMENTS.—Each State accountability system described in subparagraph (A) shall at a minimum—

(i) annually measure the academic achievement of all public school students in the State against the State's mathematics and reading or language arts academic standards adopted under paragraph (1), which may include measures of student growth toward such standards, using the mathematics and reading or language arts assessments described in paragraph (2)(B) and other valid and reliable academic indicators related to student achievement as identified by the State;

(ii) annually evaluate and identify the academic performance of each public school in the State based on—

(I) student academic achievement as measured in accordance with clause (i); and

(II) the overall performance, and achievement gaps as compared to all students in the school, for economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, except that disaggregation of data under this subclause shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; and

(iii) include a system for school improvement for low-performing public schools receiving funds under this subpart that—

(I) implements interventions in such schools that are designed to address such schools' weaknesses; and

(II) is implemented by local educational agencies serving such schools.

(C) PROHIBITION.—Nothing in this section shall be construed to permit the Secretary to establish any criteria that specifies, defines, or prescribes any aspect of a State's ac-

countability system developed and implemented in accordance with this paragraph.

(D) ACCOUNTABILITY FOR CHARTER SCHOOLS.—The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

(4) REQUIREMENTS.—Each State plan shall describe—

(A) how the State educational agency will assist each local educational agency and each public school affected by the State plan to comply with the requirements of this subpart, including how the State educational agency will work with local educational agencies to provide technical assistance; and

(B) how the State educational agency will ensure that the results of the State assessments described in paragraph (2), the other indicators selected by the State under paragraph (3)(B)(i), and the school evaluations described in paragraph (3)(B)(ii), will be promptly provided to local educational agencies, schools, teachers, and parents in a manner that is clear and easy to understand, but not later than before the beginning of the school year following the school year in which such assessments, other indicators, or evaluations are taken or completed.

(5) TIMELINE FOR IMPLEMENTATION.—Each State plan shall describe the process by which the State will adopt and implement the State academic standards, assessments, and accountability system required under this section within 2 years of enactment of the Student Success Act.

(6) EXISTING STANDARDS.—Nothing in this subpart shall prohibit a State from revising, consistent with this section, any standard adopted under this section before or after the date of enactment of the Student Success Act.

(7) EXISTING STATE LAW.—Nothing in this section shall be construed to alter any State law or regulation granting parents authority over schools that repeatedly failed to make adequate yearly progress under this section, as in effect on the day before the date of the enactment of the Student Success Act.

(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING.—Each State plan shall contain assurances that—

(1) the State will notify local educational agencies, schools, teachers, parents, and the public of the academic standards, academic assessments, and State accountability system developed and implemented under this section;

(2) the State will participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act if the Secretary pays the costs of administering such assessments;

(3) the State educational agency will notify local educational agencies and the public of the authority to operate schoolwide programs;

(4) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies

and individual schools participating in a program assisted under this subpart;

(5) the State educational agency will encourage schools to consolidate funds from other Federal, State, and local sources for schoolwide reform in schoolwide programs under section 1114;

(6) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114; and

(7) the State educational agency will inform local educational agencies in the State of the local educational agency's authority to transfer funds under section 1002 and to obtain waivers under section 5401.

(d) PARENTAL INVOLVEMENT.—Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—

(1) be based on the most current research that meets the highest professional and technical standards on effective parental involvement that fosters achievement to high standards for all children;

(2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement; and

(3) be coordinated with programs funded under subpart 3 of part A of title III.

(e) PEER REVIEW AND SECRETARIAL APPROVAL.—

(1) ESTABLISHMENT.—Notwithstanding section 5543, the Secretary shall—

(A) establish a peer-review process to assist in the review of State plans; and

(B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students, and ensure that 75 percent of such appointees are practitioners.

(2) APPROVAL.—The Secretary shall—

(A) approve a State plan within 120 days of its submission;

(B) disapprove of the State plan only if the Secretary demonstrates how the State plan fails to meet the requirements of this section and immediately notifies the State of such determination and the reasons for such determination;

(C) not decline to approve a State's plan before—

(i) offering the State an opportunity to revise its plan;

(ii) providing technical assistance in order to assist the State to meet the requirements of this section; and

(iii) providing a hearing; and

(D) have the authority to disapprove a State plan for not meeting the requirements of this subpart, but shall not have the authority to require a State, as a condition of ap-

proval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic standards or State accountability system, or to use specific academic assessments or other indicators.

(3) STATE REVISIONS.—A State plan shall be revised by the State educational agency if it is necessary to satisfy the requirements of this section.

(4) PUBLIC REVIEW.—All communications, feedback, and notifications under this subsection shall be conducted in a manner that is immediately made available to the public through the website of the Department, including—

(A) peer review guidance;

(B) the names of the peer reviewers;

(C) State plans submitted or resubmitted by a State, including the current approved plans;

(D) peer review notes;

(E) State plan determinations by the Secretary, including approvals or disapprovals, and any deviations from the peer reviewers' recommendations with an explanation of the deviation; and

(F) hearings.

(5) PROHIBITION.—The Secretary, and the Secretary's staff, may not attempt to participate in, or influence, the peer review process. No Federal employee may participate in, or attempt to influence the peer review process, except to respond to questions of a technical nature, which shall be publicly reported.

(f) DURATION OF THE PLAN.—

(1) IN GENERAL.—Each State plan shall—

(A) remain in effect for the duration of the State's participation under this subpart; and

(B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this subpart.

(2) ADDITIONAL INFORMATION.—If a State makes significant changes to its State plan, such as the adoption of new State academic standards or new academic assessments, or adopts a new State accountability system, such information shall be submitted to the Secretary under subsection (e)(2) for approval.

(g) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section then the Secretary shall withhold funds for State administration under this subpart until the Secretary determines that the State has fulfilled those requirements.

(h) REPORTS.—

(1) ANNUAL STATE REPORT CARD.—

(A) IN GENERAL.—A State that receives assistance under this subpart shall prepare and disseminate an annual State report card. Such dissemination shall include, at a minimum, publicly posting the report card on the home page of the State educational agency's website.

(B) IMPLEMENTATION.—The State report card shall be—

(i) concise; and

(ii) presented in an understandable and uniform format that is developed in consultation with parents and, to the extent practicable, provided in a language that parents can understand.

(C) REQUIRED INFORMATION.—The State shall include in its annual State report card information on—

(i) the performance of students, in the aggregate and disaggregated by the categories of students described in subsection (b)(2)(B)(xii) (except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student), on the State academic assessments described in subsection (b)(2);

(ii) the participation rate on such assessments, in the aggregate and disaggregated in accordance with clause (i);

(iii) the performance of students, in the aggregate and disaggregated in accordance with clause (i), on other academic indicators described in subsection (b)(3)(B)(i);

(iv) for each public high school in the State, in the aggregate and disaggregated in accordance with clause (i)—

(I) the four-year adjusted cohort graduation rate, and

(II) if applicable, the extended-year adjusted cohort graduation rate, reported separately for students graduating in 5 years or less, students graduating in 6 years or less, and students graduating in 7 or more years;

(v) each public school's evaluation results as determined in accordance with subsection (b)(3)(B)(ii);

(vi) the acquisition of English proficiency by English learners;

(vii) the number and percentage of teachers in each category established under clause (iii) of section 2123(1)(A), except that such information shall not reveal personally identifiable information about an individual teacher; and

(viii) the results of the assessments described in subsection (c)(2).

(D) OPTIONAL INFORMATION.—The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools.

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

(A) IN GENERAL.—A local educational agency that receives assistance under this subpart shall prepare and disseminate an annual local educational agency report card.

(B) MINIMUM REQUIREMENTS.—The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

(i) in the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment and other academic indicators adopted in accordance with subsection (b)(3)(B)(i) compared to students in the State as a whole; and

(ii) in the case of a school, the school's evaluation under subsection (b)(3)(B)(ii).

(C) OTHER INFORMATION.—A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

(D) DATA.—A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

(E) PUBLIC DISSEMINATION.—The local educational agency shall publicly disseminate the information described in this paragraph to all schools served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a report card for all students, the local educational agency may include the information under this section as part of such report.

(3) PREEXISTING REPORT CARDS.—A State educational agency or local educational agency may use public report cards on the performance of students, schools, local educational agencies, or the State, that were in effect prior to the enactment of the Student Success Act for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

(4) PARENTS RIGHT-TO-KNOW.—

(A) ACHIEVEMENT INFORMATION.—At the beginning of each school year, a school that receives funds under this subpart shall provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments and other academic indicators adopted in accordance with this subpart.

(B) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(i) PRIVACY.—Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act.

(j) VOLUNTARY PARTNERSHIPS.—A State may enter into a voluntary partnership with another State to develop and implement the academic standards and assessments required under this section, except that the Secretary shall not, either directly or indirectly, attempt to influence, incentivize, or coerce State—

(1) adoption of the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or assessments tied to such standards; or

(2) participation in any such partnerships.

(k) CONSTRUCTION.—Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

(l) SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS.—In determining the assessments to be used by each school operated or funded by the Bureau of Indian Education receiving funds under this subpart, the following shall apply:

(1) Each such school that is accredited by the State in which it is operating shall use the assessments and other academic indicators the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment and academic indicators as approved by the Secretary of the Interior.

(2) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment and other academic indicators, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments and academic indicators adopted by other schools in the same State or region, that meet the requirements of this section.

(3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment and other academic indicators developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment and academic indicators meet the requirements of this section.

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

(a) PLANS REQUIRED.—

(1) SUBGRANTS.—A local educational agency may receive a subgrant under this subpart for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a consolidated application under section 5305.

(b) PLAN PROVISIONS.—Each local educational agency plan shall describe—

(1) how the local educational agency will monitor, in addition to the State assessments described in section 1111(b)(2), students' progress in meeting the State's academic standards;

(2) how the local educational agency will identify quickly and effectively those students who may be at risk of failing to meet the State's academic standards;

(3) how the local educational agency will provide additional educational assistance to individual students in need of additional help in meeting the State's academic standards;

(4) how the local educational agency will implement the school improvement system described in section 1111(b)(3)(B)(iii) for any of the agency's schools identified under such section;

(5) how the local educational agency will coordinate programs under this subpart with other programs under this Act and other Acts, as appropriate;

(6) the poverty criteria that will be used to select school attendance areas under section 1113;

(7) how teachers, in consultation with parents, administrators, and specialized instructional support personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this subpart;

(8) in general, the nature of the programs to be conducted by the local educational agency's schools under sections 1114 and 1115, and, where appropriate, educational services outside such schools for children living in local institutions for neglected and delinquent children, and for neglected and delinquent children in community day school programs;

(9) how the local educational agency will ensure that migratory children who are eligible to receive services under this subpart are selected to receive such services on the same basis as other children who are selected to receive services under this subpart;

(10) the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

(11) the strategy the local educational agency will use to implement effective parental involvement under section 1118;

(12) if appropriate, how the local educational agency will use funds under this subpart to support preschool programs for children, particularly children participating in a Head Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or another comparable early childhood development program;

(13) how the local educational agency, through incentives for voluntary transfers, the provision of professional development, recruitment programs, incentive pay, performance pay, or other effective strategies, will address disparities in the rates of low-income and minority students and other students being taught by ineffective teachers;

(14) if appropriate, how the local educational agency will use funds under this subpart to support programs that coordinate and integrate—

(A) career and technical education aligned with State technical standards that promote skills attainment important to in-demand occupations or industries in the State

and the State's academic standards under section 1111(b)(1); and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals; and

(15) if appropriate, how the local educational agency will use funds under this subpart to support dual enrollment programs and early college high schools.

(c) ASSURANCES.—Each local educational agency plan shall provide assurances that the local educational agency will—

(1) participate, if selected, in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act;

(2) inform schools of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources;

(3) provide technical assistance to schoolwide programs;

(4) provide services to eligible children attending private elementary and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials or representatives regarding such services;

(5) in the case of a local educational agency that chooses to use funds under this subpart to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

(6) inform eligible schools of the local educational agency's authority to request waivers on the school's behalf under Title V; and

(7) ensure that the results of the academic assessments required under section 1111(b)(2) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(d) SPECIAL RULE.—In carrying out subsection (c)(5), the Secretary shall—

(1) consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

(2) disseminate to local educational agencies the education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act, and such agencies affected by such subsection shall plan for the implementation of such subsection (taking into consideration existing State and local laws, and local teacher contracts).

(e) PLAN DEVELOPMENT AND DURATION.—

(1) CONSULTATION.—Each local educational agency plan shall be developed in consultation with teachers, school leaders, public charter school representatives, administrators, and other

appropriate school personnel, and with parents of children in schools served under this subpart.

(2) DURATION.—Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of this Act and shall remain in effect for the duration of the agency's participation under this subpart.

(3) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.

(f) STATE APPROVAL.—

(1) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(2) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

(A) enables schools served under this subpart to substantially help children served under this subpart to meet the State's academic standards described in section 1111(b)(1); and

(B) meets the requirements of this section.

(3) REVIEW.—The State educational agency shall review the local educational agency's plan to determine if such agency's activities are in accordance with section 1118.

(g) PARENTAL NOTIFICATION.—

(1) IN GENERAL.—Each local educational agency using funds under this subpart and subpart 4 to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation, or participating in, such a program of—

(A) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

(B) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(C) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(D) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

(E) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(F) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school for such program if funds under this subpart are used for children in secondary schools;

(G) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and

(H) information pertaining to parental rights that includes written guidance—

(i) detailing—

(I) the right that parents have to have their child immediately removed from such program upon their request; and

(II) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(ii) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(2) NOTICE.—The notice and information provided in paragraph (1) to parents of a child identified for participation in a language instruction educational program for English learners shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION.—Each local educational agency receiving funds under this subpart shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the State's academic standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this subpart.

(5) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

SEC. 1113. ELIGIBLE SCHOOL ATTENDANCE AREAS.

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this [part] *subpart* only in eligible school attendance areas.

(2) ELIGIBLE SCHOOL ATTENDANCE AREAS.—For the purposes of this [part] *subpart*—

(A) * * *

* * * * * * *

(5) MEASURES.—The local educational agency shall use the same measure of poverty, which measure shall be the number

of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act, the number of children in families receiving assistance under the State program funded under [part] *subpart* A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

(A) * * *

* * * * * * *

(b) LOCAL EDUCATIONAL AGENCY DISCRETION.—

(1) IN GENERAL.—Notwithstanding subsection (a)(2), a local educational agency may—

(A) * * *

(B) use funds received under this [part] *subpart* in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

* * * * * * *

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if—

(i) * * *

* * * * * * *

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this [part] *subpart*.

(2) SPECIAL RULE.—Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this [part] *subpart*, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS.—

(1) IN GENERAL.—A local educational agency shall allocate funds received under this [part] *subpart* to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

* * * * * * *

(3) RESERVATION.—A local educational agency shall reserve such funds as are necessary under this [part] *subpart* to provide services comparable to those provided to children in schools funded under this [part] *subpart* to serve—

(A) * * *

* * * * * * *

(4) FINANCIAL INCENTIVES AND REWARDS RESERVATION.—A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under [subpart 2] *chapter B*, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for [school improvement, corrective action, and restructuring under section 1116(b)] *school improvement under section 1111(b)(3)(B)(iii)* for the purpose of attracting and retaining qualified and effective teachers.

SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(1) IN GENERAL.—A local educational agency may consolidate and use funds under this [part] *subpart*, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area [in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families].

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED.—

(A) IN GENERAL.—No school participating in a schoolwide program shall be required—

(i) to identify particular children under this [part] *subpart* as eligible to participate in a schoolwide program; or

* * * * * * *

(B) SUPPLEMENTAL FUNDS.—A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this [part] *subpart*, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and [children with limited English proficiency] *English learners*.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS.—

(A) * * *

(B) REQUIREMENTS.—A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, [maintenance of effort,] comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

* * * * * * *

[(4) PROFESSIONAL DEVELOPMENT.—Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such

fiscal year, except that a school may enter into a consortium with another school to carry out such activities.]

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM.—

(1) IN GENERAL.—A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school [(including taking into account the needs of migratory children as defined in section 1309(2))] that is based on information which includes the achievement of children in relation to the State academic [content standards and the State student academic achievement standards] *standards* described in section 1111(b)(1).

(B) Schoolwide reform strategies that—

(i) provide opportunities for all children to meet the State's [proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D)] *academic standards described in section 1111(b)(1)*;

(ii) use effective methods and instructional strategies that are [based on scientifically based research] *evidence-based* that—

(I) * * *

* * * * * * *

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State [student academic achievement standards] *academic standards* who are members of the target population of any program that is included in the [schoolwide program, which may include—

[(aa) counseling, pupil services, and mentoring services;

[(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

[(cc) the integration of vocational and technical education programs; and] *schoolwide programs; and*

(II) address how the school will determine if such needs have been met; [and]

(iv) are consistent with, and are designed to implement, [the State and local improvement plans] *school improvement strategies*, if any[.]*; and*

(v) may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(C) Instruction by [highly qualified] *effective* teachers.

(D) [In accordance with section 1119 and subsection (a)(4), high-quality] *High-quality* and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, [pupil services] *specialized instructional support services* personnel, parents, and other staff

to enable all children in the school to meet the State's [student academic achievement] *academic* standards.

(E) Strategies to attract [high-quality highly qualified] *effective* teachers to high-need schools.

* * * * * * *

(G) Plans for assisting preschool children in the transition from early childhood programs[, such as Head Start, Even Start, Early Reading First, or a State-run preschool program,] to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in [section 1111(b)(3)] *section 1111(b)(2)* in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the [proficient or advanced levels of academic achievement standards] *State academic standards* required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, [vocational] *career* and technical education, and job training.

(2) PLAN.—

(A) IN GENERAL.—Any eligible school that desires to operate a schoolwide program shall [first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001)] *have in place*, in consultation with the local educational agency [and its school support team or other technical assistance provider under section 1117], a comprehensive plan for reforming the total instructional program in the school that—

(i) * * *

(ii) describes how the school will use resources under this [part] *subpart* and from other sources to implement those components;

* * * * * * *

(iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by [section 1111(b)(3)] *section 1111(b)(2)*.

(B) PLAN DEVELOPMENT.—The comprehensive plan shall be—

(i) developed during a one-year period, unless—

(I) the local educational agency[, after considering the recommendation of the technical assist-

ance providers under section 1117,] determines that less time is needed to develop and implement the schoolwide program; or

(II) the school is operating a schoolwide program on the day preceding the date of enactment of the [No Child Left Behind Act of 2001] *Student Success Act*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators [(including administrators of programs described in other parts of this title)], and, if appropriate, [pupil services] *specialized instructional support services* personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

(iii) in effect for the duration of the school's participation under this [part] *subpart* and reviewed and revised, as necessary, by the school;

* * * * * * *

(v) if appropriate, developed in coordination with programs under [Reading First, Early Reading First, Even Start,] the Carl D. Perkins Career and Technical Education Act of 2006, and the Head Start Act.

(c) PREKINDERGARTEN PROGRAM.—A school that is eligible for a schoolwide program under this section may use funds made available under this [part] *subpart* to establish or enhance prekindergarten programs for children below the age of [6, such as Even Start programs or Early Reading First programs.] *6.*

SEC. 1115. TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL.—In all schools selected to receive funds under section 1113(c) that [are ineligible for a schoolwide program under section 1114, or that] choose not to [operate such] *operate* a schoolwide program, a local educational agency serving such school may use funds received under this [part] *subpart* only for programs that provide services to eligible children under subsection (b) identified as having the greatest need for special assistance.

(b) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) * * *

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's [challenging student academic achievement] *academic* standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of

such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or [limited English proficient children] *English learners*, are eligible for services under this [part] *subpart* on the same basis as other children selected to receive services under this [part] *subpart*.

(B) HEAD START[, EVEN START, OR EARLY READING FIRST] CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start[, Even Start, or Early Reading First] program, or in preschool services under this title, is eligible for services under this [part] *subpart*.

(C) [PART C CHILDREN.—] *SUBPART 3 CHILDREN*.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under [part C] *subpart 3* is eligible for services under this [part] *subpart*.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this [part] *subpart*.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this [part] *subpart*.

(3) SPECIAL RULE.—Funds received under this [part] *subpart* may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(c) COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM.—

(1) IN GENERAL.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this [part] *subpart* the opportunity to meet the State's [challenging student academic achievement] *academic* standards in subjects as determined by the State, each targeted assistance program under this section shall—

(A) use such program's resources under this [part] *subpart* to help participating children meet such State's [challenging student academic achievement] *academic* standards expected for all children;

(B) ensure that planning for students served under this [part] *subpart* is incorporated into existing school planning;

(C) use effective methods and instructional strategies that are [based on scientifically based research] *evidence-based* that strengthens the core academic program of the school and that—

(i) * * *

* * * * * * *

(iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this [part] *subpart*;

(D) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs [such as Head Start, Even Start, Early Reading First or State-run preschool programs] to elementary school programs;

(E) provide instruction by [highly qualified] *effective* teachers;

(F) [in accordance with subsection (e)(3) and section 1119,] provide opportunities for professional development with resources provided under this [part] *subpart*, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, [pupil services personnel] *specialized instructional support personnel*, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

* * * * * * *

(H) coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, [vocational] *career* and technical education, and job training.

* * * * * * *

(2) REQUIREMENTS.—Each school conducting a program under this section shall assist participating children selected in accordance with subsection (b) to meet the State's [proficient and advanced levels of achievement] *academic standards* by—

(A) the coordinating of resources provided under this [part] *subpart* with other resources; and

(B) reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's [challenging student academic achievement] *academic* standards, such as an extended school year, before- and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT.—To promote the integration of staff supported with funds under this [part] *subpart* into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this [part] *subpart* may—

(1) * * *

* * * * * * *

(e) SPECIAL RULES.—

(1) SIMULTANEOUS SERVICE.— * * *

(2) COMPREHENSIVE SERVICES.—If—

(A) * * *

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this [part] *subpart* may be used as a last resort to provide such services, including—

(i) * * *

* * * * * * *

(iii) professional development necessary to assist teachers, [pupil services] *specialized instructional support services* personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

[(3) PROFESSIONAL DEVELOPMENT.—Each school receiving funds under this part for any fiscal year shall devote sufficient resources to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119 for such fiscal year, and a school may enter into a consortium with another school to carry out such activities.]

(f) DELIVERY OF SERVICES.—The elements of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

[SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

[(a) LOCAL REVIEW.—

[(1) IN GENERAL.—Each local educational agency receiving funds under this part shall—

[(A) use the State academic assessments and other indicators described in the State plan to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2);

[(B) at the local educational agency's discretion, use any academic assessments or any other academic indicators described in the local educational agency's plan under section 1112(b)(1)(A) and (B) to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2), except that the local educational agency may not use such indicators (other than as provided for in section 1111(b)(2)(I)) if the indicators reduce the number or change the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may identify additional schools for school improvement or in need of corrective action or restructuring;

[(C) publicize and disseminate the results of the local annual review described in paragraph (1) to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can con-

tinually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the challenging State student academic achievement standards established under section 1111(b)(1); and

[(D) review the effectiveness of the actions and activities the schools are carrying out under this part with respect to parental involvement, professional development, and other activities assisted under this part.

[(2) AVAILABLE RESULTS.—The State educational agency shall ensure that the results of State academic assessments administered in that school year are available to the local educational agency before the beginning of the next school year.

[(b) SCHOOL IMPROVEMENT.—

[(1) GENERAL REQUIREMENTS.—

[(A) IDENTIFICATION.—Subject to subparagraph (C), a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

[(B) DEADLINE.—The identification described in subparagraph (A) shall take place before the beginning of the school year following such failure to make adequate yearly progress.

[(C) APPLICATION.—Subparagraph (A) shall not apply to a school if almost every student in each group specified in section 1111(b)(2)(C)(v) enrolled in such school is meeting or exceeding the State's proficient level of academic achievement.

[(D) TARGETED ASSISTANCE SCHOOLS.—To determine if an elementary school or a secondary school that is conducting a targeted assistance program under section 1115 should be identified for school improvement, corrective action, or restructuring under this section, a local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services, under this part.

[(E) PUBLIC SCHOOL CHOICE.—

[(i) IN GENERAL.—In the case of a school identified for school improvement under this paragraph, the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school improvement under this paragraph, unless such an option is prohibited by State law.

[(ii) RULE.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1).

[(F) TRANSFER.—Students who use the option to transfer under subparagraph (E) and paragraph (5)(A), (7)(C)(i), or (8)(A)(i) or subsection (c)(10)(C)(vii) shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.

[(2) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE; TIME LIMIT.—

[(A) IDENTIFICATION.—Before identifying an elementary school or a secondary school for school improvement under paragraphs (1) or (5)(A), for corrective action under paragraph (7), or for restructuring under paragraph (8), the local educational agency shall provide the school with an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based.

[(B) EVIDENCE.—If the principal of a school proposed for identification under paragraph (1), (5)(A), (7), or (8) believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the local educational agency, which shall consider that evidence before making a final determination.

[(C) FINAL DETERMINATION.—Not later than 30 days after a local educational agency provides the school with the opportunity to review such school-level data, the local educational agency shall make public a final determination on the status of the school with respect to the identification.

[(3) SCHOOL PLAN.—

[(A) REVISED PLAN.—After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and—

[(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

[(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001–2002 school year;

[(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that—

[(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

[(II) meets the requirements for professional development activities under section 1119; and

[(III) is provided in a manner that affords increased opportunity for participating in that professional development;

[(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;

[(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001–2002 school year;

[(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;

[(vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;

[(viii) include strategies to promote effective parental involvement in the school;

[(ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

[(x) incorporate a teacher mentoring program.

[(B) CONDITIONAL APPROVAL.—The local educational agency may condition approval of a school plan under this paragraph on—

[(i) inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or

[(ii) feedback on the school improvement plan from parents and community leaders.

[(C) PLAN IMPLEMENTATION.—Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than

the beginning of the next full school year following the identification under paragraph (1).

[(D) PLAN APPROVED DURING SCHOOL YEAR.—Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

[(E) LOCAL EDUCATIONAL AGENCY APPROVAL.—The local educational agency, within 45 days of receiving a school plan, shall—

[(i) establish a peer review process to assist with review of the school plan; and

[(ii) promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.

[(4) TECHNICAL ASSISTANCE.—

[(A) IN GENERAL.—For each school identified for school improvement under paragraph (1), the local educational agency serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan under paragraph (3) throughout the plan's duration.

[(B) SPECIFIC ASSISTANCE.—Such technical assistance—

[(i) shall include assistance in analyzing data from the assessments required under section 1111(b)(3), and other examples of student work, to identify and address problems in instruction, and problems if any, in implementing the parental involvement requirements described in section 1118, the professional development requirements described in section 1119, and the responsibilities of the school and local educational agency under the school plan, and to identify and address solutions to such problems;

[(ii) shall include assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement;

[(iii) shall include assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status; and

[(iv) may be provided—

[(I) by the local educational agency, through mechanisms authorized under section 1117; or

[(II) by the State educational agency, an institution of higher education (that is in full compliance with all the reporting provisions of title II of the Higher Education Act of 1965), a private not-for-profit organization or for-profit organization, an educational service agency, or another entity

with experience in helping schools improve academic achievement.

[(C) SCIENTIFICALLY BASED RESEARCH.—Technical assistance provided under this section by a local educational agency or an entity approved by that agency shall be based on scientifically based research.

[(5) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS AFTER IDENTIFICATION.—In the case of any school served under this part that fails to make adequate yearly progress, as set out in the State's plan under section 1111(b)(2), by the end of the first full school year after identification under paragraph (1), the local educational agency serving such school—

[(A) shall continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency in accordance with subparagraphs (E) and (F);

[(B) shall make supplemental educational services available consistent with subsection (e)(1); and

[(C) shall continue to provide technical assistance.

[(6) NOTICE TO PARENTS.—A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8)—

[(A) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;

[(B) the reasons for the identification;

[(C) an explanation of what the school identified for school improvement is doing to address the problem of low achievement;

[(D) an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;

[(E) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and

[(F) an explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

[(7) CORRECTIVE ACTION.—

[(A) IN GENERAL.—In this subsection, the term "corrective action" means action, consistent with State law, that—

[(i) substantially and directly responds to—

[(I) the consistent academic failure of a school that caused the local educational agency to take such action; and

[(II) any underlying staffing, curriculum, or other problems in the school; and

[(ii) is designed to increase substantially the likelihood that each group of students described in 1111(b)(2)(C) enrolled in the school identified for corrective action will meet or exceed the State's proficient levels of achievement on the State academic assessments described in section 1111(b)(3).

[(B) SYSTEM.—In order to help students served under this part meet challenging State student academic achievement standards, each local educational agency shall implement a system of corrective action in accordance with subparagraphs (C) through (E).

[(C) ROLE OF LOCAL EDUCATIONAL AGENCY.—In the case of any school served by a local educational agency under this part that fails to make adequate yearly progress, as defined by the State under section 1111(b)(2), by the end of the second full school year after the identification under paragraph (1), the local educational agency shall—

[(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

[(ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);

[(iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

[(iv) identify the school for corrective action and take at least one of the following corrective actions:

[(I) Replace the school staff who are relevant to the failure to make adequate yearly progress.

[(II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

[(III) Significantly decrease management authority at the school level.

[(IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).

[(V) Extend the school year or school day for the school.

[(VI) Restructure the internal organizational structure of the school.

[(D) DELAY.—Notwithstanding any other provision of this paragraph, the local educational agency may delay, for

a period not to exceed 1 year, implementation of the requirements under paragraph (5), corrective action under this paragraph, or restructuring under paragraph (8) if the school makes adequate yearly progress for 1 year or if its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency or school. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

[(E) PUBLICATION AND DISSEMINATION.—The local educational agency shall publish and disseminate information regarding any corrective action the local educational agency takes under this paragraph at a school—

[(i) to the public and to the parents of each student enrolled in the school subject to corrective action;

[(ii) in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

[(iii) through such means as the Internet, the media, and public agencies.

[(8) RESTRUCTURING.—

[(A) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS.—If, after 1 full school year of corrective action under paragraph (7), a school subject to such corrective action continues to fail to make adequate yearly progress, then the local educational agency shall—

[(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

[(ii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

[(iii) prepare a plan and make necessary arrangements to carry out subparagraph (B).

[(B) ALTERNATIVE GOVERNANCE.—Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:

[(i) Reopening the school as a public charter school.

[(ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.

[(iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

[(iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.

[(v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause.

[(C) PROMPT NOTICE.—The local educational agency shall—

[(i) provide prompt notice to teachers and parents whenever subparagraph (A) or (B) applies; and

[(ii) provide the teachers and parents with an adequate opportunity to—

[(I) comment before taking any action under those subparagraphs; and

[(II) participate in developing any plan under subparagraph (A)(iii).

[(9) TRANSPORTATION.—In any case described in paragraph (1)(E) for schools described in paragraphs (1)(A), (5), (7)(C)(i), and (8)(A), and subsection (c)(10)(C)(vii), the local educational agency shall provide, or shall pay for the provision of, transportation for the student to the public school the student attends.

[(10) FUNDS FOR TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES.—

[(A) IN GENERAL.—Unless a lesser amount is needed to comply with paragraph (9) and to satisfy all requests for supplemental educational services under subsection (e), a local educational agency shall spend an amount equal to 20 percent of its allocation under subpart 2, from which the agency shall spend—

[(i) an amount equal to 5 percent of its allocation under subpart 2 to provide, or pay for, transportation under paragraph (9);

[(ii) an amount equal to 5 percent of its allocation under subpart 2 to provide supplemental educational services under subsection (e); and

[(iii) an amount equal to the remaining 10 percent of its allocation under subpart 2 for transportation under paragraph (9), supplemental educational services under subsection (e), or both, as the agency determines.

[(B) TOTAL AMOUNT.—The total amount described in subparagraph (A)(ii) is the maximum amount the local educational agency shall be required to spend under this part on supplemental educational services described in subsection (e).

[(C) INSUFFICIENT FUNDS.—If the amount of funds described in subparagraph (A)(ii) or (iii) and available to provide services under this subsection is insufficient to provide supplemental educational services to each child whose parents request the services, the local educational agency shall give priority to providing the services to the lowest-achieving children.

[(D) PROHIBITION.—A local educational agency shall not, as a result of the application of this paragraph, reduce by more than 15 percent the total amount made available under section 1113(c) to a school described in paragraph (7)(C) or (8)(A) of subsection (b).

[(11) COOPERATIVE AGREEMENT.—In any case described in paragraph (1)(E), (5)(A), (7)(C)(i), or (8)(A)(i), or subsection (c)(10)(C)(vii) if all public schools served by the local educational agency to which a child may transfer are identified for school improvement, corrective action or restructuring, the agency shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for a transfer.

[(12) DURATION.—If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the local educational agency shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement for the succeeding school year.

[(13) SPECIAL RULE.—A local educational agency shall permit a child who transferred to another school under this subsection to remain in that school until the child has completed the highest grade in that school. The obligation of the local educational agency to provide, or to provide for, transportation for the child ends at the end of a school year if the local educational agency determines that the school from which the child transferred is no longer identified for school improvement or subject to corrective action or restructuring.

[(14) STATE EDUCATIONAL AGENCY RESPONSIBILITIES.—The State educational agency shall—

[(A) make technical assistance under section 1117 available to schools identified for school improvement, corrective action, or restructuring under this subsection consistent with section 1117(a)(2);

[(B) if the State educational agency determines that a local educational agency failed to carry out its responsibilities under this subsection, take such corrective actions as the State educational agency determines to be appropriate and in compliance with State law;

[(C) ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection; and

[(D) for local educational agencies or schools identified for improvement under this subsection, notify the Secretary of major factors that were brought to the attention of the State educational agency under section 1111(b)(9)

that have significantly affected student academic achievement.

[(c) STATE REVIEW AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT.—

[(1) IN GENERAL.—A State shall—

[(A) annually review the progress of each local educational agency receiving funds under this part to determine whether schools receiving assistance under this part are making adequate yearly progress as defined in section 1111(b)(2) toward meeting the State's student academic achievement standards and to determine if each local educational agency is carrying out its responsibilities under this section and sections 1117, 1118, and 1119; and

[(B) publicize and disseminate to local educational agencies, teachers and other staff, parents, students, and the community the results of the State review, including statistically sound disaggregated results, as required by section 1111(b)(2).

[(2) REWARDS.—In the case of a local educational agency that, for 2 consecutive years, has exceeded adequate yearly progress as defined in the State plan under section 1111(b)(2), the State may make rewards of the kinds described under section 1117 to the agency.

[(3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT.—A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

[(4) TARGETED ASSISTANCE SCHOOLS.—When reviewing targeted assistance schools served by a local educational agency, a State educational agency may choose to review the progress of only the students in such schools who are served, or are eligible for services, under this part.

[(5) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE.—

[(A) REVIEW.—Before identifying a local educational agency for improvement under paragraph (3) or corrective action under paragraph (10), a State educational agency shall provide the local educational agency with an opportunity to review the data, including academic assessment data, on which the proposed identification is based.

[(B) EVIDENCE.—If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State educational agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data under subparagraph (A).

[(6) NOTIFICATION TO PARENTS.—The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local

educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

[(7) LOCAL EDUCATIONAL AGENCY REVISIONS.—

[(A) PLAN.—Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—

[(i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;

[(ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;

[(iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119;

[(iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);

[(v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;

[(vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;

[(vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; and

[(viii) include strategies to promote effective parental involvement in the school.

[(B) IMPLEMENTATION.—The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

[(9) STATE EDUCATIONAL AGENCY RESPONSIBILITY.—

[(A) TECHNICAL OR OTHER ASSISTANCE.—For each local educational agency identified under paragraph (3), the State educational agency shall provide technical or other assistance if requested, as authorized under section 1117, to better enable the local educational agency to—

[(i) develop and implement the local educational agency's plan; and

[(ii) work with schools needing improvement.

[(B) METHODS AND STRATEGIES.—Technical assistance provided under this section by the State educational agency or an entity authorized by such agency shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, in implementing the parental involvement activities described in section 1118 and the professional development activities described in section 1119.

[(10) CORRECTIVE ACTION.—In order to help students served under this part meet challenging State student academic achievement standards, each State shall implement a system of corrective action in accordance with the following:

[(A) DEFINITION.—As used in this paragraph, the term "corrective action" means action, consistent with State law, that—

[(i) substantially and directly responds to the consistent academic failure that caused the State to take such action and to any underlying staffing, curricular, or other problems in the agency; and

[(ii) is designed to meet the goal of having all students served under this part achieve at the proficient and advanced student academic achievement levels.

[(B) GENERAL REQUIREMENTS.—After providing technical assistance under paragraph (9) and subject to subparagraph (E), the State—

[(i) may take corrective action at any time with respect to a local educational agency that has been identified under paragraph (3);

[(ii) shall take corrective action with respect to any local educational agency that fails to make adequate yearly progress, as defined by the State, by the end of the second full school year after the identification of the agency under paragraph (3); and

[(iii) shall continue to provide technical assistance while instituting any corrective action under clause (i) or (ii).

[(C) CERTAIN CORRECTIVE ACTIONS REQUIRED.—In the case of a local educational agency identified for corrective action, the State educational agency shall take at least one of the following corrective actions:

[(i) Deferring programmatic funds or reducing administrative funds.

[(ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on sci-

entifically based research for all relevant staff, that offers substantial promise of improving educational achievement for low-achieving students.

[(iii) Replacing the local educational agency personnel who are relevant to the failure to make adequate yearly progress.

[(iv) Removing particular schools from the jurisdiction of the local educational agency and establishing alternative arrangements for public governance and supervision of such schools.

[(v) Appointing, through the State educational agency, a receiver or trustee to administer the affairs of the local educational agency in place of the superintendent and school board.

[(vi) Abolishing or restructuring the local educational agency.

[(vii) Authorizing students to transfer from a school operated by the local educational agency to a higher-performing public school operated by another local educational agency in accordance with subsections (b)(1)(E) and (F), and providing to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9), in conjunction with carrying out not less than one additional action described under this subparagraph.

[(D) HEARING.—Prior to implementing any corrective action under this paragraph, the State educational agency shall provide notice and a hearing to the affected local educational agency, if State law provides for such notice and hearing. The hearing shall take place not later than 45 days following the decision to implement corrective action.

[(E) NOTICE TO PARENTS.—The State educational agency shall publish, and disseminate to parents and the public, information on any corrective action the State educational agency takes under this paragraph through such means as the Internet, the media, and public agencies.

[(F) DELAY.—Notwithstanding subparagraph (B)(ii), a State educational agency may delay, for a period not to exceed 1 year, implementation of corrective action under this paragraph if the local educational agency makes adequate yearly progress for 1 year or its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

[(11) SPECIAL RULE.—If a local educational agency makes adequate yearly progress for two consecutive school years beginning after the date of identification of the agency under paragraph (3), the State educational agency need no longer identify the local educational agency for improvement or subject the local educational agency to corrective action for the succeeding school year.

[(d) CONSTRUCTION.—Nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

[(e) SUPPLEMENTAL EDUCATIONAL SERVICES.—

[(1) SUPPLEMENTAL EDUCATIONAL SERVICES.—In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

[(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES.—Each local educational agency subject to this subsection shall—

[(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

[(i) the availability of services under this subsection;

[(ii) the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

[(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

[(B) if requested, assist parents in choosing a provider from the list of approved providers maintained by the State;

[(C) apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students; and

[(D) not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student.

[(3) AGREEMENT.—In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall—

[(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

[(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

[(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

[(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

[(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

[(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES.—A State educational agency shall—

[(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

[(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

[(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

[(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

[(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

[(5) CRITERIA FOR PROVIDERS.—In order for a provider to be included on the State list under paragraph (4)(C), a provider shall agree to carry out the following:

[(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

[(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency

and State, and are aligned with State student academic achievement standards.

[(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

[(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

[(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES.—The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of—

[(A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or

[(B) the actual costs of the supplemental educational services received by the child.

[(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY.—Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

[(8) DURATION.—The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

[(9) PROHIBITION.—Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

[(10) WAIVER.—

[(A) REQUIREMENT.—At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that—

[(i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and

[(ii) the local educational agency provides evidence that it is not able to provide those services.

[(B) NOTIFICATION.—The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

[(11) SPECIAL RULE.—If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

[(12) DEFINITIONS.—In this subsection—

[(A) the term "eligible child" means a child from a low-income family, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1);

[(B) the term "provider" means a non-profit entity, a for-profit entity, or a local educational agency that—

[(i) has a demonstrated record of effectiveness in increasing student academic achievement;

[(ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and

[(iii) is financially sound; and

[(C) the term "supplemental educational services" means tutoring and other supplemental academic enrichment services that are—

[(i) in addition to instruction provided during the school day; and

[(ii) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

[(f) SCHOOLS AND LEAS PREVIOUSLY IDENTIFIED FOR IMPROVEMENT OR CORRECTIVE ACTION.—

[(1) SCHOOLS.—

[(A) SCHOOL IMPROVEMENT.—

[(i) SCHOOLS IN SCHOOL-IMPROVEMENT STATUS BEFORE DATE OF ENACTMENT.—Any school that was in the first year of school improvement status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school that is in the first year of school improvement status under paragraph (1).

[(ii) SCHOOLS IN SCHOOL-IMPROVEMENT STATUS FOR 2 OR MORE YEARS BEFORE DATE OF ENACTMENT.—Any school that was in school improvement status under this section for two or more consecutive school years preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in subsection (b)(5).

[(B) CORRECTIVE ACTION.—Any school that was in corrective action status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in paragraph (7).

[(2) LEAS.—

[(A) LEA IMPROVEMENT.—A State shall identify for improvement under subsection (c)(3) any local educational agency that was in improvement status under this section

as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

[(B) CORRECTIVE ACTION.—A State shall identify for corrective action under subsection (c)(10) any local educational agency that was in corrective action status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

[(C) SPECIAL RULE.—For the schools and other local educational agencies described under paragraphs (1) and (2), as required, the State shall ensure that public school choice in accordance with subparagraphs (b)(1)(E) and (F) and supplemental education services in accordance with subsection (e) are provided not later than the first day of the 2002–2003 school year.

[(D) TRANSITION.—With respect to a determination that a local educational agency has for 2 consecutive years failed to make adequate yearly progress as defined in the State plan under section 1111(b)(2), such determination shall include in such 2-year period any continuous period of time immediately preceding the date of enactment of the No Child Left Behind Act of 2001 during which the agency has failed to make such progress.

[(g) SCHOOLS FUNDED BY THE BUREAU OF INDIAN AFFAIRS.—

[(1) ADEQUATE YEARLY PROGRESS FOR BUREAU FUNDED SCHOOLS.—

[(A) DEVELOPMENT OF DEFINITION.—

[(i) DEFINITION.—The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, using the process set out in section 1138(b) of the Education Amendments of 1978, shall define adequate yearly progress, consistent with section 1111(b), for the schools funded by the Bureau of Indian Affairs on a regional or tribal basis, as appropriate, taking into account the unique circumstances and needs of such schools and the students served by such schools.

[(ii) USE OF DEFINITION.—The Secretary of the Interior, consistent with clause (i), may use the definition of adequate yearly progress that the State in which the school that is funded by the Bureau is located uses consistent with section 1111(b), or in the case of schools that are located in more than one State, the Secretary of the Interior may use whichever State definition of adequate yearly progress that best meets the unique circumstances and needs of such school or schools and the students the schools serve.

[(B) WAIVER.—The tribal governing body or school board of a school funded by the Bureau of Indian Affairs may waive, in part or in whole, the definition of adequate yearly progress established pursuant to paragraph (A) where such definition is determined by such body or school board to be inappropriate. If such definition is waived, the tribal governing body or school board shall, within 60 days thereafter, submit to the Secretary of Interior a proposal for an

alternative definition of adequate yearly progress, consistent with section 1111(b), that takes into account the unique circumstances and needs of such school or schools and the students served. The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, shall approve such alternative definition unless the Secretary determines that the definition does not meet the requirements of section 1111(b), taking into account the unique circumstances and needs of such school or schools and the students served.

[(C) TECHNICAL ASSISTANCE.—The Secretary of Interior shall, in consultation with the Secretary if the Secretary of Interior requests the consultation, either directly or through a contract, provide technical assistance, upon request, to a tribal governing body or school board of a school funded by the Bureau of Indian Affairs that seeks to develop an alternative definition of adequate yearly progress.

[(2) ACCOUNTABILITY FOR BIA SCHOOLS.—For the purposes of this section, schools funded by the Bureau of Indian Affairs shall be considered schools subject to subsection (b), as specifically provided for in this subsection, except that such schools shall not be subject to subsection (c), or the requirements to provide public school choice and supplemental educational services under subsections (b) and (e).

[(3) SCHOOL IMPROVEMENT FOR BUREAU SCHOOLS.—

[(A) CONTRACT AND GRANT SCHOOLS.—For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such school shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(3), and subsection (b)(5), other than subsection (b)(1)(E). The Bureau of Indian Affairs shall be responsible for meeting the requirements of subsection (b)(4) relating to technical assistance.

[(B) BUREAU OPERATED SCHOOLS.—For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(5), other than subsection (b)(1)(E).

[(4) CORRECTIVE ACTION AND RESTRUCTURING FOR BUREAU-FUNDED SCHOOLS.—

[(A) CONTRACT AND GRANT SCHOOLS.—For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such

school shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by such school board under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

[(B) BUREAU OPERATED SCHOOLS.—For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by the Bureau under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

[(5) ANNUAL REPORT.—On an annual basis, the Secretary of the Interior shall report to the Secretary of Education and to the appropriate committees of Congress regarding any schools funded by the Bureau of Indian Affairs which have been identified for school improvement. Such report shall include—

[(A) the identity of each school;

[(B) a statement from each affected school board regarding the factors that lead to such identification; and

[(C) an analysis by the Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, as to whether sufficient resources were available to enable such school to achieve adequate yearly progress.

[(h) OTHER AGENCIES.—After receiving the notice described in subsection (b)(14)(D), the Secretary may notify, to the extent feasible and necessary as determined by the Secretary, other relevant Federal agencies regarding the major factors that were determined by the State educational agency to have significantly affected student academic achievement.

[SEC. 1117. SCHOOL SUPPORT AND RECOGNITION.

[(a) SYSTEM FOR SUPPORT.—

[(1) IN GENERAL.—Each State shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under this part, in order to increase the opportunity for all students served by those agencies and schools to meet the State's academic content standards and student academic achievement standards.

[(2) PRIORITIES.—In carrying out this subsection, a State shall—

[(A) first, provide support and assistance to local educational agencies with schools subject to corrective action under section 1116 and assist those schools, in accordance with section 1116(b)(11), for which a local educational agency has failed to carry out its responsibilities under paragraphs (7) and (8) of section 1116(b);

[(B) second, provide support and assistance to other local educational agencies with schools identified as in need of improvement under section 1116(b); and

[(C) third, provide support and assistance to other local educational agencies and schools participating under this part that need that support and assistance in order to achieve the purpose of this part.

[(3) REGIONAL CENTERS.—Such a statewide system shall, to the extent practicable, work with and receive support and assistance from regional educational laboratories established under part D of the Education Sciences Reform Act of 2002 and comprehensive centers established under the Educational Technical Assistance Act of 2002 and the comprehensive regional technical assistance centers and the regional educational laboratories under section 941(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such section existed on the day before the date of enactment of the Education Sciences Reform Act of 2002), or other providers of technical assistance.

[(4) STATEWIDE SYSTEM.—

[(A) In order to achieve the purpose described in paragraph (1), the statewide system shall include, at a minimum, the following approaches:

[(i) Establishing school support teams in accordance with subparagraph (C) for assignment to, and working in, schools in the State that are described in paragraph (2).

[(ii) Providing such support as the State educational agency determines necessary and available in order to ensure the effectiveness of such teams.

[(iii) Designating and using distinguished teachers and principals who are chosen from schools served under this part that have been especially successful in improving academic achievement.

[(iv) Devising additional approaches to providing the assistance described in paragraph (1), such as providing assistance through institutions of higher education and educational service agencies or other local consortia, and private providers of scientifically based technical assistance.

[(B) PRIORITY.—The State educational agency shall give priority to the approach described in clause (i) of subparagraph (A).

[(5) SCHOOL SUPPORT TEAMS.—

[(A) COMPOSITION.—Each school support team established under this section shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students, including—

[(i) highly qualified or distinguished teachers and principals;

[(ii) pupil services personnel;

[(iii) parents;

[(iv) representatives of institutions of higher education;

[(v) representatives of regional educational laboratories or comprehensive regional technical assistance centers;

[(vi) representatives of outside consultant groups; or

[(vii) other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

[(B) FUNCTIONS.—Each school support team assigned to a school under this section shall—

[(i) review and analyze all facets of the school's operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school;

[(ii) collaborate with parents and school staff and the local educational agency serving the school in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under section 1111(b)(2)(B);

[(iii) evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the local educational agency, and, where appropriate, the State educational agency; and

[(iv) make additional recommendations as the school implements the plan described in clause (ii) to the local educational agency and the State educational agency concerning additional assistance that is needed by the school or the school support team.

[(C) CONTINUATION OF ASSISTANCE.—After one school year, from the beginning of the activities, such school support team, in consultation with the local educational agency, may recommend that the school support team continue to provide assistance to the school, or that the local educational agency or the State educational agency, as appropriate, take alternative actions with regard to the school.

[(b) STATE RECOGNITION.—

[(1) ACADEMIC ACHIEVEMENT AWARDS PROGRAM.—

[(A) IN GENERAL.—Each State receiving a grant under this part—

[(i) shall establish a program for making academic achievement awards to recognize schools that meet the criteria described in subparagraph (B); and

[(ii) as appropriate and as funds are available under subsection (c)(2)(A), may financially reward schools served under this part that meet the criteria described in clause (ii).

[(B) CRITERIA.—The criteria referred to in subparagraph (A) are that a school—

[(i) significantly closed the achievement gap between the groups of students described in section 1111(b)(2); or

[(ii) exceeded their adequate yearly progress, consistent with section 1111(b)(2), for 2 or more consecutive years.

[(2) DISTINGUISHED SCHOOLS.—Of those schools meeting the criteria described in paragraph (2), each State shall designate as distinguished schools those schools that have made the greatest gains in closing the achievement gap as described in subparagraph (B)(i) or exceeding adequate yearly progress as described in subparagraph (B)(ii). Such distinguished schools may serve as models for and provide support to other schools, especially schools identified for improvement under section 1116, to assist such schools in meeting the State's academic content standards and student academic achievement standards.

[(3) AWARDS TO TEACHERS.—A State program under paragraph (1) may also recognize and provide financial awards to teachers teaching in a school described in such paragraph that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction, or to teachers or principals designated as distinguished under subsection (a)(4)(A)(iii).

[(c) FUNDING.—

[(1) IN GENERAL.—Each State—

[(A) shall use funds reserved under section 1003(a) and may use funds made available under section 1003(g) for the approaches described under subsection (a)(4)(A); and

[(B) shall use State administrative funds authorized under section 1004(a) to establish the statewide system of support described under subsection (a).

[(2) RESERVATIONS OF FUNDS BY STATE.—

[(A) AWARDS PROGRAM.—For the purpose of carrying out subsection (b)(1), each State receiving a grant under this part may reserve, from the amount (if any) by which the funds received by the State under subpart 2 for a fiscal year exceed the amount received by the State under that subpart for the preceding fiscal year, not more than 5 percent of such excess amount.

[(B) TEACHER AWARDS.—For the purpose of carrying out subsection (b)(3), a State educational agency may reserve such funds as necessary from funds made available under section 2113.

[(3) USE WITHIN 3 YEARS.—Notwithstanding any other provision of law, the amount reserved under subparagraph (A) by a State for each fiscal year shall remain available to the State until expended for a period not exceeding 3 years receipt of funds.

[(4) SPECIAL ALLOCATION RULE FOR SCHOOLS IN HIGH-POVERTY AREAS.—

[(A) IN GENERAL.—Each State shall distribute not less than 75 percent of any amount reserved under paragraph (2)(A) for each fiscal year to schools described in subparagraph (B), or to teachers in those schools consistent with subsection (b)(3).

[(B) SCHOOL DESCRIBED.—A school described in subparagraph (A) is a school whose student population is in the

highest quartile of schools statewide in terms of the percentage of children from low income families.]

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY.—

(1) IN GENERAL.—A local educational agency may receive funds under this [part] *subpart* only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this [part] *subpart* consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this [part] *subpart* shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will—

(A) involve parents in the joint development of the plan under section 1112[, and the process of school review and improvement under section 1116];

* * * * * * *

(D) coordinate and integrate parental involvement strategies under this [part] *subpart* with parental involvement strategies under other programs[, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs];

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this [part] *subpart*, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this [part] *subpart*.

(3) RESERVATION.—

(A) IN GENERAL.—Each local educational agency shall reserve not less than 1 percent of such agency's allocation under [subpart 2 of this part] *chapter B of this subpart* to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under [subpart 2 of this part] *chapter B of this subpart* for the fiscal year for which the determination is made is $5,000 or less.

(B) PARENTAL INPUT.—Parents of children receiving services under this [part] *subpart* shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS.—Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this [part] *subpart*.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY.—

(1) IN GENERAL.—Each school served under this [part] *subpart* shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

* * * * * * *

(c) POLICY INVOLVEMENT.—Each school served under this [part] *subpart* shall—

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this [part] *subpart* and to explain the requirements of this [part] *subpart*, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this [part] *subpart*, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this [part] *subpart*, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children—

(A) timely information about programs under this [part] *subpart*;

[(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and]

(B) a description and explanation of the curriculum in use at the school and the forms of academic assessment used to measure student progress; and

* * * * * * *

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parental in-

volvement policy developed under subsection (b), each school served under this [part] *subpart* shall jointly develop with parents for all children served under this [part] *subpart* a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this [part] *subpart* to meet the State's [student academic achievement] *academic* standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

* * * * * * *

(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this [part] *subpart*—

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the [State's academic content standards and State student academic achievement standards] *State's academic standards*, State and local academic assessments, the requirements of this [part] *subpart*, and how to monitor a child's progress and work with educators to improve the achievement of their children;

* * * * * * *

(3) shall educate teachers, [pupil services personnel, principals,] *specialized instructional support personnel, school leaders,* and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with [Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other] *other Federal, State, and local* programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

* * * * * * *

(7) may provide necessary literacy training from funds received under this [part] *subpart* if the local educational agen-

cy has exhausted all other reasonably available sources of funding for such training;

* * * * * * *

(f) ACCESSIBILITY.—In carrying out the parental involvement requirements of this [part] *subpart*, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

[(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS.—In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.]

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under subpart 3 of part A of title III, each local educational agency or school that receives assistance under this subpart shall inform such parents and organizations of the existence of such programs.

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[SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

[(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES.—

[(1) IN GENERAL.—Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

[(2) STATE PLAN.—As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005–2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum—

[(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005–2006 school year;

[(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

[(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

[(3) LOCAL PLAN.—As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005–2006 school year.

[(b) REPORTS.—

[(1) ANNUAL STATE AND LOCAL REPORTS.—

[(A) LOCAL REPORTS.—Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002–2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

[(B) STATE REPORTS.—Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002–2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).

[(C) INFORMATION FROM OTHER REPORTS.—A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

[(2) ANNUAL REPORTS BY THE SECRETARY.—Each year, beginning with the 2002–2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).

[(c) NEW PARAPROFESSIONALS.—

[(1) IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have—

[(A) completed at least 2 years of study at an institution of higher education;

[(B) obtained an associate's (or higher) degree; or

[(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment—

[(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

[(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

[(2) CLARIFICATION.—The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

[(d) EXISTING PARAPROFESSIONALS.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

[(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES.—Subsections (c) and (d) shall not apply to a paraprofessional—

[(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or

[(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

[(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

[(g) DUTIES OF PARAPROFESSIONALS.—

[(1) IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

[(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED.—A paraprofessional described in paragraph (1) may be assigned—

[(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

[(B) to assist with classroom management, such as organizing instructional and other materials;

[(C) to provide assistance in a computer laboratory;

[(D) to conduct parental involvement activities;

[(E) to provide support in a library or media center;

[(F) to act as a translator; or

[(G) to provide instructional services to students in accordance with paragraph (3).

[(3) ADDITIONAL LIMITATIONS.—A paraprofessional described in paragraph (1)—

[(A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and

[(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such du-

ties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

[(h) USE OF FUNDS.—A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

[(i) VERIFICATION OF COMPLIANCE.—

[(1) IN GENERAL.—In verifying compliance with this section, each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.

[(2) AVAILABILITY OF INFORMATION.—Copies of attestations under paragraph (1)—

[(A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

[(B) shall be available to any member of the general public on request.

[(j) COMBINATIONS OF FUNDS.—Funds provided under this part that are used for professional development purposes may be combined with funds provided under title II of this Act, other Acts, and other sources.

[(k) SPECIAL RULE.—Except as provided in subsection (l), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 1116(c)(3).

[(l) MINIMUM EXPENDITURES.—Each local educational agency that receives funds under this part shall use not less than 5 percent, or more than 10 percent, of such funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005–2006 school year.

[SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

[(a) GENERAL REQUIREMENT.—

[(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

[(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

[(3) EQUITY.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

[(4) EXPENDITURES.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which the local educational agency may determine each year or every 2 years.

[(5) PROVISION OF SERVICES.—The local educational agency may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

[(b) CONSULTATION.—

[(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part, on issues such as—

[(A) how the children's needs will be identified;

[(B) what services will be offered;

[(C) how, where, and by whom the services will be provided;

[(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

[(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;

[(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

[(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and

[(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

[(2) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue

throughout implementation and assessment of services provided under this section.

[(3) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

[(4) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.

[(5) COMPLIANCE.—

[(A) IN GENERAL.—A private school official shall have the right to complain to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

[(B) PROCEDURE.—If the private school official wishes to complain, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

[(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

[(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by—

[(A) using the same measure of low income used to count public school children;

[(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

[(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

[(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

[(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 9505.

[(d) PUBLIC CONTROL OF FUNDS.—

[(1) IN GENERAL.—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

[(2) PROVISION OF SERVICES.—

[(A) PROVIDER.—The provision of services under this section shall be provided—

[(i) by employees of a public agency; or

[(ii) through contract by such public agency with an individual, association, agency, or organization.

[(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

[(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

[(1) waive the requirements of this section for such local educational agency;

[(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 9503 and 9504; and

[(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.]

SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials or representatives, provide such service, on an equitable basis and individually or in combination, as requested by the officials or representatives to best meet the needs of such children, special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits under this subpart (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to this subpart.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this subpart, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this subpart.

(4) EXPENDITURES.—

(A) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the expenditures for participating public school children, taking into account the number, and educational needs, of the children to be served. The share of funds shall be determined based on the total allocation received by the local educational agency prior to any allowable expenditures authorized under this title.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall—

(i) be obligated in the fiscal year for which the funds are received by the agency; and

(ii) with respect to any such funds that cannot be so obligated, be used to serve such children in the following fiscal year.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall—

(i) determine, in a timely manner, the proportion of funds to be allocated to each local educational agency in the State for educational services and other benefits under this subpart to eligible private school children; and

(ii) provide notice, simultaneously, to each such local educational agency and the appropriate private school officials or their representatives in the State of such allocation of funds.

(5) PROVISION OF SERVICES.—The local educational agency or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public or private agencies, organizations, and institutions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials or representatives during the design and development of such agency's programs under this subpart in order to reach an agreement between the agency and the officials or representatives about equitable and effective programs for eligible private school children, the results of which shall be transmitted to the designated ombudsmen under section 1120(a)(3)(B). Such process shall include consultation on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4)(A) for such services, how that proportion of funds is determined under such subsection, and an itemization of the costs of the services to be provided;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials or representatives on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials or representatives on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency will provide services under this section directly or through contracts with public and private agencies, organizations, and institutions;

(J) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under paragraph (4) based on all the children from low-income families who attend private schools in a participating school attendance area of the agency from which the local educational agency will provide such services to all such children; or

(ii) by providing such services to eligible children in each private school in the agency's participating school attendance area with the proportion of funds allocated under paragraph (4) based on the number of children from low-income families who attend such school; and

(K) whether to consolidate and use funds under this subpart to provide schoolwide programs for a private school.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials or representatives with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to adopt the course of action requested by such officials.

(3) TIMING.—Such consultation shall include meetings of agency and private school officials or representatives and shall occur before the local educational agency makes any decision

that affects the opportunities of eligible private school children to participate in programs under this subpart. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials or representatives of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials or representatives to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials or representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to file a complaint with the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not treat the private school or its students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, and institutions, if—

(i) the appropriate private school officials or their representatives have—

(I) requested that the State educational agency provide such services directly; and

(II) demonstrated that the local educational agency involved has not met the requirements of this section; or

(ii) in a case in which—

(I) a local educational agency has more than 10,000 children from low-income families who attend private elementary schools or secondary schools in a participating school attendance area of the agency that are not being served by the agency's program under this section; or

(II) 90 percent of the eligible private school students in a participating school attendance area of the agency are not being served by the agency's program under this section.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by—

(A) using the same measure of low income used to count public school children;

(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 5503.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds provided under this subpart, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES.—

(A) PROVIDER.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through a contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for such participation, as required by this section, the Secretary shall—

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 5503 and 5504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

SEC. 1120A. FISCAL REQUIREMENTS.

[(a) MAINTENANCE OF EFFORT.—A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 9521.**]**

[(b)**]** *(a)* FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NON-FEDERAL FUNDS.—

(1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this **[**part**]** *subpart* only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this **[**part**]** *subpart*, and not to supplant such funds.

(2) SPECIAL RULE.—No local educational agency shall be required to provide services under this **[**part**]** *subpart* through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

[(c)**]** *(b)* COMPARABILITY OF SERVICES.—

(1) IN GENERAL.—

(A) COMPARABLE SERVICES.—Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this **[**part**]** *subpart* only if State and local funds will be used in schools served under this **[**part**]** *subpart* to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this **[**part**]** *subpart*.

(B) SUBSTANTIALLY COMPARABLE SERVICES.—If the local educational agency is serving all of such agency's schools under this **[**part**]** *subpart*, such agency may receive funds under this **[**part**]** *subpart* only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

* * * * * * *

(3) PROCEDURES AND RECORDS.—Each local educational agency assisted under this **[**part**]** *subpart* shall—

(A) * * *

* * * * * * *

[(d)**]** *(c)* EXCLUSION OF FUNDS.—For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this **[**part**]** *subpart*.

SEC. 1120B. COORDINATION REQUIREMENTS.

(a) IN GENERAL.—Each local educational agency receiving assistance under this [part] *subpart* shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs [such as the Early Reading First program].

(b) ACTIVITIES.—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood development programs[, such as the Early Reading First program,] serving children who will attend the schools of the local educational agency, including—

(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program [such as the Early Reading First program];

(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs [such as the Early Reading First program], as appropriate, to facilitate coordination of programs;

(3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs [such as the Early Reading First program], to discuss the developmental and other needs of individual children;

(4) organizing and participating in joint transition-related training of school staff, Head Start program staff, [Early Reading First program staff,] and, where appropriate, other early childhood development program staff; and

(5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies [and entities carrying out Early Reading First programs].

(c) COORDINATION OF REGULATIONS.—The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this [part] *subpart* with regulations promulgated under the Head Start Act.

[Subpart 2—Allocations]

CHAPTER B—ALLOCATIONS

SEC. 1121. GRANTS FOR THE OUTLYING AREAS AND THE SECRETARY OF THE INTERIOR.

(a) RESERVATION OF FUNDS.—From the amount [appropriated for payments to States for any fiscal year under section 1002(a) and 1125A(f)] *reserved for this chapter under section 1122(a)*, the Secretary shall reserve a total of 1 percent to provide assistance to—

(1) * * *

* * * * * * *

(b) ASSISTANCE TO OUTLYING AREAS.—

(1) * * *

(2) COMPETITIVE GRANTS.—Until each appropriate outlying area enters into an agreement for extension of United States educational assistance under the Compact of Free Association after the date of enactment of [the No Child Left Behind Act of 2001] *the Student Success Act*, the Secretary shall carry out the competition described in paragraph (3), except that the amount reserved to carry out such competition shall not exceed $5,000,000.

(3) LIMITATION FOR COMPETITIVE GRANTS.—

(A) * * *

(B) AWARD BASIS.—The Secretary shall award grants under subparagraph (A) on a competitive [basis, taking into consideration the recommendations of the Pacific Region Educational Laboratory in Honolulu, Hawaii.] *basis.*

(C) USES.—Except as provided in subparagraph (D), grant funds awarded under this paragraph may be used only—

(i) * * *

(ii) to provide direct educational services that assist all students with meeting [challenging State academic content standards] *State academic standards*.

[(D) ADMINISTRATIVE COSTS.—The Secretary may provide not more than 5 percent of the amount reserved for grants under this paragraph to pay the administrative costs of the Pacific Region Educational Laboratory under subparagraph (B).]

* * * * * * *

(d) ALLOTMENT TO THE SECRETARY OF THE INTERIOR.—

(1) * * *

(2) PAYMENTS.—From the amount allotted for payments to the Secretary of the Interior under subsection (a)(2), the Secretary of the Interior shall make payments to local educational agencies, on such terms as the Secretary determines will best carry out the purposes of this [part] *subpart*, with respect to out-of-State Indian children described in paragraph (1). The amount of such payment may not exceed, for each such child, the greater of—

(A) * * *

* * * * * * *

SEC. 1122. ALLOCATIONS TO STATES.

[(a) ALLOCATION FORMULA.—Of the amount appropriated under section 1002(a) to carry out this part for each of fiscal years 2002–2007 (referred to in this subsection as the current fiscal year)—

[(1) an amount equal to the amount made available to carry out section 1124 for fiscal year 2001 shall be allocated in accordance with section 1124;

[(2) an amount equal to the amount made available to carry out section 1124A for fiscal year 2001 shall be allocated in accordance with section 1124A; and

[(3) an amount equal to 100 percent of the amount, if any, by which the amount made available to carry out sections 1124, 1124A, and 1125 for the current fiscal year for which the determination is made exceeds the amount available to carry

out sections 1124 and 1124A for fiscal year 2001 shall be allocated in accordance with section 1125.]

(a) RESERVATION.—

(1) IN GENERAL.—From the amounts appropriated under section 3(a)(1), the Secretary shall reserve 91.055 percent of such amounts to carry out this chapter.

(2) ALLOCATION FORMULA.—Of the amount reserved under paragraph (1) for each of fiscal years 2014 to 2019 (referred to in this subsection as the current fiscal year)—

(A) an amount equal to the amount made available to carry out section 1124 for fiscal year 2001 shall be used to carry out section 1124;

(B) an amount equal to the amount made available to carry out section 1124A for fiscal year 2001 shall be used to carry out section 1124A; and

(C) an amount equal to 100 percent of the amount, if any, by which the total amount made available to carry out this chapter for the fiscal year for which the determination is made exceeds the total amount available to carry out sections 1124 and 1124A for fiscal year 2001 shall be used to carry out sections 1125 and 1125A and such amount shall be divided equally between sections 1125 and 1125A.

(b) ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS.—

(1) IN GENERAL.—If the sums available under this [subpart] *chapter* for any fiscal year are insufficient to pay the full amounts that all local educational agencies in States are eligible to receive under sections 1124, 1124A, and 1125 for such year, the Secretary shall ratably reduce the allocations to such local educational agencies, subject to subsections (c) and (d) of this section.

* * * * * * *

(c) HOLD-HARMLESS AMOUNTS.—

(1) * * *

* * * * * * *

(3) APPLICABILITY.—Notwithstanding any other provision of law, the Secretary shall not take into consideration the hold-harmless provisions of this subsection for any fiscal year for purposes of calculating State or local allocations for the fiscal year under any program administered by the Secretary other than a program authorized under this [part] *subpart*.

* * * * * * *

(d) RATABLE REDUCTIONS.—

(1) IN GENERAL.—If the sums made available under this [subpart] *chapter* for any fiscal year are insufficient to pay the full amounts that local educational agencies in all States are eligible to receive under subsection (c) for such year, the Secretary shall ratably reduce such amounts for such year.

* * * * * * *

SEC. 1124. BASIC GRANTS TO LOCAL EDUCATIONAL AGENCIES.

(a) AMOUNT OF GRANTS.—

(1) * * *

* * * * * * *

(3) ALLOCATIONS TO COUNTIES.—

(A) * * *

(B) DIRECT ALLOCATIONS.—In any State in which a large number of local educational agencies overlap county boundaries, or for which the State believes it has data that would better target funds than allocating them by county, the State educational agency may apply to the Secretary for authority to make the allocations under this [subpart] *chapter* for a particular fiscal year directly to local educational agencies without regard to counties.

(C) ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—If the Secretary approves the State educational agency's application under subparagraph (B), the State educational agency shall provide the Secretary an assurance that such allocations shall be made—

(i) using precisely the same factors for determining a grant as are used under this [subpart] *chapter*; or

* * * * * * *

(4) PUERTO RICO.—

(A) * * *

* * * * * * *

(C) LIMITATION.—If the application of subparagraph (B) would result in any of the 50 States or the District of Columbia receiving less under this [subpart] *chapter* than it received under this [subpart] *chapter* for the preceding fiscal year, the percentage in subparagraph (A) shall be the greater of—

(i) * * *

* * * * * * *

(c) CHILDREN TO BE COUNTED.—

(1) CATEGORIES OF CHILDREN.—The number of children to be counted for purposes of this section is the aggregate of—

(A) * * *

(B) the number of children (determined under paragraph (4) for either the preceding year as described in that paragraph, or for the second preceding year, as the Secretary finds appropriate) aged 5 to 17, inclusive, in the school district of such agency in institutions for neglected and delinquent children (other than such institutions operated by the United States), but not counted pursuant to [subpart 1 of part D] *chapter A of subpart 3* for the purposes of a grant to a State agency, or being supported in foster homes with public funds; and

* * * * * * *

(2) DETERMINATION OF NUMBER OF CHILDREN.—For the purposes of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families below the poverty level on the basis of the most recent satisfactory data, described in paragraph (3), available from the Department of Commerce. The District of Columbia and the Commonwealth of Puerto Rico shall be treated as individual local educational agencies. If a local educational agency contains two or more counties in their entirety, then each county will be treated as

if such county were a separate local educational agency for purposes of calculating grants under this [part] *subpart*. The total of grants for such counties shall be allocated to such a local educational agency, which local educational agency shall distribute to schools in each county within such agency a share of the local educational agency's total grant that is no less than the county's share of the population counts used to calculate the local educational agency's grant.

* * * * * * *

[SEC. 1125AA. ADEQUACY OF FUNDING OF TARGETED GRANTS TO LOCAL EDUCATIONAL AGENCIES IN FISCAL YEARS AFTER FISCAL YEAR 2001.

[(a) FINDINGS.—Congress makes the following findings:

[(1) The current Basic Grant Formula for the distribution of funds under this part often does not provide funds for the economically disadvantaged students for which such funds are targeted.

[(2) Any school district in which more than 2 percent of the students live below the poverty level qualifies for funding under the Basic Grant Formula. As a result, 9 out of every 10 school districts in the country receive some form of aid under the Formula.

[(3) Fifty-eight percent of all schools receive at least some funding under this part, including many suburban schools with predominantly well-off students.

[(4) One out of every 5 schools with concentrations of poor students between 50 and 75 percent receive no funding at all under this part.

[(5) In passing the Improving America's Schools Act in 1994, Congress declared that grants under this part would more sharply target high poverty schools by using the Targeted Grant Formula, but annual appropriation Acts have prevented the use of that Formula.

[(6) The advantage of the Targeted Grant Formula over other funding formulas under this part is that the Targeted Grant Formula provides increased grants per poor child as the percentage of economically disadvantaged children in a school district increases.

[(7) Studies have found that the poverty of a child's family is much more likely to be associated with educational disadvantage if the family lives in an area with large concentrations of poor families.

[(8) States with large populations of high poverty students would receive significantly more funding if more funds under this part were allocated through the Targeted Grant Formula.

[(9) Congress has an obligation to allocate funds under this part so that such funds will positively affect the largest number of economically disadvantaged students.

[(b) LIMITATION ON ALLOCATION OF TITLE I FUNDS CONTINGENT ON ADEQUATE FUNDING OF TARGETED GRANTS.—Pursuant to section 1122, the total amount allocated in any fiscal year after fiscal year 2001 for programs and activities under this part shall not exceed the amount allocated in fiscal year 2001 for such programs and activities unless the amount available for targeted grants to

local educational agencies under section 1125 in the applicable fiscal year meets the requirements of section 1122(a).]

SEC. 1125AA. ADEQUACY OF FUNDING OF TARGETED GRANTS TO LOCAL EDUCATIONAL AGENCIES IN FISCAL YEARS AFTER FISCAL YEAR 2001.

Pursuant to section 1122, the total amount allocated in any fiscal year after fiscal year 2001 for programs and activities under this subpart shall not exceed the amount allocated in fiscal year 2001 for such programs and activities unless the amount available for targeted grants to local educational agencies under section 1125 in the applicable fiscal year meets the requirements of section 1122(a).

* * * * * * *

SEC. 1125A. EDUCATION FINANCE INCENTIVE GRANT PROGRAM.

[(a) GRANTS.—From funds appropriated under subsection (f) the Secretary is authorized to make grants to States, from allotments under subsection (b), to carry out the programs and activities of this part.]

[(b)] *(a)* DISTRIBUTION BASED UPON FISCAL EFFORT AND EQUITY.—

(1) IN GENERAL.—

(A) IN GENERAL.—Except as provided in subparagraph (B), funds [appropriated pursuant to subsection (f)] *made available for any fiscal year to carry out this section* shall be allotted to each State based upon the number of children counted under section 1124(c) in such State multiplied by the product of—

(i) * * *

* * * * * * *

(B) STATE MINIMUM.—Notwithstanding any other provision of this section or section 1122, from the total amount available for any fiscal year to carry out this section, each State shall be allotted at least the lesser of—

(i) 0.35 percent of [total appropriations] *the total amount reserved under section 1122(a) to carry out this section*; or

* * * * * * *

[(c)] *(b)* USE OF FUNDS; ELIGIBILITY OF LOCAL EDUCATIONAL AGENCIES.—All funds awarded to each State under this section shall be allocated to local educational agencies under the following provisions. Within local educational agencies, funds allocated under this section shall be distributed to schools on a basis consistent with section 1113, and may only be used to carry out activities under this [part] *subpart*. A local educational agency in a State is eligible to receive a targeted grant under this section for any fiscal year if—

[(A)] *(1)* the number of children in the local educational agency counted under section 1124(c), before application of the weighted child count described in paragraph (3), is at least 10; and

[(B)] *(2)* if the number of children counted for grants under section 1124(c), before application of the weighted child count described in paragraph (3), is at least 5 percent of the total

number of children aged 5 to 17 years, inclusive, in the school district of the local educational agency.

* * * * * * *

[(d)] *(c)* ALLOCATION OF FUNDS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—Funds received by States under this section shall be allocated within States to eligible local educational agencies on the basis of weighted child counts calculated in accordance with paragraph (1), (2), or (3), as appropriate for each State.

(1) * * *

* * * * * * *

[(e) MAINTENANCE OF EFFORT.—

[(1) IN GENERAL.—Except as provided in paragraph (2), a State is entitled to receive its full allotment of funds under this section for any fiscal year if the Secretary finds that either the combined fiscal effort per student or the aggregate expenditures within the State with respect to the provision of free public education for the fiscal year preceding the fiscal year for which the determination is made was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.

[(2) REDUCTION OF FUNDS.—The Secretary shall reduce the amount of funds awarded to any State under this section in any fiscal year in the exact proportion to which the State fails to meet the requirements of paragraph (1) by falling below 90 percent of both the fiscal effort per student and aggregate expenditures (using the measure most favorable to the State), and no such lesser amount shall be used for computing the effort required under paragraph (1) for subsequent years.

[(3) WAIVERS.—The Secretary may waive, for 1 fiscal year only, the requirements of this subsection if the Secretary determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.

[(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2002 and for each of the 5 succeeding fiscal years.]

[(g)] *(d)* ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS.—

(1) * * *

* * * * * * *

(4) APPLICABILITY.—Notwithstanding any other provision of law, the Secretary shall not take into consideration the hold-harmless provisions of this subsection for any fiscal year for purposes of calculating State or local allocations for the fiscal year under any program administered by the Secretary other than a program authorized under this [part] *subpart*.

* * * * * * *

SEC. 1127. CARRYOVER AND WAIVER.

(a) LIMITATION ON CARRYOVER.—Notwithstanding section 421(b) of the General Education Provisions Act or any other provision of

law, not more than 15 percent of the funds allocated to a local educational agency for any fiscal year under this [subpart] *chapter* (but not including funds received through any reallocation under this [subpart] *chapter*) may remain available for obligation by such agency for one additional fiscal year.

(b) WAIVER.—A State educational agency may, once every 3 years, waive the percentage limitation in subsection (a) if—

(1) * * *

(2) supplemental appropriations for this [subpart] *chapter* become available.

(c) EXCLUSION.—The percentage limitation under subsection (a) shall not apply to any local educational agency that receives less than $50,000 under this [subpart] *chapter* for any fiscal year.

Subpart 2—Education of Migratory Children

SEC. 1131. PROGRAM PURPOSES.

The purposes of this subpart are as follows:

(1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year, and as applicable, during summer or intercession periods, that address the unique educational needs of migratory children.

(2) To ensure that migratory children who move among the States, not be penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic standards.

(3) To help such children succeed in school, meet the State academic standards that all children are expected to meet, and graduate from high school prepared for postsecondary education and the workforce without the need for remediation.

(4) To help such children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

(5) To help such children benefit from State and local systemic reforms.

SEC. 1132. PROGRAM AUTHORIZED.

(a) IN GENERAL.—From the amounts appropriated under section 3(a)(1), the Secretary shall reserve 2.37 percent to carry out this subpart.

(b) GRANTS AWARDED.—From the amounts reserved under subsection (a) and not reserved under section 1138(c), the Secretary shall make allotments for the fiscal year to State educational agencies, or consortia of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this subpart.

SEC. 1133. STATE ALLOCATIONS.

(a) STATE ALLOCATIONS.—Except as provided in subsection (c), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this subpart an amount equal to the product of—

(1) the sum of—

(A) the average number of identified eligible full-time equivalent migratory children aged 3 through 21 residing in the State, based on data for the preceding 3 years; and

(B) the number of identified eligible migratory children, aged 3 through 21, who received services under this subpart in summer or intersession programs provided by the State during the previous year; multiplied by

(2) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

(b) HOLD HARMLESS.—Notwithstanding subsection (a), for each of fiscal years 2014 through 2016, no State shall receive less than 90 percent of the State's allocation under this section for the previous year.

(c) ALLOCATION TO PUERTO RICO.—For each fiscal year, the grant which the Commonwealth of Puerto Rico shall be eligible to receive under this subpart shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1) if such subsection applied to the Commonwealth of Puerto Rico by the product of—

(1) the percentage that the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States, except that the percentage calculated under this subparagraph shall not be less than 85 percent; and

(2) 32 percent of the average per-pupil expenditure in the United States.

(d) RATABLE REDUCTIONS; REALLOCATIONS.—

(1) IN GENERAL.—

(A) RATABLE REDUCTIONS.—If, after the Secretary reserves funds under section 1138(c), the amount appropriated to carry out this subpart for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

(B) REALLOCATION.—If additional funds become available for making such payments for any fiscal year, the Secretary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purpose of this subpart.

(2) SPECIAL RULE.—

(A) FURTHER REDUCTIONS.—The Secretary shall further reduce the amount of any grant to a State under this subpart for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1134.

(B) REALLOCATION.—The Secretary shall reallocate such excess funds to other States whose grants under this subpart would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

(e) CONSORTIUM ARRANGEMENTS.—

(1) IN GENERAL.—In the case of a State that receives a grant of $1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

(2) PROPOSALS.—Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

(3) APPROVAL.—The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will—

(A) reduce administrative costs or program function costs for State programs; and

(B) make more funds available for direct services to add substantially to the educational achievement of children to be served under this subpart.

(f) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the identified number of migratory children residing in each State for purposes of this section, the Secretary shall—

(1) use the most recent information that most accurately reflects the actual number of migratory children;

(2) develop and implement a procedure for monitoring the accuracy of such information;

(3) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs;

(4) adjust the full-time equivalent number of migratory children who reside in each State to take into account—

(A) the unique needs of those children participating in evidence-based or other effective special programs provided under this subpart that operate during the summer and intersession periods; and

(B) the additional costs of operating such programs; and

(5) conduct an analysis of the options for adjusting the formula so as to better direct services to migratory children, including the most at-risk migratory children.

(g) NONPARTICIPATING STATES.—In the case of a State desiring to receive an allocation under this subpart for a fiscal year that did not receive an allocation for the previous fiscal year or that has been participating for less than 3 consecutive years, the Secretary shall calculate the State's number of identified migratory children aged 3 through 21 for purposes of subsection (a)(1)(A) by using the most recent data available that identifies the migratory children residing in the State until data is available to calculate the 3-year average number of such children in accordance with such subsection.

SEC. 1134. STATE APPLICATIONS; SERVICES.

(a) APPLICATION REQUIRED.—Any State desiring to receive a grant under this subpart for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

(b) PROGRAM INFORMATION.—Each such application shall include—

(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this subpart,

the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children, are identified and addressed through—

(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under chapter A of subpart 4; and

(C) the integration of services available under this subpart with services provided by those other programs;

(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same State academic standards that all children are expected to meet;

(3) a description of how the State will use funds received under this subpart to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such a move occurs during the regular school year;

(4) a description of the State's priorities for the use of funds received under this subpart, and how such priorities relate to the State's assessment of needs for services in the State;

(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs; and

(6) a description of how the State will encourage programs and projects assisted under this subpart to offer family literacy services if the programs and projects serve a substantial number of migratory children whose parents do not have a regular high school diploma or its recognized equivalent or who have low levels of literacy.

(c) ASSURANCES.—Each such application shall also include assurances that—

(1) funds received under this subpart will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1136; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part C;

(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children for programs of

not less than one school year in duration, and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under subpart 1;

(6) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) high-quality, evidence-based family literacy programs;

(D) the integration of information technology into educational and related programs; and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment without the need for remediation; and

(7) the State will assist the Secretary in determining the number of migratory children under paragraph (1) of section 1133(a).

(d) PRIORITY FOR SERVICES.—In providing services with funds received under this subpart, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's academic standards under section 1111 (b)(1).

(e) CONTINUATION OF SERVICES.—Notwithstanding any other provision of this subpart—

(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

(2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and

(3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

SEC. 1135. SECRETARIAL APPROVAL; PEER REVIEW.

The Secretary shall approve each State application that meets the requirements of this subpart, and may review any such application using a peer review process.

SEC. 1136. COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(a) COMPREHENSIVE PLAN.—

(1) IN GENERAL.—Each State that receives assistance under this subpart shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 5302, if—

(i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this subpart;

(C) provides that migratory children will have an opportunity to meet the same State academic standards under section 1111(b)(1) that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under subpart 1, early childhood programs, and language instruction educational programs under chapter A of subpart 4; and

(G) provides for the integration of services available under this subpart with services provided by such other programs.

(2) DURATION OF THE PLAN.—Each such comprehensive State plan shall—

(A) remain in effect for the duration of the State's participation under this subpart; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this subpart.

(b) AUTHORIZED ACTIVITIES.—

(1) FLEXIBILITY.—In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, shall have the flexibility to determine the activities to be provided with funds made available under this subpart, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

(2) UNADDRESSED NEEDS.—Funds provided under this subpart shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under subpart 1 may receive those

services through funds provided under that subpart, or through funds under this subpart that remain after the agency addresses the needs described in paragraph (1).

(3) CONSTRUCTION.—Nothing in this subpart shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.

SEC. 1137. BYPASS.

The Secretary may use all or part of any State's allocation under this subpart to make arrangements with any public or private agency to carry out the purpose of this subpart in such State if the Secretary determines that—

(1) the State is unable or unwilling to conduct educational programs for migratory children;

(2) such arrangements would result in more efficient and economic administration of such programs; or

(3) such arrangements would add substantially to the educational achievement of such children.

SEC. 1138. COORDINATION OF MIGRATORY EDUCATION ACTIVITIES.

(a) IMPROVEMENT OF COORDINATION.—

(1) IN GENERAL.—The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private entities to improve the interstate and intrastate coordination among such agencies' educational programs, including through the establishment or improvement of programs for credit accrual and exchange, available to migratory students.

(2) DURATION.—Grants or contracts under this subsection may be awarded for not more than 5 years.

(b) STUDENT RECORDS.—

(1) ASSISTANCE.—The Secretary shall assist States in developing and maintaining an effective system for the electronic transfer of student records and in determining the number of migratory children in each State.

(2) INFORMATION SYSTEM.—

(A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students. The Secretary shall ensure such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of enactment of this Act. The Secretary shall determine the minimum data elements that each State receiving funds under this subpart shall collect and maintain. Such minimum data elements may include—

(i) immunization records and other health information;

(ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments required under section 1111(b)(2);

(iii) other academic information essential to ensuring that migratory children achieve to the States's academic standards; and

(iv) eligibility for services under the Individuals with Disabilities Education Act.

(B) The Secretary shall consult with States before updating the data elements that each State receiving funds under this subpart shall be required to collect for purposes of electronic transfer of migratory student information and the requirements that States shall meet for immediate electronic access to such information.

(3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this subpart shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

(4) REPORT TO CONGRESS.—

(A) IN GENERAL.—Not later than April 30, 2014, the Secretary shall report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives the Secretary's findings and recommendations regarding the maintenance and transfer of health and educational information for migratory students by the States.

(B) REQUIRED CONTENTS.—The Secretary shall include in such report—

(i) a review of the progress of States in developing and linking electronic records transfer systems;

(ii) recommendations for maintaining such systems; and

(iii) recommendations for improving the continuity of services provided for migratory students.

(c) AVAILABILITY OF FUNDS.—The Secretary shall reserve not more than $10,000,000 of the amount reserved under section 1132 to carry out this section for each fiscal year.

(d) DATA COLLECTION.—The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

SEC. 1139. DEFINITIONS.

As used in this subpart:

(1) LOCAL OPERATING AGENCY.—The term "local operating agency" means—

(A) a local educational agency to which a State educational agency makes a subgrant under this subpart;

(B) a public or private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this subpart; or

(C) a State educational agency, if the State educational agency operates the State's migratory education program or projects directly.

(2) MIGRATORY CHILD.—The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to

obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

(A) has moved from one school district to another;

(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Subpart 3—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

SEC. 1141. PURPOSE AND PROGRAM AUTHORIZATION.

(a) PURPOSE.—It is the purpose of this subpart—

(1) to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same State academic standards that all children in the State are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

(b) PROGRAM AUTHORIZED.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.305 of one percent to carry out this subpart.

(c) GRANTS AWARDED.—From the amounts reserved under subsection (b) and not reserved under section 1004 and section 1159, the Secretary shall make grants to State educational agencies that have plans submitted under section 1154 approved to enable such agencies to award subgrants to State agencies and local educational agencies to establish or improve programs of education for neglected, delinquent, or at-risk children and youth.

SEC. 1142. PAYMENTS FOR PROGRAMS UNDER THIS SUBPART.

(a) AGENCY SUBGRANTS.—Based on the allocation amount computed under section 1152, the Secretary shall allocate to each State educational agency an amount necessary to make subgrants to State agencies under chapter A.

(b) LOCAL SUBGRANTS.—Each State shall retain, for the purpose of carrying out chapter B, funds generated throughout the State under subpart 1 of this part based on children and youth residing in local correctional facilities, or attending community day programs for delinquent children and youth.

CHAPTER A—STATE AGENCY PROGRAMS

SEC. 1151. ELIGIBILITY.

A State agency is eligible for assistance under this chapter if such State agency is responsible for providing free public education for children and youth—

(1) in institutions for neglected or delinquent children and youth;

(2) attending community day programs for neglected or delinquent children and youth; or

(3) in adult correctional institutions.

SEC. 1152. ALLOCATION OF FUNDS.

(a) SUBGRANTS TO STATE AGENCIES.—

(1) IN GENERAL.—Each State agency described in section 1151 (other than an agency in the Commonwealth of Puerto Rico) is eligible to receive a subgrant under this chapter, for each fiscal year, in an amount equal to the product of—

(A) the number of neglected or delinquent children and youth described in section 1151 who—

(i) are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and

(ii) are enrolled for at least 20 hours per week—

(I) in education programs in institutions for neglected or delinquent children and youth; or

(II) in community day programs for neglected or delinquent children and youth; and

(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this subparagraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

(2) SPECIAL RULE.—The number of neglected or delinquent children and youth determined under paragraph (1) shall—

(A) be determined by the State agency by a deadline set by the Secretary, except that no State agency shall be required to determine the number of such children and youth on a specific date set by the Secretary; and

(B) be adjusted, as the Secretary determines is appropriate, to reflect the relative length of such agency's annual programs.

(b) SUBGRANTS TO STATE AGENCIES IN PUERTO RICO.—

(1) IN GENERAL.—For each fiscal year, the amount of the subgrant which a State agency in the Commonwealth of Puerto Rico shall be eligible to receive under this chapter shall be the amount determined by multiplying the number of children counted under subsection (a)(1)(A) for the Commonwealth of Puerto Rico by the product of—

(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

(B) 32 percent of the average per-pupil expenditure in the United States.

(2) MINIMUM PERCENTAGE.—The percentage in paragraph (1)(A) shall not be less than 85 percent.

(c) RATABLE REDUCTIONS IN CASE OF INSUFFICIENT APPROPRIATIONS.—If the amount reserved for any fiscal year for subgrants under subsections (a) and (b) is insufficient to pay the full amount for which all State agencies are eligible under such subsections, the Secretary shall ratably reduce each such amount.

SEC. 1153. STATE REALLOCATION OF FUNDS.

If a State educational agency determines that a State agency does not need the full amount of the subgrant for which such State agency is eligible under this chapter for any fiscal year, the State educational agency may reallocate the amount that will not be needed to other eligible State agencies that need additional funds to carry out the purpose of this chapter, in such amounts as the State educational agency shall determine.

SEC. 1154. STATE PLAN AND STATE AGENCY APPLICATIONS.

(a) STATE PLAN.—

(1) IN GENERAL.—Each State educational agency that desires to receive a grant under this chapter shall submit, for approval by the Secretary, a plan—

(A) for meeting the educational needs of neglected, delinquent, and at-risk children and youth;

(B) for assisting in the transition of children and youth from correctional facilities to locally operated programs; and

(C) that is integrated with other programs under this Act or other Acts, as appropriate.

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

(A) describe how the State will assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program;

(B) provide that, to the extent feasible, such children will have the same opportunities to achieve as such children would have if such children were in the schools of local educational agencies in the State;

(C) describe how the State will place a priority for such children to obtain a regular high school diploma, to the extent feasible; and

(D) contain an assurance that the State educational agency will—

(i) ensure that programs assisted under this chapter will be carried out in accordance with the State plan described in this subsection;

(ii) carry out the evaluation requirements of section 1171; and

(iii) ensure that the State agencies receiving subgrants under this chapter comply with all applicable statutory and regulatory requirements.

(3) DURATION OF THE PLAN.—Each such State plan shall—

(A) remain in effect for the duration of the State's participation under this chapter; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this chapter.

(b) SECRETARIAL APPROVAL AND PEER REVIEW.—

(1) SECRETARIAL APPROVAL.—The Secretary shall approve each State plan that meets the requirements of this chapter.

(2) PEER REVIEW.—The Secretary may review any State plan with the assistance and advice of individuals with relevant expertise.

(c) STATE AGENCY APPLICATIONS.—Any State agency that desires to receive funds to carry out a program under this chapter shall submit an application to the State educational agency that—

(1) describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this chapter;

(2) provide an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;

(3) describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency;

(4) describes how the program will meet the goals and objectives of the State plan;

(5) describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1156 are of high quality;

(6) describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under title I of Public Law 105–220, career and technical education programs, State and local dropout prevention programs, and special education programs;

(7) describes how the State agency will encourage correctional facilities receiving funds under this chapter to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program;

(8) describes how appropriate professional development will be provided to teachers and other staff;

(9) designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth from such facility or institution to locally operated programs;

(10) describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth;

(11) provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;

(12) provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and pre-

venting their children's and youth's further involvement in delinquent activities;

(13) provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth—

(A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and

(B) intends to return to the local school;

(14) provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school and obtain a regular high school diploma once the term of the incarceration is completed, or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or obtain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school;

(15) provides an assurance that effective teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;

(16) describes any additional services to be provided to children and youth, such as career counseling, distance education, and assistance in securing student loans and grants; and

(17) provides an assurance that the program under this chapter will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

SEC. 1155. USE OF FUNDS.

(a) USES.—

(1) IN GENERAL.—A State agency shall use funds received under this chapter only for programs and projects that—

(A) are consistent with the State plan under section 1154(a); and

(B) concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment without the need for remediation.

(2) PROGRAMS AND PROJECTS.—Such programs and projects—

(A) may include the acquisition of equipment;

(B) shall be designed to support educational services that—

(i) except for institution-wide projects under section 1156, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the State's academic standards;

(ii) supplement and improve the quality of the educational services provided to such children and youth by the State agency;

(iii) afford such children and youth an opportunity to meet State academic standards; and

(C) shall be carried out in a manner consistent with section 1120A and part C (as applied to programs and projects under this chapter).

(b) SUPPLEMENT, NOT SUPPLANT.—A program under this chapter that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1120A (as applied to this chapter) without regard to the subject areas in which instruction is given during those hours.

SEC. 1156. INSTITUTION-WIDE PROJECTS.

A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community day program for such children and youth may use funds received under this chapter to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that—

(1) provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;

(2) provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;

(3) describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet State academic standards in order to improve the likelihood that the children and youth will complete secondary school, obtain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;

(4) describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1);

(5) specifically describes how such funds will be used;

(6) describes the measures and procedures that will be used to assess and improve student achievement;

(7) describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and

(8) includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

SEC. 1157. THREE-YEAR PROGRAMS OR PROJECTS.

If a State agency operates a program or project under this chapter in which individual children or youth are likely to participate for more than one year, the State educational agency may approve the State agency's application for a subgrant under this chapter for a period of not more than 3 years.

SEC. 1158. TRANSITION SERVICES.

(a) TRANSITION SERVICES.—Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this chapter for any fiscal year to support—

(1) projects that facilitate the transition of children and youth from State-operated institutions to schools served by local educational agencies; or

(2) the successful re-entry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs, such as—

(A) preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;

(B) worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and

(C) essential support services to ensure the success of the youth, such as—

(i) personal, career and technical, and academic counseling;

(ii) placement services designed to place the youth in a university, college, or junior college program;

(iii) information concerning, and assistance in obtaining, available student financial aid;

(iv) counseling services; and

(v) job placement services.

(b) CONDUCT OF PROJECTS.—A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private organizations.

(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a school that receives funds under subsection (a) from serving neglected and delinquent children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

SEC. 1159. TECHNICAL ASSISTANCE.

The Secretary shall reserve not more than 1 percent of the amount reserved under section 1141 to provide technical assistance to and support State agency programs assisted under this chapter.

CHAPTER B—LOCAL AGENCY PROGRAMS

SEC. 1161. PURPOSE.

The purpose of this chapter is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities—

(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;

(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and

(3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

SEC. 1162. PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES.

(a) LOCAL SUBGRANTS.—With funds made available under section 1142(b), the State educational agency shall award subgrants to local educational agencies with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

(b) SPECIAL RULE.—A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for children and youth returning from such school to a school that is not operated by a correctional agency but served by such local educational agency, if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.

(c) NOTIFICATION.—A State educational agency shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this chapter.

(d) TRANSITIONAL AND ACADEMIC SERVICES.—Transitional and supportive programs operated in local educational agencies under this chapter shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities.

SEC. 1163. LOCAL EDUCATIONAL AGENCY APPLICATIONS.

Each local educational agency desiring assistance under this chapter shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include—

(1) a description of the program to be assisted;

(2) a description of formal agreements, regarding the program to be assisted, between—

(A) the local educational agency; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children

and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

(4) a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

(5) a description of the characteristics (including learning difficulties, substance abuse problems, and other needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities and at-risk children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

(7) as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;

(8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

(9) a description of how the program under this chapter will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105–220 and career and technical education programs serving at-risk children and youth;

(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

SEC. 1164. USES OF FUNDS.

Funds provided to local educational agencies under this chapter may be used, as appropriate, for—

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and

(5) programs providing mentoring and peer mediation.

SEC. 1165. PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

Each correctional facility entering into an agreement with a local educational agency under section 1163(2) to provide services to children and youth under this chapter shall—

(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs that encourage children and youth who have dropped out of school to re-enter school and obtain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

(5) work to ensure that the correctional facility is staffed with effective teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

(6) ensure that educational programs in the correctional facility are related to assisting students to meet the States's academic standards;

(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(9) coordinate funds received under this chapter with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and career and technical education funds;

(10) coordinate programs operated under this chapter with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth; and

(12) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

SEC. 1166. ACCOUNTABILITY.

The State educational agency—

(1) may require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this chapter for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a regular high school diploma or its recognized equivalent, or obtaining employment after such children and youth are released; and

(2) may reduce or terminate funding for projects under this chapter if a local educational agency does not show progress in the number of children and youth obtaining a regular high school diploma or its recognized equivalent.

CHAPTER C—GENERAL PROVISIONS

SEC. 1171. PROGRAM EVALUATIONS.

(a) SCOPE OF EVALUATION.—Each State agency or local educational agency that conducts a program under chapters A or B shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants—

(1) to maintain and improve educational achievement;

(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

(3) to make the transition to a regular program or other education program operated by a local educational agency;

(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

(5) as appropriate, to participate in postsecondary education and job training programs.

(b) EXCEPTION.—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(c) EVALUATION MEASURES.—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

(d) EVALUATION RESULTS.—Each State agency and local educational agency shall—

(1) submit evaluation results to the State educational agency and the Secretary; and

(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

SEC. 1172. DEFINITIONS.

In this subpart:

(1) ADULT CORRECTIONAL INSTITUTION.—The term "adult correctional institution" means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

(2) AT-RISK.—The term "at-risk", when used with respect to a child, youth, or student, means a school-aged individual who—

(A) is at-risk of academic failure; and

(B) has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

(3) COMMUNITY DAY PROGRAM.—The term "community day program" means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

(4) INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH.—The term "institution for neglected or delinquent children and youth" means—

(A) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or

(B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Subpart 4—English Language Acquisition, Language Enhancement, and Academic Achievement

SEC. 1181. PURPOSES.

The purposes of this subpart are—

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same State academic standards that all children are expected to meet, consistent with section 1111(b)(1);

(3) to assist State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining high-quality, flexible, evidence-based language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality, evidence-based instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings; and

(5) to promote parental and community participation in language instruction educational programs for the parents and communities of English learners.

CHAPTER A—GRANTS AND SUBGRANTS FOR ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

SEC. 1191. FORMULA GRANTS TO STATES.

(a) IN GENERAL.—In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 1192, the Secretary shall reserve 4.4 percent of funds appropriated under section 3(a)(1) to make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).

(b) USE OF FUNDS.—

(1) SUBGRANTS TO ELIGIBLE ENTITIES.—The Secretary may make a grant under subsection (a) only if the State educational agency involved agrees to expend at least 95 percent of the State educational agency's allotment under subsection (c) for a fiscal year—

(A) to award subgrants, from allocations under section 1193, to eligible entities to carry out the activities described in section 1194 (other than subsection (e)); and

(B) to award subgrants under section 1193(d)(1) to eligible entities that are described in that section to carry out the activities described in section 1194(e).

(2) STATE ACTIVITIES.—Subject to paragraph (3), each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency's allotment under subsection (c) to carry out the following activities:

(A) Professional development activities, and other activities, which may include assisting personnel in—

(i) meeting State and local certification and licensing requirements for teaching English learners; and

(ii) improving teacher skills in meeting the diverse needs of English learners, including in how to implement evidence-based programs and curricula on teaching English learners.

(B) Planning, evaluation, administration, and interagency coordination related to the subgrants referred to in paragraph (1).

(C) Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants

from a State educational agency under this chapter, including assistance in—

(i) identifying and implementing evidence-based language instruction educational programs and curricula for teaching English learners;

(ii) helping English learners meet the same State academic standards that all children are expected to meet;

(iii) identifying or developing, and implementing, measures of English proficiency; and

(iv) strengthening and increasing parent, family, and community engagement.

(D) Providing recognition, which may include providing financial awards, to subgrantees that have significantly improved the achievement and progress of English learners in—

(i) reaching English language proficiency, based on the State's English language proficiency assessment under section 1111(b)(2)(D); and

(ii) meeting the State academic standards under section 1111(b)(1).

(3) ADMINISTRATIVE EXPENSES.—From the amount reserved under paragraph (2), a State educational agency may use not more than 40 percent of such amount or $175,000, whichever is greater, for the planning and administrative costs of carrying out paragraphs (1) and (2).

(c) RESERVATIONS AND ALLOTMENTS.—

(1) RESERVATIONS.—From the amount reserved under section 1191(a) for each fiscal year, the Secretary shall reserve—

(A) 0.5 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs for assistance under this chapter, as determined by the Secretary, for activities, approved by the Secretary, consistent with this chapter; and

(B) 6.5 percent of such amount for national activities under sections 1211 and 1222, except that not more than $2,000,000 of such amount may be reserved for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs described in section 1222.

(2) STATE ALLOTMENTS.—

(A) IN GENERAL.—Except as provided in subparagraph (B), from the amount reserved under section 1191(a) for each fiscal year that remains after making the reservations under paragraph (1), the Secretary shall allot to each State educational agency having a plan approved under section 1192(c)—

(i) an amount that bears the same relationship to 80 percent of the remainder as the number of English learners in the State bears to the number of such children in all States, as determined by data available from the American Community Survey conducted by the Department of Commerce or State-reported data; and

(ii) an amount that bears the same relationship to 20 percent of the remainder as the number of immigrant children and youth in the State bears to the number of such children and youth in all States, as determined based only on data available from the American Community Survey conducted by the Department of Commerce.

(B) MINIMUM ALLOTMENTS.—No State educational agency shall receive an allotment under this paragraph that is less than $500,000.

(C) REALLOTMENT.—If any State educational agency described in subparagraph (A) does not submit a plan to the Secretary for a fiscal year, or submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of this chapter, the Secretary shall reallot any portion of such allotment to the remaining State educational agencies in accordance with subparagraph (A).

(D) SPECIAL RULE FOR PUERTO RICO.—The total amount allotted to Puerto Rico for any fiscal year under subparagraph (A) shall not exceed 0.5 percent of the total amount allotted to all States for that fiscal year.

(3) USE OF DATA FOR DETERMINATIONS.—In making State allotments under paragraph (2) for each fiscal year, the Secretary shall determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be—

(A) data from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates;

(B) the number of students being assessed for English language proficiency, based on the State's English language proficiency assessment under section 1111(b)(2)(D), which may be multiyear estimates; or

(C) a combination of data available under subparagraphs (A) and (B).

SEC. 1192. STATE EDUCATIONAL AGENCY PLANS.

(a) PLAN REQUIRED.—Each State educational agency desiring a grant under this chapter shall submit a plan to the Secretary at such time and in such manner as the Secretary may require.

(b) CONTENTS.—Each plan submitted under subsection (a) shall—

(1) describe the process that the agency will use in awarding subgrants to eligible entities under section 1193(d)(1);

(2) provide an assurance that—

(A) the agency will ensure that eligible entities receiving a subgrant under this chapter comply with the requirement in section 1111(b)(2)(B)(x) to annually assess in English learners who have been in the United States for 3 or more consecutive years;

(B) the agency will ensure that eligible entities receiving a subgrant under this chapter annually assess the English proficiency of all English learners participating in a program funded under this chapter, consistent with section 1111(b)(2)(D);

(C) in awarding subgrants under section 1193, the agency will address the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools;

(D) subgrants to eligible entities under section 1193(d)(1) will be of sufficient size and scope to allow such entities to carry out high-quality, evidence-based language instruction educational programs for English learners;

(E) the agency will require an eligible entity receiving a subgrant under this chapter to use the subgrant in ways that will build such recipient's capacity to continue to offer high-quality evidence-based language instruction educational programs that assist English learners in meeting State academic standards;

(F) the agency will monitor the eligible entity receiving a subgrant under this chapter for compliance with applicable Federal fiscal requirements; and

(G) the plan has been developed in consultation with local educational agencies, teachers, administrators of programs implemented under this chapter, parents, and other relevant stakeholders;

(3) describe how the agency will coordinate its programs and activities under this chapter with other programs and activities under this Act and other Acts, as appropriate;

(4) describe how eligible entities in the State will be given the flexibility to teach English learners—

(A) using a high-quality, evidence-based language instruction curriculum for teaching English learners; and

(B) in the manner the eligible entities determine to be the most effective; and

(5) describe how the agency will assist eligible entities in increasing the number of English learners who acquire English proficiency.

(c) APPROVAL.—The Secretary, after using a peer review process, shall approve a plan submitted under subsection (a) if the plan meets the requirements of this section.

(d) DURATION OF PLAN.—

(1) IN GENERAL.—Each plan submitted by a State educational agency and approved under subsection (c) shall—

(A) remain in effect for the duration of the agency's participation under this chapter; and

(B) be periodically reviewed and revised by the agency, as necessary, to reflect changes to the agency's strategies and programs carried out under this subpart.

(2) ADDITIONAL INFORMATION.—

(A) AMENDMENTS.—If the State educational agency amends the plan, the agency shall submit such amendment to the Secretary.

(B) APPROVAL.—The Secretary shall approve such amendment to an approved plan, unless the Secretary determines that the amendment will result in the agency not meeting the requirements, or fulfilling the purposes, of this subpart.

(e) CONSOLIDATED PLAN.—A plan submitted under subsection (a) may be submitted as part of a consolidated plan under section 5302.

(f) SECRETARY ASSISTANCE.—The Secretary shall provide technical assistance, if requested, in the development of English proficiency standards and assessments.

SEC. 1193. WITHIN-STATE ALLOCATIONS.

(a) IN GENERAL.—After making the reservation required under subsection (d)(1), each State educational agency receiving a grant under section 1191(c)(2) shall award subgrants for a fiscal year by allocating in a timely manner to each eligible entity in the State having a plan approved under section 1195 an amount that bears the same relationship to the amount received under the grant and remaining after making such reservation as the population of English learners in schools served by the eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

(b) LIMITATION.—A State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant would be less than $10,000.

(c) REALLOCATION.—Whenever a State educational agency determines that an amount from an allocation made to an eligible entity under subsection (a) for a fiscal year will not be used by the entity for the purpose for which the allocation was made, the agency shall, in accordance with such rules as it determines to be appropriate, reallocate such amount, consistent with such subsection, to other eligible entities in the State that the agency determines will use the amount to carry out that purpose.

(d) REQUIRED RESERVATION.—A State educational agency receiving a grant under this chapter for a fiscal year—

(1) shall reserve not more than 15 percent of the agency's allotment under section 1191(c)(2) to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities; and

(2) in awarding subgrants under paragraph (1)—

(A) shall equally consider eligible entities that satisfy the requirement of such paragraph but have limited or no experience in serving immigrant children and youth; and

(B) shall consider the quality of each local plan under section 1195 and ensure that each subgrant is of sufficient size and scope to meet the purposes of this subpart.

SEC. 1194. SUBGRANTS TO ELIGIBLE ENTITIES.

(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this chapter only if the entity agrees to expend the funds to improve the education of English learners, by assisting the children to learn English and meet State academic standards. In carrying out activities with such funds, the eligible entity shall use evidence-based approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

(1) Developing and implementing new language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.

(2) Carrying out highly focused, innovative, locally designed, evidence-based activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.

(3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(b) ADMINISTRATIVE EXPENSES.—Each eligible entity receiving funds under section 1193(a) for a fiscal year shall use not more than 2 percent of such funds for the cost of administering this chapter.

(c) REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 1193(a) shall use the funds—

(1) to increase the English language proficiency of English learners by providing high-quality, evidence-based language instruction educational programs that meet the needs of English learners and have demonstrated success in increasing—

(A) English language proficiency; and

(B) student academic achievement in the core academic subjects;

(2) to provide high-quality, evidence-based professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), school leaders, administrators, and other school or community-based organization personnel, that is—

(A) designed to improve the instruction and assessment of English learners;

(B) designed to enhance the ability of teachers and school leaders to understand and implement curricula, assessment practices and measures, and instruction strategies for English learners;

(C) evidence-based in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional de-

velopment plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

(3) to provide and implement other evidence-based activities and strategies that enhance or supplement language instruction educational programs for English learners, including parental and community engagement activities and strategies that serve to coordinate and align related programs.

(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—Subject to subsection (c), an eligible entity receiving funds under section 1193(a) may use the funds to achieve one of the purposes described in subsection (a) by undertaking one or more of the following activities:

(1) Upgrading program objectives and effective instruction strategies.

(2) Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.

(3) Providing to English learners—

(A) tutorials and academic or career education for English learners; and

(B) intensified instruction.

(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving the English language proficiency and academic achievement of English learners.

(6) Providing community participation programs, family literacy services, and parent outreach and training activities to English learners and their families—

(A) to improve the English language skills of English learners; and

(B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

(7) Improving the instruction of English learners by providing for—

(A) the acquisition or development of educational technology or instructional materials;

(B) access to, and participation in, electronic networks for materials, training, and communication; and

(C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this chapter.

(8) Carrying out other activities that are consistent with the purposes of this section.

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

(1) IN GENERAL.—An eligible entity receiving funds under section 1193(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

(D) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;

(E) basic instruction services that are directly attributable to the presence in the local educational agency involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

(2) DURATION OF SUBGRANTS.—The duration of a subgrant made by a State educational agency under section 1193(d)(1) shall be determined by the agency in its discretion.

(f) SELECTION OF METHOD OF INSTRUCTION.—

(1) IN GENERAL.—To receive a subgrant from a State educational agency under this chapter, an eligible entity shall select one or more methods or forms of instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet State academic standards.

(2) CONSISTENCY.—Such selection shall be consistent with sections 1204 through 1206.

(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this chapter shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

SEC. 1195. LOCAL PLANS.

(a) PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 1193 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(b) CONTENTS.—Each plan submitted under subsection (a) shall—

(1) describe the evidence-based programs and activities proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their

English language proficiency and meet the State academic standards;

(2) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this chapter accountable for annually assessing the English language proficiency of all children participating under this subpart, consistent with section 1111(b);

(3) describe how the eligible entity will promote parent and community engagement in the education of English learners;

(4) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, parents and community members, public or private organizations, and institutions of higher education, in developing and implementing such plan;

(5) describe how language instruction educational programs carried out under the subgrant will ensure that English learners being served by the programs develop English language proficiency; and

(6) contain assurances that—

(A) each local educational agency that is included in the eligible entity is complying with section 1112(g) prior to, and throughout, each school year; and

(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 1205 and 1206.

(c) TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 1193 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this subpart are fluent in English and any other language used for instruction, including having written and oral communications skills.

CHAPTER B—ADMINISTRATION

SEC. 1201. REPORTING.

(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under chapter A shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and students served under this subpart that includes—

(1) a description of the programs and activities conducted by the entity with funds received under chapter A during the two immediately preceding fiscal years, including how such programs and activities supplemented programs funded primarily with State or local funds;

(2) a description of the progress made by English learners in learning the English language and in meeting State academic standards;

(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on the State English language proficiency standards established under section 1111(b)(1)(E) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(D);

(4) the number of English learners who exit the language instruction educational programs based on their attainment of English language proficiency and transitioned to classrooms not tailored for English learners;

(5) a description of the progress made by English learners in meeting the State academic standards for each of the 2 years after such children are no longer receiving services under this subpart;

(6) the number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency; and

(7) any such other information as the State educational agency may require.

(b) USE OF REPORT.—A report provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency—

(1) to determine the effectiveness of programs and activities in assisting children who are English learners—

(A) to attain English language proficiency; and

(B) to make progress in meeting State academic standards under section 1111(b)(1); and

(2) upon determining the effectiveness of programs and activities based on the criteria in paragraph (1), to decide how to improve programs.

SEC. 1202. ANNUAL REPORT.

(a) STATES.—Based upon the reports provided to a State educational agency under section 1201, each such agency that receives a grant under this subpart shall prepare and submit annually to the Secretary a report on programs and activities carried out by the State educational agency under this subpart and the effectiveness of such programs and activities in improving the education provided to English learners.

(b) SECRETARY.—Annually, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

(1) on programs and activities carried out to serve English learners under this subpart, and the effectiveness of such programs and activities in improving the academic achievement and English language proficiency of English learners;

(2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this subpart to teach English learners;

(3) containing a critical synthesis of data reported by eligible entities to States under section 1201(a);

(4) containing a description of technical assistance and other assistance provided by State educational agencies under section 1191(b)(2)(C);

(5) containing an estimate of the number of effective teachers working in language instruction educational programs and educating English learners, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;

(6) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;

(7) containing the number of English learners served by eligible entities receiving funding under this subpart who were transitioned out of language instruction educational programs funded under this subpart into classrooms where instruction is not tailored for English learners; and

(8) containing other information gathered from other reports submitted to the Secretary under this subpart when applicable.

SEC. 1203. COORDINATION WITH RELATED PROGRAMS.

In order to maximize Federal efforts aimed at serving the educational needs of English learners, the Secretary shall coordinate and ensure close cooperation with other entities carrying out programs serving language-minority and English learners that are administered by the Department and other agencies.

SEC. 1204. RULES OF CONSTRUCTION.

Nothing in this subpart shall be construed—

(1) to prohibit a local educational agency from serving English learners simultaneously with children with similar educational needs, in the same educational settings where appropriate;

(2) to require a State or a local educational agency to establish, continue, or eliminate any particular type of instructional program for English learners; or

(3) to limit the preservation or use of Native American languages.

SEC. 1205. LEGAL AUTHORITY UNDER STATE LAW.

Nothing in this subpart shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over programs that are under the jurisdiction of the State agency, entity, or official.

SEC. 1206. CIVIL RIGHTS.

Nothing in this subpart shall be construed in a manner inconsistent with any Federal law guaranteeing a civil right.

SEC. 1207. PROHIBITION.

In carrying out this subpart, the Secretary shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating English learners.

SEC. 1208. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

Notwithstanding any other provision of this subpart, programs authorized under this subpart that serve Native American (including Native American Pacific Islander) children and children in the Commonwealth of Puerto Rico may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.

CHAPTER C—NATIONAL ACTIVITIES

SEC. 1211. NATIONAL PROFESSIONAL DEVELOPMENT PROJECT.

The Secretary shall use funds made available under section 1191(c)(1)(B) to award grants on a competitive basis, for a period of not more than 5 years, to institutions of higher education or public or private organizations with relevant experience and capacity (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for English learners and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve English learners. Grants awarded under this subsection may be used—

(1) for preservice, evidence-based professional development programs that will assist local schools and institutions of higher education to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals;

(2) for the development of curricula or other instructional strategies appropriate to the needs of the consortia participants involved;

(3) to support strategies that strengthen and increase parent and community member engagement in the education of English learners; and

(4) to share and disseminate evidence-based practices in the instruction of English learners and in increasing their student achievement.

CHAPTER D—GENERAL PROVISIONS

SEC. 1221. DEFINITIONS.

Except as otherwise provided, in this subpart:

(1) CHILD.—The term "child" means any individual aged 3 through 21.

(2) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.

(3) ELIGIBLE ENTITY.—The term "eligible entity" means—

(A) one or more local educational agencies; or

(B) one or more local educational agencies, in consortia (or collaboration) with an institution of higher education, community-based organization, or State educational agency.

(4) IMMIGRANT CHILDREN AND YOUTH.—The term "immigrant children and youth" means individuals who—

(A) are age 3 through 21;

(B) were not born in any State; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

(5) INDIAN TRIBE.—The term "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

(6) LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM.—The term "language instruction educational program" means an instruction course—

(A) in which an English learner is placed for the purpose of developing and attaining English language proficiency, while meeting State academic standards, as required by section 1111(b)(1); and

(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English language proficiency, and may include the participation of English language proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

(7) NATIVE LANGUAGE.—The term "native language", when used with reference to English learner, means—

(A) the language normally used by such individual; or

(B) in the case of a child or youth, the language normally used by the parents of the child or youth.

(8) PARAPROFESSIONAL.—The term "paraprofessional" means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migratory education.

(9) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1222. NATIONAL CLEARINGHOUSE.

The Secretary shall establish and support the operation of a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, which shall collect, analyze, synthesize, and disseminate information about language instruction educational programs for English learners, and related programs. The National Clearinghouse shall—

(1) be administered as an adjunct clearinghouse of the Educational Resources Information Center Clearinghouses system supported by the Institute of Education Sciences;

(2) coordinate activities with Federal data and information clearinghouses and entities operating Federal dissemination networks and systems;

(3) develop a system for improving the operation and effectiveness of federally funded language instruction educational programs; and

(4) collect and disseminate information on—

(A) educational research and processes related to the education of English learners; and

(B) accountability systems that monitor the academic progress of English learners in language instruction educational programs, including information on academic con-

tent and English language proficiency assessments for language instruction educational programs; and

(5) publish, on an annual basis, a list of grant recipients under this subpart.

SEC. 1223. REGULATIONS.

In developing regulations under this subpart, the Secretary shall consult with State educational agencies and local educational agencies, organizations representing English learners, and organizations representing teachers and other personnel involved in the education of English learners.

Subpart 5—Rural Education Achievement Program

SEC. 1230. PURPOSE.

It is the purpose of this subpart to address the unique needs of rural school districts that frequently—

(1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and

(2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

CHAPTER A—SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM

SEC. 1231. GRANT PROGRAM AUTHORIZED.

(a) IN GENERAL.—From amounts appropriated under section 3(a)(1) for a fiscal year, the Secretary shall reserve 0.54 of one percent to award grants to eligible local educational agencies to enable the local educational agencies to carry out activities authorized under any of the following provisions:

(1) Part A of title I.

(2) Title II.

(3) Title III.

(b) ALLOCATION.—

(1) IN GENERAL.—Except as provided in paragraph (3), the Secretary shall award a grant under subsection (a) to a local educational agency eligible under subsection (d) for a fiscal year in an amount equal to the initial amount determined under paragraph (2) for the fiscal year minus the total amount received by the agency in subpart 2 of part A of title II for the preceding fiscal year.

(2) DETERMINATION OF INITIAL AMOUNT.—The initial amount referred to in paragraph (1) is equal to $100 multiplied by the total number of students in excess of 50 students, in average daily attendance at the schools served by the local educational agency, plus $20,000, except that the initial amount may not exceed $60,000.

(3) RATABLE ADJUSTMENT.—

(A) IN GENERAL.—If the amount made available to carry out this section for any fiscal year is not sufficient to pay in full the amounts that local educational agencies are eligible to receive under paragraph (1) for such year, the Secretary shall ratably reduce such amounts for such year.

(B) ADDITIONAL AMOUNTS.—If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

(c) DISBURSEMENT.—The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that fiscal year.

(d) ELIGIBILITY.—

(1) IN GENERAL.—A local educational agency shall be eligible to use the applicable funding in accordance with subsection (a) if—

(A)(i)(I) the total number of students in average daily attendance at all of the schools served by the local educational agency is fewer than 600; or

(II) each county in which a school served by the local educational agency is located has a total population density of fewer than 10 persons per square mile; and

(ii) all of the schools served by the local educational agency are designated with a school locale code of 41, 42, or 43, as determined by the Secretary; or

(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii).

(2) CERTIFICATION.—The Secretary shall determine whether to waive the criteria described in paragraph (1)(A)(ii) based on a demonstration by the local educational agency, and concurrence by the State educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

(3) HOLD HARMLESS.—For a local educational agency that is not eligible under this chapter but met the eligibility requirements under this subsection as it was in effect prior to the date of the enactment of the Student Success Act, the agency shall receive—

(A) for fiscal year 2014, 75 percent of the amount such agency received for fiscal year 2013;

(B) for fiscal year 2015, 50 percent of the amount such agency received for fiscal year 2013; and

(C) for fiscal year 2016, 25 percent of the amount such agency received for fiscal year 2013.

(e) SPECIAL ELIGIBILITY RULE.—A local educational agency that receives a grant under this chapter for a fiscal year is not eligible to receive funds for such fiscal year under chapter B.

CHAPTER B—RURAL AND LOW-INCOME SCHOOL PROGRAM

SEC. 1235. PROGRAM AUTHORIZED.

(a) GRANTS TO STATES.—

(1) IN GENERAL.—From amounts appropriated under section 3(a)(1) for a fiscal year, the Secretary shall reserve 0.54 of one percent for this chapter for a fiscal year that are not reserved under subsection (c) to award grants (from allotments made under paragraph (2)) for the fiscal year to State educational

agencies that have applications submitted under section 1237 approved to enable the State educational agencies to award grants to eligible local educational agencies for local authorized activities described in section 1236(a).

(2) ALLOTMENT.—From amounts described in paragraph (1) for a fiscal year, the Secretary shall allot to each State educational agency for that fiscal year an amount that bears the same ratio to those amounts as the number of students in average daily attendance served by eligible local educational agencies in the State for that fiscal year bears to the number of all such students served by eligible local educational agencies in all States for that fiscal year.

(3) SPECIALLY QUALIFIED AGENCIES.—

(A) ELIGIBILITY AND APPLICATION.—If a State educational agency elects not to participate in the program under this subpart or does not have an application submitted under section 1237 approved, a specially qualified agency in such State desiring a grant under this subpart may submit an application under such section directly to the Secretary to receive an award under this subpart.

(B) DIRECT AWARDS.—The Secretary may award, on a competitive basis or by formula, the amount the State educational agency is eligible to receive under paragraph (2) directly to a specially qualified agency in the State that has submitted an application in accordance with subparagraph (A) and obtained approval of the application.

(C) SPECIALLY QUALIFIED AGENCY DEFINED.—In this subpart, the term "specially qualified agency" means an eligible local educational agency served by a State educational agency that does not participate in a program under this subpart in a fiscal year, that may apply directly to the Secretary for a grant in such year under this subsection.

(b) LOCAL AWARDS.—

(1) ELIGIBILITY.—A local educational agency shall be eligible to receive a grant under this subpart if—

(A) 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line; and

(B) all of the schools served by the agency are designated with a school locale code of 32, 33, 41, 42, 43, as determined by the Secretary.

(2) AWARD BASIS.—A State educational agency shall award grants to eligible local educational agencies—

(A) on a competitive basis;

(B) according to a formula based on the number of students in average daily attendance served by the eligible local educational agencies or schools in the State; or

(C) according to an alternative formula, if, prior to awarding the grants, the State educational agency demonstrates, to the satisfaction of the Secretary, that the alternative formula enables the State educational agency to allot the grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentrations that

would be served if the State educational agency used the formula described in subparagraph (B).

(c) RESERVATIONS.—From amounts reserved under section 1235(a)(1) for this chapter for a fiscal year, the Secretary shall reserve—

(1) one-half of 1 percent to make awards to elementary schools or secondary schools operated or supported by the Bureau of Indian Education, to carry out the activities authorized under this chapter; and

(2) one-half of 1 percent to make awards to the outlying areas in accordance with their respective needs, to carry out the activities authorized under this chapter.

SEC. 1236. USES OF FUNDS.

(a) LOCAL AWARDS.—Grant funds awarded to local educational agencies under this chapter shall be used for activities authorized under any of the following:

(1) Part A of title I.

(2) Title II.

(3) Title III.

(b) ADMINISTRATIVE COSTS.—A State educational agency receiving a grant under this chapter may not use more than 5 percent of the amount of the grant for State administrative costs and to provide technical assistance to eligible local educational agencies.

SEC. 1237. APPLICATIONS.

(a) IN GENERAL.—Each State educational agency or specially qualified agency desiring to receive a grant under this chapter shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

(b) CONTENTS.—Each application submitted under subsection (a) shall include—

(1) a description of how the State educational agency or specially qualified agency will ensure eligible local educational agencies receiving a grant under this chapter will use such funds to help students meet the State academic standards under section 1111(b)(1);

(2) if the State educational agency or specially qualified agency will competitively award grants to eligible local educational agencies, as described in section 1235(b)(2)(A), the application under the section shall include—

(A) the methods and criteria the State educational agency or specially qualified agency will use for reviewing applications and awarding funds to local educational agencies on a competitive basis; and

(B) how the State educational agency or specially qualified agency will notify eligible local educational agencies of the grant competition; and

(3) a description of how the State educational agency or specially qualified agency will provide technical assistance to eligible local educational agencies to help such agencies implement the activities described in section 1236(a).

SEC. 1238. ACCOUNTABILITY.

Each State educational agency or specially qualified agency that receives a grant under this chapter shall prepare and submit an annual report to the Secretary. The report shall describe—

(1) the methods and criteria the State educational agency or specially qualified agency used to award grants to eligible local educational agencies, and to provide assistance to schools, under this chapter;

(2) how local educational agencies and schools used funds provided under this chapter; and

(3) the degree to which progress has been made toward having all students meet the State academic standards under section 1111(b)(1).

SEC. 1239. CHOICE OF PARTICIPATION.

(a) IN GENERAL.—If a local educational agency is eligible for funding under chapters A and B of this subpart, such local educational agency may receive funds under either chapter A or chapter B for a fiscal year, but may not receive funds under both chapters.

(b) NOTIFICATION.—A local educational agency eligible for both chapters A and B of this subpart shall notify the Secretary and the State educational agency under which of such chapters such local educational agency intends to receive funds for a fiscal year by a date that is established by the Secretary for the notification.

CHAPTER C—GENERAL PROVISIONS

SEC. 1241. ANNUAL AVERAGE DAILY ATTENDANCE DETERMINATION.

(a) CENSUS DETERMINATION.—Each local educational agency desiring a grant under section 1231 and each local educational agency or specially qualified agency desiring a grant under chapter B shall—

(1) not later than December 1 of each year, conduct a census to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by the agency; and

(2) not later than March 1 of each year, submit the number described in paragraph (1) to the Secretary (and to the State educational agency, in the case of a local educational agency seeking a grant under subpart 2).

(b) PENALTY.—If the Secretary determines that a local educational agency or specially qualified agency has knowingly submitted false information under subsection (a) for the purpose of gaining additional funds under section 1231 or chapter B, then the agency shall be fined an amount equal to twice the difference between the amount the agency received under this section and the correct amount the agency would have received under section 1231 or chapter B if the agency had submitted accurate information under subsection (a).

SEC. 1242. SUPPLEMENT, NOT SUPPLANT.

Funds made available under chapter A or chapter B shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

SEC. 1243. RULE OF CONSTRUCTION.

Nothing in this subpart shall be construed to prohibit a local educational agency that enters into cooperative arrangements with other local educational agencies for the provision of special, compensatory, or other education services, pursuant to State law or a written agreement, from entering into similar arrangements for the use,

or the coordination of the use, of the funds made available under this subpart.

Subpart 6—Indian Education

SEC. 1251. STATEMENT OF POLICY.

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 1252. PURPOSE.

It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities—

(1) to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the State academic standards that all students are expected to meet; and

(2) to ensure that school leaders, teachers, and other staff who serve Indian and Alaska Native students have the ability and training to provide appropriate instruction to meet the unique academic needs of such students.

CHAPTER A—FORMULA GRANTS TO LOCAL EDUCATIONAL AGENCIES

SEC. 1261. PURPOSE.

It is the purpose of this chapter to support local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs are designed to—

(1) meet the unique educational needs of such students; and

(2) ensure that such students have the opportunity to meet the State academic standards.

SEC. 1262. GRANTS TO LOCAL EDUCATIONAL AGENCIES AND TRIBES.

(a) IN GENERAL.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.59 of one percent to local educational agencies and Indian tribes in accordance with this section and section 1263.

(b) LOCAL EDUCATIONAL AGENCIES.—

(1) ENROLLMENT REQUIREMENTS.—A local educational agency shall be eligible for a grant under this chapter for any fiscal year if the number of Indian children eligible under section 1267 who were enrolled in the schools of the agency, and to whom the agency provided free public education, during the preceding fiscal year—

(A) was at least 10; or

(B) constituted not less than 25 percent of the total number of individuals enrolled in the schools of such agency.

(2) EXCLUSION.—The requirement of paragraph (1) shall not apply in Alaska, California, or Oklahoma, or with respect to any local educational agency located on, or in proximity to, an Indian reservation.

(c) INDIAN TRIBES.—

(1) IN GENERAL.—If a local educational agency that is otherwise eligible for a grant under this chapter does not establish a committee under section 1264(c)(4) for such grant, an Indian tribe or a consortium of such entities that represents not less than 1/3 of the eligible Indian children who are served by such local educational agency may apply for such grant.

(2) SPECIAL RULE.—The Secretary shall treat each Indian tribe or consortium of such entities applying for a grant pursuant to paragraph (1) as if such Indian tribe were a local educational agency for purposes of this chapter, except that any such tribe is not subject to section 1264(c)(4) or section 1269.

(3) ELIGIBILITY.—If more than 1 Indian tribe qualifies to apply for a grant under paragraph (1), the entity that represents the most eligible Indian children who are served by the local educational agency shall be eligible to receive the grant or the tribes may choose to apply in consortium.

SEC. 1263. AMOUNT OF GRANTS.

(a) AMOUNT OF GRANT AWARDS.—

(1) IN GENERAL.—Except as provided in subsection (b) and paragraph (2), the Secretary shall allocate to each local educational agency that has an approved application under this chapter an amount equal to the product of—

(A) the number of Indian children who are eligible under section 1267 and served by such agency; and

(B) the greater of—

(i) the average per pupil expenditure of the State in which such agency is located; or

(ii) 80 percent of the average per pupil expenditure of all the States.

(2) REDUCTION.—The Secretary shall reduce the amount of each allocation otherwise determined under this section in accordance with subsection (e).

(b) MINIMUM GRANT.—

(1) IN GENERAL.—Notwithstanding subsection (e), an entity that is eligible for a grant under section 1262, and a school that is operated or supported by the Bureau of Indian Education that is eligible for a grant under subsection (d), that submits an application that is approved by the Secretary, shall, subject to appropriations, receive a grant under this chapter in an amount that is not less than $3,000.

(2) CONSORTIA.—Local educational agencies may form a consortium with other local educational agencies or Indian tribes for the purpose of obtaining grants under this chapter.

(3) INCREASE.—The Secretary may increase the minimum grant under paragraph (1) to not more than $4,000 for all grantees if the Secretary determines such an increase is necessary to ensure the quality of the programs provided.

(c) DEFINITION.—For the purpose of this section, the term "average per pupil expenditure", used with respect to a State, means an amount equal to—

(1) the sum of the aggregate current expenditures of all the local educational agencies in the State, plus any direct current expenditures by the State for the operation of such agencies, without regard to the sources of funds from which such local or State expenditures were made, during the second fiscal year preceding the fiscal year for which the computation is made; divided by

(2) the aggregate number of children who were included in average daily attendance for whom such agencies provided free public education during such preceding fiscal year.

(d) SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—

(1) IN GENERAL.—Subject to subsection (e), in addition to the grants awarded under subsection (a), the Secretary shall allocate to the Secretary of the Interior an amount equal to the product of—

(A) the total number of Indian children enrolled in schools that are operated by—

(i) the Bureau of Indian Education; or

(ii) an Indian tribe, or an organization controlled or sanctioned by an Indian tribal government, for the children of that tribe under a contract with, or grant from, the Department of the Interior under the Indian Self-Determination Act or the Tribally Controlled Schools Act of 1988; and

(B) the greater of—

(i) the average per pupil expenditure of the State in which the school is located; or

(ii) 80 percent of the average per pupil expenditure of all the States.

(2) SPECIAL RULE.—Any school described in paragraph (1)(A) that wishes to receive an allocation under this chapter shall submit an application in accordance with section 1264, and shall otherwise be treated as a local educational agency for the purpose of this chapter, except that such school shall not be subject to section 1264(c)(4) or section 1269.

(e) RATABLE REDUCTIONS.—If the sums reserved for any fiscal year under section 1262(a) are insufficient to pay in full the amounts determined for local educational agencies under subsection (a)(1) and for the Secretary of the Interior under subsection (d), each of those amounts shall be ratably reduced.

SEC. 1264. APPLICATIONS.

(a) APPLICATION REQUIRED.—Each local educational agency that desires to receive a grant under this chapter shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(b) COMPREHENSIVE PROGRAM REQUIRED.—Each application submitted under subsection (a) shall include a description of a comprehensive program for meeting the needs of Indian children served by the local educational agency, including the language and cultural needs of the children, that—

(1) describes how the comprehensive program will offer programs and activities to meet the culturally related academic needs of American Indian and Alaska Native students;

(2)(A) is aligned with and supports the State and local plans submitted under other provisions of this Act; and

(B) includes academic standards for such children that are based on the State academic standards adopted under subpart 1 for all children;

(3) explains how the local educational agency will use the funds made available under this chapter to supplement other Federal, State, and local programs, especially programs carried out under subpart 1, to meet the needs of such students;

(4) demonstrates how funds made available under this chapter will be used for activities described in section 1265;

(5) describes the professional development opportunities that will be provided, as needed, to ensure that—

(A) teachers, school leaders, and other school professionals who are new to the Indian community are prepared to work with Indian children; and

(B) all teachers who will be involved in programs assisted under this chapter have been properly trained to carry out such programs; and

(6) describes how the local educational agency—

(A) will periodically assess the progress of all Indian children enrolled in the schools of the local educational agency, including Indian children who do not participate in programs assisted under this chapter, in meeting the standards described in paragraph (2);

(B) will provide the results of each assessment referred to in subparagraph (A) to—

(i) the committee described in subsection (c)(4); and

(ii) the community, including Indian tribes, whose children are served by the local educational agency; and

(C) is responding to findings of any previous assessments that are similar to the assessments described in subparagraph (A); and

(7) describes the processes the local educational agency used to collaborate with Indian tribes in the community in the development of the comprehensive programs.

(c) ASSURANCES.—Each application submitted under subsection (a) shall include assurances that—

(1) the local educational agency will use funds received under this chapter only to supplement the funds that, in the absence of the Federal funds made available under this chapter, such agency would make available for the education of Indian children, and not to supplant such funds;

(2) the local educational agency will prepare and submit to the Secretary such reports in such form as the Secretary may require to—

(A) carry out the functions of the Secretary under this chapter; and

(B) determine the extent to which activities carried out with funds provided to the local educational agency under

this chapter are effective in improving the educational achievement of Indian students served by such agency;

(3) the program for which assistance is sought—

(A) is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the local educational agency is providing an education;

(B) will use the best available talents and resources, including individuals from the Indian community; and

(C) was developed by such agency in open consultation with parents of Indian children and teachers, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this subparagraph a full opportunity to understand the program and to offer recommendations regarding the program; and

(4) the local educational agency developed the program with the participation and written approval of a committee—

(A) that is composed of, and selected by—

(i) parents of Indian children in the local educational agency's schools;

(ii) teachers in the schools; and

(iii) if appropriate, Indian students attending secondary schools of the agency;

(B) a majority of whose members are parents of Indian children;

(C) that has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served;

(D) with respect to an application describing a schoolwide program in accordance with section 1265(c), that has—

(i) reviewed in a timely fashion the program; and

(ii) determined that the program will not diminish the availability of culturally related activities for American Indian and Alaska Native students; and

(E) that has adopted reasonable bylaws for the conduct of the activities of the committee and abides by such bylaws.

SEC. 1265. AUTHORIZED SERVICES AND ACTIVITIES.

(a) GENERAL REQUIREMENTS.—Each local educational agency that receives a grant under this chapter shall use the grant funds, in a manner consistent with the purpose specified in section 1261, for services and activities that—

(1) are designed to carry out the comprehensive program of the local educational agency for Indian students, and described in the application of the local educational agency submitted to the Secretary under section 1264(a);

(2) are designed with special regard for the language and cultural needs of the Indian students; and

(3) supplement and enrich the regular school program of such agency.

(b) PARTICULAR ACTIVITIES.—The services and activities referred to in subsection (a) may include—

(1) culturally related activities that support the program described in the application submitted by the local educational agency;

(2) early childhood and family programs that emphasize school readiness;

(3) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of State academic standards;

(4) integrated educational services in combination with other programs that meet the needs of Indian children and their families;

(5) programs that help engage parents and tribes to meet the unique educational needs of Indian children;

(6) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006;

(7) activities to educate individuals concerning the prevention of substance abuse, violence, and suicide;

(8) the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 1261;

(9) activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;

(10) activities that incorporate American Indian and Alaska Native specific curriculum content, consistent with State academic standards into the curriculum used by the local educational agency;

(11) family literacy services; and

(12) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

(c) SCHOOLWIDE PROGRAMS.—Notwithstanding any other provision of law, a local educational agency may use funds made available to such agency under this chapter to support a schoolwide program under section 1114 if—

(1) the committee established pursuant to section 1264(c)(4) approves the use of the funds for the schoolwide program; and

(2) the schoolwide program is consistent with the purpose described in section 1261.

(d) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this chapter for any fiscal year may be used for administrative purposes.

(e) LIMITATION ON USE OF FUNDS.—Funds provided to a grantee under this chapter may not be used for long-distance travel expenses for training activities available locally or regionally.

SEC. 1266. INTEGRATION OF SERVICES AUTHORIZED.

(a) PLAN.—An entity receiving funds under this chapter may submit a plan to the Secretary for the integration of education and related services provided to Indian students.

(b) CONSOLIDATION OF PROGRAMS.—Upon the receipt of an acceptable plan under subsection (a), the Secretary, in cooperation with each Federal agency providing grants for the provision of education and related services to the entity, shall authorize the entity to consolidate, in accordance with such plan, the federally funded education and related services programs of the entity and the Federal programs, or portions of the programs, serving Indian students in a manner that integrates the program services involved into a single, coordinated, comprehensive program and reduces administrative costs by consolidating administrative functions.

(c) PROGRAMS AFFECTED.—The funds that may be consolidated in a demonstration project under any such plan referred to in subsection (a) shall include funds for any Federal program exclusively serving Indian children, or the funds reserved under any Federal program to exclusively serve Indian children, under which the entity is eligible for receipt of funds under a statutory or administrative formula for the purposes of providing education and related services that would be used to serve Indian students.

(d) PLAN REQUIREMENTS.—For a plan to be acceptable pursuant to subsection (b), the plan shall—

(1) identify the programs or funding sources to be consolidated;

(2) be consistent with the objectives of this section concerning authorizing the services to be integrated in a demonstration project;

(3) describe a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist Indian students to achieve the objectives set forth in this chapter;

(4) describe the way in which services are to be integrated and delivered and the results expected from the plan;

(5) identify the projected expenditures under the plan in a single budget;

(6) identify the State, tribal, or local agency or agencies to be involved in the delivery of the services integrated under the plan;

(7) identify any statutory provisions, regulations, policies, or procedures that the entity believes need to be waived in order to implement the plan;

(8) set forth measures for student academic achievement consistent with State academic standards under section 1111(b)(1); and

(9) be approved by a committee formed in accordance with section 1264(c)(4), if such a committee exists.

(e) PLAN REVIEW.—Upon receipt of the plan from an eligible entity, the Secretary shall consult with the Secretary of each Federal department providing funds to be used to implement the plan, and with the entity submitting the plan. The parties so consulting shall identify any waivers of statutory requirements or of Federal departmental regulations, policies, or procedures necessary to enable the entity to implement the plan. Notwithstanding any other provision of law, the Secretary of the affected department shall have the authority to waive any regulation, policy, or procedure promulgated by that department that has been so identified by the entity or department, unless the Secretary of the affected department determines

that such a waiver is inconsistent with the objectives of this chapter or those provisions of the statute from which the program involved derives authority that are specifically applicable to Indian students.

(f) PLAN APPROVAL.—Within 90 days after the receipt of an entity's plan by the Secretary, the Secretary shall inform the entity, in writing, of the Secretary's approval or disapproval of the plan. If the plan is disapproved, the entity shall be informed, in writing, of the reasons for the disapproval and shall be given an opportunity to amend the plan or to petition the Secretary to reconsider such disapproval.

(g) RESPONSIBILITIES OF DEPARTMENT OF EDUCATION.—The Secretary of Education, the Secretary of the Interior, and the head of any other Federal department or agency identified by the Secretary of Education, shall enter into an interdepartmental memorandum of agreement providing for the implementation and coordination of the demonstration projects authorized under this section. The lead agency head for a demonstration project under this section shall be—

(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

(2) the Secretary of Education, in the case of any other entity.

(h) RESPONSIBILITIES OF LEAD AGENCY.—The responsibilities of the lead agency shall include—

(1) the use of a single report format related to the plan for the individual project, which shall be used by an eligible entity to report on the activities undertaken under the project;

(2) the use of a single report format related to the projected expenditures for the individual project which shall be used by an eligible entity to report on all project expenditures;

(3) the development of a single system of Federal oversight for the project, which shall be implemented by the lead agency; and

(4) the provision of technical assistance to an eligible entity appropriate to the project, except that an eligible entity shall have the authority to accept or reject the plan for providing such technical assistance and the technical assistance provider.

(i) REPORT REQUIREMENTS.—A single report format shall be developed by the Secretary, consistent with the requirements of this section. Such report format shall require that reports described in subsection (h), together with records maintained on the consolidated program at the local level, shall contain such information as will allow a determination that the eligible entity has complied with the requirements incorporated in its approved plan, including making a demonstration of student academic achievement, and will provide assurances to each Secretary that the eligible entity has complied with all directly applicable statutory requirements and with those directly applicable regulatory requirements that have not been waived.

(j) NO REDUCTION IN AMOUNTS.—In no case shall the amount of Federal funds available to an eligible entity involved in any demonstration project be reduced as a result of the enactment of this section.

(k) INTERAGENCY FUND TRANSFERS AUTHORIZED.—The Secretary is authorized to take such action as may be necessary to provide for

an interagency transfer of funds otherwise available to an eligible entity in order to further the objectives of this section.

(l) ADMINISTRATION OF FUNDS.—

(1) IN GENERAL.—Program funds for the consolidated programs shall be administered in such a manner as to allow for a determination that funds from a specific program are spent on allowable activities authorized under such program, except that the eligible entity shall determine the proportion of the funds granted that shall be allocated to such program.

(2) SEPARATE RECORDS NOT REQUIRED.—Nothing in this section shall be construed as requiring the eligible entity to maintain separate records tracing any services or activities conducted under the approved plan to the individual programs under which funds were authorized for the services or activities, nor shall the eligible entity be required to allocate expenditures among such individual programs.

(m) OVERAGE.—The eligible entity may commingle all administrative funds from the consolidated programs and shall be entitled to the full amount of such funds (under each program's or agency's regulations). The overage (defined as the difference between the amount of the commingled funds and the actual administrative cost of the programs) shall be considered to be properly spent for Federal audit purposes, if the overage is used for the purposes provided for under this section.

(n) FISCAL ACCOUNTABILITY.—Nothing in this subpart shall be construed so as to interfere with the ability of the Secretary or the lead agency to fulfill the responsibilities for the safeguarding of Federal funds pursuant to chapter 75 of title 31, United States Code.

(o) REPORT ON STATUTORY OBSTACLES TO PROGRAM INTEGRATION.—

(1) IN GENERAL.—The Secretary of Education shall annually submit a report to the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate, and the Committee on Education and the Workforce and the Committee on Natural Resources of the House of Representatives on the status of the implementation of the demonstration projects authorized under this section.

(2) CONTENTS.—Such report shall identify—

(A) statutory barriers to the ability of participants to more effectively integrate their education and related services to Indian students in a manner consistent with the objectives of this section; and

(B) the effective practices for program integration that result in increased student achievement and other relevant outcomes for Indian students.

(p) DEFINITIONS.—For the purposes of this section, the term "Secretary" means—

(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

(2) the Secretary of Education, in the case of any other entity.

SEC. 1267. STUDENT ELIGIBILITY FORMS.

(a) IN GENERAL.—The Secretary shall require that, as part of an application for a grant under this chapter, each applicant shall maintain a file, with respect to each Indian child for whom the local

educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this chapter, and that otherwise meets the requirements of subsection (b).

(b) FORMS.—The form described in subsection (a) shall include—

(1) either—

(A)(i) the name of the tribe or band of Indians (as defined in section 1291) with respect to which the child claims membership;

(ii) the enrollment number establishing the membership of the child (if readily available); and

(iii) the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians; or

(B) the name, the enrollment number (if readily available), and the name and address of the organization responsible for maintaining updated and accurate membership data, of any parent or grandparent of the child from whom the child claims eligibility under this chapter, if the child is not a member of the tribe or band of Indians (as so defined);

(2) a statement of whether the tribe or band of Indians (as so defined), with respect to which the child, or parent or grandparent of the child, claims membership, is federally recognized;

(3) the name and address of the parent or legal guardian of the child; and

(4) a signature of the parent or legal guardian of the child that verifies the accuracy of the information supplied.

(c) STATUTORY CONSTRUCTION.—Nothing in this section shall be construed to affect a definition contained in section 1291.

(d) FORMS AND STANDARDS OF PROOF.—The forms and the standards of proof (including the standard of good faith compliance) that were in use during the 1985–1986 academic year to establish the eligibility of a child for entitlement under the Indian Elementary and Secondary School Assistance Act shall be the forms and standards of proof used—

(1) to establish eligibility under this chapter; and

(2) to meet the requirements of subsection (a).

(e) DOCUMENTATION.—For purposes of determining whether a child is eligible to be counted for the purpose of computing the amount of a grant award under section 1263, the membership of the child, or any parent or grandparent of the child, in a tribe or band of Indians (as so defined) may be established by proof other than an enrollment number, notwithstanding the availability of an enrollment number for a member of such tribe or band. Nothing in subsection (b) shall be construed to require the furnishing of an enrollment number.

(f) MONITORING AND EVALUATION REVIEW.—

(1) IN GENERAL.—

(A) REVIEW.—For each fiscal year, in order to provide such information as is necessary to carry out the responsibility of the Secretary to provide technical assistance under this chapter, the Secretary shall conduct a monitoring and evaluation review of a sampling of the recipients of grants under this chapter. The sampling conducted under this

subparagraph shall take into account the size of and the geographic location of each local educational agency.

(B) EXCEPTION.—A local educational agency may not be held liable to the United States or be subject to any penalty, by reason of the findings of an audit that relates to the date of completion, or the date of submission, of any forms used to establish, before April 28, 1988, the eligibility of a child for an entitlement under the Indian Elementary and Secondary School Assistance Act.

(2) FALSE INFORMATION.—Any local educational agency that provides false information in an application for a grant under this chapter shall—

(A) be ineligible to apply for any other grant under this chapter; and

(B) be liable to the United States for any funds from the grant that have not been expended.

(3) EXCLUDED CHILDREN.—A student who provides false information for the form required under subsection (a) shall not be counted for the purpose of computing the amount of a grant under section 1263.

(g) TRIBAL GRANT AND CONTRACT SCHOOLS.—Notwithstanding any other provision of this section, in calculating the amount of a grant under this chapter to a tribal school that receives a grant or contract from the Bureau of Indian Education, the Secretary shall use only one of the following, as selected by the school:

(1) A count of the number of students in the schools certified by the Bureau.

(2) A count of the number of students for whom the school has eligibility forms that comply with this section.

(h) TIMING OF CHILD COUNTS.—For purposes of determining the number of children to be counted in calculating the amount of a local educational agency's grant under this chapter (other than in the case described in subsection (g)(1)), the local educational agency shall—

(1) establish a date on, or a period not longer than 31 consecutive days during, which the agency counts those children, if that date or period occurs before the deadline established by the Secretary for submitting an application under section 1264; and

(2) determine that each such child was enrolled, and receiving a free public education, in a school of the agency on that date or during that period, as the case may be.

SEC. 1268. PAYMENTS.

(a) IN GENERAL.—Subject to subsections (b) and (c), the Secretary shall pay to each local educational agency that submits an application that is approved by the Secretary under this chapter the amount determined under section 1263. The Secretary shall notify the local educational agency of the amount of the payment not later than June 1 of the year for which the Secretary makes the payment.

(b) PAYMENTS TAKEN INTO ACCOUNT BY THE STATE.—The Secretary may not make a grant under this chapter to a local educational agency for a fiscal year if, for such fiscal year, the State in which the local educational agency is located takes into consideration payments made under this chapter in determining the eligibility of the local educational agency for State aid, or the amount

of the State aid, with respect to the free public education of children during such fiscal year or the preceding fiscal year.

(c) REALLOCATIONS.—The Secretary may reallocate, in a manner that the Secretary determines will best carry out the purpose of this chapter, any amounts that—

(1) based on estimates made by local educational agencies or other information, the Secretary determines will not be needed by such agencies to carry out approved programs under this chapter; or

(2) otherwise become available for reallocation under this chapter.

SEC. 1269. STATE EDUCATIONAL AGENCY REVIEW.

Before submitting an application to the Secretary under section 1264, a local educational agency shall submit the application to the State educational agency, which may comment on such application. If the State educational agency comments on the application, the agency shall comment on all applications submitted by local educational agencies in the State and shall provide those comments to the respective local educational agencies, with an opportunity to respond.

CHAPTER B—SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

SEC. 1271. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN.

(a) PURPOSE.—

(1) IN GENERAL.—It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children.

(2) COORDINATION.—The Secretary shall take the necessary actions to achieve the coordination of activities assisted under this chapter with—

(A) other programs funded under this Act; and

(B) other Federal programs operated for the benefit of American Indian and Alaska Native children.

(b) ELIGIBLE ENTITIES.—In this section, the term "eligible entity" means a State educational agency, local educational agency, Indian tribe, Indian organization, federally supported elementary school or secondary school for Indian students, Indian institution (including an Indian institution of higher education), or a consortium of such entities.

(c) GRANTS AUTHORIZED.—

(1) IN GENERAL.—From amounts appropriated under section 3(a)(1), the Secretary shall reserve 0.2 of one percent to award grants to eligible entities to enable such entities to carry out activities under this section and section 1272.

(2) USES OF FUNDS.—An eligible entity that receives a grant under this section shall use the funds for one or more activities, including—

(A) innovative programs related to the educational needs of educationally disadvantaged children;

(B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects;

(C) bilingual and bicultural programs and projects;

(D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children;

(E) special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children;

(F) comprehensive guidance, counseling, and testing services;

(G) early childhood and kindergarten programs, including family-based preschool programs that emphasize school readiness and parental skills, and the provision of services to Indian children with disabilities;

(H) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education;

(I) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill, high-wage career;

(J) programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education;

(K) family literacy services;

(L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors; or

(M) other services that meet the purpose described in this section.

(3) PROFESSIONAL DEVELOPMENT.—Evidence based professional development of teaching professionals and paraprofessionals may be a part of any program assisted under this section.

(d) GRANT REQUIREMENTS AND APPLICATIONS.—

(1) GRANT REQUIREMENTS.—

(A) IN GENERAL.—The Secretary may make multiyear grants under subsection (c) for the planning, development, pilot operation, or demonstration of any activity described in subsection (c) for a period not to exceed 5 years.

(B) PRIORITY.—In making multiyear grants described in this paragraph, the Secretary shall give priority to entities submitting applications that present a plan for combining two or more of the activities described in subsection (c) over a period of more than 1 year.

(C) PROGRESS.—The Secretary shall make a grant payment for a grant described in this paragraph to an eligible entity after the initial year of the multiyear grant only if

the Secretary determines that the eligible entity has made substantial progress in carrying out the activities assisted under the grant in accordance with the application submitted under paragraph (3) and any subsequent modifications to such application.

(2) DISSEMINATION GRANTS.—

(A) IN GENERAL.—In addition to awarding the multiyear grants described in paragraph (1), the Secretary may award grants under subsection (c) to eligible entities for the dissemination of exemplary materials or programs assisted under this section.

(B) DETERMINATION.—The Secretary may award a dissemination grant described in this paragraph if, prior to awarding the grant, the Secretary determines that the material or program to be disseminated—

(i) has been adequately reviewed;

(ii) has demonstrated educational merit; and

(iii) can be replicated.

(3) APPLICATION.—

(A) IN GENERAL.—Any eligible entity that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(B) CONTENTS.—Each application submitted to the Secretary under subparagraph (A), other than an application for a dissemination grant under paragraph (2), shall contain—

(i) a description of how parents of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;

(ii) assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of activities assisted under this section;

(iii) information demonstrating that the proposed program for the activities is an evidence-based program, which may include a program that has been modified to be culturally appropriate for students who will be served; and

(iv) a description of how the applicant will incorporate the proposed activities into the ongoing school program involved once the grant period is over.

(e) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this chapter for any fiscal year may be used for administrative purposes.

SEC. 1272. PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATION PROFESSIONALS.

(a) PURPOSES.—The purposes of this section are—

(1) to increase the number of qualified Indian teachers, school leaders, or other education professionals serving Indian students, including through recruitment strategies;

(2) to provide training to qualified Indian individuals to enable such individuals to become effective teachers, school leaders, administrators, teacher aides, social workers, and ancillary educational personnel; and

(3) to improve the skills of qualified Indian individuals who serve in the capacities described in paragraph (2).

(b) ELIGIBLE ENTITIES.—For the purpose of this section, the term "eligible entity" means—

(1) an institution of higher education, including an Indian institution of higher education;

(2) a State educational agency or local educational agency, in consortium with an institution of higher education;

(3) an Indian tribe or organization, in consortium with an institution of higher education; and

(4) a Bureau-funded school (as defined in section 1146 of the Education Amendments of 1978).

(c) PROGRAM AUTHORIZED.—The Secretary is authorized to award grants from funds reserved under section 1271(c)(1) to eligible entities having applications approved under this section to enable those entities to carry out the activities described in subsection (d).

(d) AUTHORIZED ACTIVITIES.—

(1) IN GENERAL.—Grant funds under this section shall be used for activities to provide support and training for Indian individuals in a manner consistent with the purposes of this section.

(2) SPECIAL RULES.—

(A) TYPE OF TRAINING.—For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

(B) PROGRAM.—For individuals who are being trained to enter any education-related field other than teaching, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

(e) APPLICATION.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. An application shall include how the eligible entity will—

(1) recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers or school leaders;

(2) use funds made available under the grant to support the recruitment, preparation, and professional development of Indian teachers or school leaders in local educational agencies that serve a high proportion of Indian students; and

(3) assist participants in meeting the requirements under subsection (h).

(f) SPECIAL RULE.—In awarding grants under this section, the Secretary—

(1) shall consider the prior performance of the eligible entity; and

(2) may not limit eligibility to receive a grant under this section on the basis of—

(A) the number of previous grants the Secretary has awarded such entity; or

(B) the length of any period during which such entity received such grants.

(g) GRANT PERIOD.—Each grant under this section shall be awarded for an initial period of not more than three years, and may

be renewed for not more than an additional two years if the Secretary finds that the grantee is meeting the grant objectives.

(h) SERVICE OBLIGATION.—

(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives training pursuant to a grant made under this section—

(A) perform work—

(i) related to the training received under this section; and

(ii) that benefits Indian people; or

(B) repay all or a prorated part of the assistance received.

(2) REPORTING.—The Secretary shall establish, by regulation, a reporting procedure under which a grant recipient under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning compliance with the work requirement under paragraph (1).

CHAPTER C—FEDERAL ADMINISTRATION

SEC. 1281. NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

(a) MEMBERSHIP.—There is established a National Advisory Council on Indian Education (hereafter in this section referred to as the "Council"), which shall—

(1) consist of 15 Indian members, who shall be appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations; and

(2) represent different geographic areas of the United States.

(b) DUTIES.—The Council shall—

(1) advise the Secretary concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under this subpart—

(A) with respect to which the Secretary has jurisdiction; and

(B)(i) that includes Indian children or adults as participants; or

(ii) that may benefit Indian children or adults;

(2) make recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs; and

(3) submit to Congress, not later than June 30 of each year, a report on the activities of the Council, including—

(A) any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants, or that may benefit Indian children or adults; and

(B) recommendations concerning the funding of any program described in subparagraph (A).

SEC. 1282. PEER REVIEW.

The Secretary may use a peer review process to review applications submitted to the Secretary under chapter B.

SEC. 1283. PREFERENCE FOR INDIAN APPLICANTS.

In making grants and entering into contracts or cooperative agreements under chapter B, the Secretary shall give a preference

to Indian tribes, organizations, and institutions of higher education under any program with respect to which Indian tribes, organizations, and institutions are eligible to apply for grants, contracts, or cooperative agreements.

SEC. 1284. MINIMUM GRANT CRITERIA.

The Secretary may not approve an application for a grant, contract, or cooperative agreement under chapter B unless the application is for a grant, contract, or cooperative agreement that is—

(1) of sufficient size, scope, and quality to achieve the purpose or objectives of such grant, contract, or cooperative agreement; and

(2) based on relevant research findings.

CHAPTER D—DEFINITIONS

SEC. 1291. DEFINITIONS.

For the purposes of this subpart:

(1) ADULT.—The term "adult" means an individual who—

(A) has attained the age of 16 years; or

(B) has attained an age that is greater than the age of compulsory school attendance under an applicable State law.

(2) ALASKA NATIVE.—The term "Alaska Native" has the same meaning as the term "Native" has in section 3(b) of the Alaska Native Claims Settlement Act.

(3) FREE PUBLIC EDUCATION.—The term "free public education" means education that is—

(A) provided at public expense, under public supervision and direction, and without tuition charge; and

(B) provided as elementary or secondary education in the applicable State or to preschool children.

(4) INDIAN.—The term "Indian" means an individual who is—

(A) a member of an Indian tribe or band, as membership is defined by the tribe or band, including—

(i) any tribe or band terminated since 1940; and

(ii) any tribe or band recognized by the State in which the tribe or band resides;

(B) a descendant, in the first or second degree, of an individual described in subparagraph (A);

(C) considered by the Secretary of the Interior to be an Indian for any purpose;

(D) an Eskimo, Aleut, or other Alaska Native; or

(E) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of enactment of the Improving America's Schools Act of 1994.

[PART B—STUDENT READING SKILLS IMPROVEMENT GRANTS

[Subpart 1—Reading First

[SEC. 1201. PURPOSES.

[The purposes of this subpart are as follows:

[(1) To provide assistance to State educational agencies and local educational agencies in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3.

[(2) To provide assistance to State educational agencies and local educational agencies in preparing teachers, including special education teachers, through professional development and other support, so the teachers can identify specific reading barriers facing their students and so the teachers have the tools to effectively help their students learn to read.

[(3) To provide assistance to State educational agencies and local educational agencies in selecting or administering screening, diagnostic, and classroom-based instructional reading assessments.

[(4) To provide assistance to State educational agencies and local educational agencies in selecting or developing effective instructional materials (including classroom-based materials to assist teachers in implementing the essential components of reading instruction), programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure within a State.

[(5) To strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children.

[SEC. 1202. FORMULA GRANTS TO STATE EDUCATIONAL AGENCIES.

[(a) IN GENERAL.—

[(1) AUTHORIZATION TO MAKE GRANTS.—In the case of each State educational agency that in accordance with section 1203 submits to the Secretary an application for a 6-year period, the Secretary, from amounts appropriated under section 1002(b)(1) and subject to the application's approval, shall make a grant to the State educational agency for the uses specified in subsections (c) and (d). For each fiscal year, the funds provided under the grant shall equal the allotment determined for the State educational agency under subsection (b).

[(2) DURATION OF GRANTS.—Subject to subsection (e)(3), a grant under this section shall be awarded for a period of not more than 6 years.

[(b) DETERMINATION OF AMOUNT OF ALLOTMENTS.—

[(1) RESERVATIONS FROM APPROPRIATIONS.—From the total amount made available to carry out this subpart for a fiscal year, the Secretary—

[(A) shall reserve one-half of 1 percent for allotments for the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands,

to be distributed among these outlying areas on the basis of their relative need, as determined by the Secretary in accordance with the purposes of this subpart;

[(B) shall reserve one-half of 1 percent for the Secretary of the Interior for programs under this subpart in schools operated or funded by the Bureau of Indian Affairs;

[(C) may reserve not more than 2½ percent or $25,000,000, whichever is less, to carry out section 1205 (relating to external evaluation) and section 1206 (relating to national activities);

[(D) shall reserve $5,000,000 to carry out sections 1207 and 1224 (relating to information dissemination); and

[(E) for any fiscal year, beginning with fiscal year 2004, for which the amount appropriated to carry out this subpart exceeds the amount appropriated for fiscal year 2003, shall reserve, to carry out section 1204, the lesser of—

[(i) $90,000,000; or

[(ii) 10 percent of such excess amount.

[(2) STATE ALLOTMENTS.—In accordance with paragraph (3), the Secretary shall allot among each of the States the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1).

[(3) DETERMINATION OF STATE ALLOTMENT AMOUNTS.—

[(A) IN GENERAL.—Subject to subparagraph (B), the Secretary shall allot the amount made available under paragraph (2) for a fiscal year among the States in proportion to the number of children, aged 5 to 17, who reside within the State and are from families with incomes below the poverty line for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in all such States for that fiscal year.

[(B) EXCEPTIONS.—

[(i) MINIMUM GRANT AMOUNT.—Subject to clause (ii), no State receiving an allotment under subparagraph (A) may receive less than one-fourth of 1 percent of the total amount allotted under such subparagraph.

[(ii) PUERTO RICO.—The percentage of the amount allotted under subparagraph (A) that is allotted to the Commonwealth of Puerto Rico for a fiscal year may not exceed the percentage that was received by the Commonwealth of Puerto Rico of the funds allocated to all States under subpart 2 of part A for the preceding fiscal year.

[(4) DISTRIBUTION OF SUBGRANTS.—The Secretary may make a grant to a State educational agency only if the State educational agency agrees to expend at least 80 percent of the amount of the funds provided under the grant for the purpose of making, in accordance with subsection (c), competitive subgrants to eligible local educational agencies.

[(5) REALLOTMENT.—If a State educational agency described in paragraph (2) does not apply for an allotment under this section for any fiscal year, or if the State educational agency's application is not approved, the Secretary shall reallot such

amount to the remaining State educational agencies in accordance with paragraph (3).

[(6) DEFINITION OF STATE.—For purposes of this subsection, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

[(1) AUTHORIZATION TO MAKE SUBGRANTS.—In accordance with paragraph (2), a State educational agency that receives a grant under this section shall make competitive subgrants to eligible local educational agencies.

[(2) ALLOCATION.—

[(A) MINIMUM SUBGRANT AMOUNT.—In making subgrants under paragraph (1), a State educational agency shall allocate to each eligible local educational agency that receives such a subgrant, at a minimum, an amount that bears the same relation to the funds made available under subsection (b)(4) as the amount the eligible local educational agency received under part A for the preceding fiscal year bears to the amount all the local educational agencies in the State received under part A for the preceding fiscal year.

[(B) PRIORITY.—In making subgrants under paragraph (1), a State educational agency shall give priority to eligible local educational agencies in which at least—

[(i) 15 percent of the children served by the eligible local educational agency are from families with incomes below the poverty line; or

[(ii) 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line.

[(3) NOTICE.—A State educational agency receiving a grant under this section shall provide notice to all eligible local educational agencies in the State of the availability of competitive subgrants under this subsection and of the requirements for applying for the subgrants.

[(4) LOCAL APPLICATION.—To be eligible to receive a subgrant under this subsection, an eligible local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

[(5) STATE REQUIREMENT.—In distributing subgrant funds to eligible local educational agencies under this subsection, a State educational agency shall—

[(A) provide funds in sufficient size and scope to enable the eligible local educational agencies to improve reading instruction; and

[(B) provide the funds in amounts related to the number or percentage of students in kindergarten through grade 3 who are reading below grade level.

[(6) LIMITATION TO CERTAIN SCHOOLS.—In distributing subgrant funds under this subsection, an eligible local educational agency shall provide funds only to schools that both—

[(A) are among the schools served by that eligible local educational agency with the highest percentages or num-

bers of students in kindergarten through grade 3 reading below grade level, based on the most currently available data; and

[(B)(i) are identified for school improvement under section 1116(b); or

[(ii) have the highest percentages or numbers of children counted under section 1124(c).

[(7) LOCAL USES OF FUNDS.—

[(A) REQUIRED USES.—Subject to paragraph (8), an eligible local educational agency that receives a subgrant under this subsection shall use the funds provided under the subgrant to carry out the following activities:

[(i) Selecting and administering screening, diagnostic, and classroom-based instructional reading assessments.

[(ii) Selecting and implementing a learning system or program of reading instruction based on scientifically based reading research that—

[(I) includes the essential components of reading instruction; and

[(II) provides such instruction to the children in kindergarten through grade 3 in the schools served by the eligible local educational agency, including children who—

[(aa) may have reading difficulties;

[(bb) are at risk of being referred to special education based on these difficulties;

[(cc) have been evaluated under section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of that Act, have not been identified as being a child with a disability (as defined in section 602 of that Act);

[(dd) are being served under such Act primarily due to being identified as being a child with a specific learning disability (as defined in section 602 of that Act) related to reading;

[(ee) are deficient in the essential components of reading skills, as listed in subparagraphs (A) through (E) of section 1208(3); or

[(ff) are identified as having limited English proficiency.

[(iii) Procuring and implementing instructional materials, including education technology such as software and other digital curricula, that are based on scientifically based reading research.

[(iv) Providing professional development for teachers of kindergarten through grade 3, and special education teachers of kindergarten through grade 12, that—

[(I) will prepare these teachers in all of the essential components of reading instruction;

[(II) shall include—

[(aa) information on instructional materials, programs, strategies, and approaches

based on scientifically based reading research, including early intervention, classroom reading materials, and remedial programs and approaches; and

[(bb) instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading;

[(III) shall be provided by eligible professional development providers; and

[(IV) will assist teachers in becoming highly qualified in reading instruction in accordance with the requirements of section 1119.

[(v) Collecting and summarizing data—

[(I) to document the effectiveness of activities carried out under this subpart in individual schools and in the local educational agency as a whole; and

[(II) to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement.

[(vi) Reporting data for all students and categories of students described in section 1111(b)(2)(C)(v)(II).

[(vii) Promoting reading and library programs that provide access to engaging reading material, including coordination with programs funded through grants received under subpart 4, where applicable.

[(B) ADDITIONAL USES.—Subject to paragraph (8), an eligible local educational agency that receives a subgrant under this subsection may use the funds provided under the subgrant to carry out the following activities:

[(i) Humanities-based family literacy programs (which may be referred to as "Prime Time Family Reading Time") that bond families around the acts of reading and using public libraries.

[(ii) Providing training in the essential components of reading instruction to a parent or other individual who volunteers to be a student's reading tutor, to enable such parent or individual to support instructional practices that are based on scientifically based reading research and are being used by the student's teacher.

[(iii) Assisting parents, through the use of materials and reading programs, strategies, and approaches (including family literacy services) that are based on scientifically based reading research, to encourage reading and support their child's reading development.

[(8) LOCAL PLANNING AND ADMINISTRATION.—An eligible local educational agency that receives a subgrant under this subsection may use not more than 3.5 percent of the funds provided under the subgrant for planning and administration.

[(d) STATE USES OF FUNDS.—

[(1) IN GENERAL.—A State educational agency that receives a grant under this section may expend not more than a total

of 20 percent of the grant funds to carry out the activities described in paragraphs (3), (4), and (5).

[(2) PRIORITY.—A State educational agency shall give priority to carrying out the activities described in paragraphs (3), (4), and (5) for schools described in subsection (c)(6).

[(3) PROFESSIONAL INSERVICE AND PRESERVICE DEVELOPMENT AND REVIEW.—A State educational agency may expend not more than 65 percent of the amount of the funds made available under paragraph (1)—

[(A) to develop and implement a program of professional development for teachers, including special education teachers, of kindergarten through grade 3 that—

[(i) will prepare these teachers in all the essential components of reading instruction;

[(ii) shall include—

[(I) information on instructional materials, programs, strategies, and approaches based on scientifically based reading research, including early intervention and reading remediation materials, programs, and approaches; and

[(II) instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other scientifically based procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading; and

[(iii) shall be provided by eligible professional development providers;

[(B) to strengthen and enhance preservice courses for students preparing, at all public institutions of higher education in the State, to teach kindergarten through grade 3 by—

[(i) reviewing such courses to determine whether the courses' content is consistent with the findings of the most current scientifically based reading research, including findings on the essential components of reading instruction;

[(ii) following up such reviews with recommendations to ensure that such institutions offer courses that meet the highest standards; and

[(iii) preparing a report on the results of such reviews, submitting the report to the reading and literacy partnership for the State established under section 1203(d), and making the report available for public review by means of the Internet; and

[(C) to make recommendations on how the State licensure and certification standards in the area of reading might be improved.

[(4) TECHNICAL ASSISTANCE FOR LOCAL EDUCATIONAL AGENCIES AND SCHOOLS.—A State educational agency may expend not more than 25 percent of the amount of the funds made available under paragraph (1) for one or more of the following:

[(A) Assisting local educational agencies in accomplishing the tasks required to design and implement a program under this subpart, including—

[(i) selecting and implementing a program or programs of reading instruction based on scientifically based reading research;

[(ii) selecting screening, diagnostic, and classroom-based instructional reading assessments; and

[(iii) identifying eligible professional development providers to help prepare reading teachers to teach students using the programs and assessments described in clauses (i) and (ii).

[(B) Providing expanded opportunities to students in kindergarten through grade 3 who are served by eligible local educational agencies for receiving reading assistance from alternative providers that includes—

[(i) screening, diagnostic, and classroom-based instructional reading assessments; and

[(ii) as need is indicated by the assessments under clause (i), instruction based on scientifically based reading research that includes the essential components of reading instruction.

[(5) PLANNING, ADMINISTRATION, AND REPORTING.—

[(A) EXPENDITURE OF FUNDS.—A State educational agency may expend not more than 10 percent of the amount of funds made available under paragraph (1) for the activities described in this paragraph.

[(B) PLANNING AND ADMINISTRATION.—A State educational agency that receives a grant under this section may expend funds made available under subparagraph (A) for planning and administration relating to the State uses of funds authorized under this subpart, including the following:

[(i) Administering the distribution of competitive subgrants to eligible local educational agencies under subsection (c) and section 1204(d).

[(ii) Assessing and evaluating, on a regular basis, eligible local educational agency activities assisted under this subpart, with respect to whether they have been effective in increasing the number of children in grades 1, 2, and 3 served under this subpart who can read at or above grade level.

[(C) ANNUAL REPORTING.—

[(i) IN GENERAL.—A State educational agency that receives a grant under this section shall expend funds made available under subparagraph (A) to provide the Secretary annually with a report on the implementation of this subpart.

[(ii) INFORMATION INCLUDED.—Each report under this subparagraph shall include information on the following:

[(I) Evidence that the State educational agency is fulfilling its obligations under this subpart.

[(II) Specific identification of those schools and local educational agencies that report the largest gains in reading achievement.

[(III) The progress the State educational agency and local educational agencies within the State

are making in reducing the number of students served under this subpart in grades 1, 2, and 3 who are reading below grade level, as demonstrated by such information as teacher reports and school evaluations of mastery of the essential components of reading instruction.

[(IV) Evidence on whether the State educational agency and local educational agencies within the State have significantly increased the number of students reading at grade level or above, significantly increased the percentages of students described in section 1111(b)(2)(C)(v)(II) who are reading at grade level or above, and successfully implemented this subpart.

[(iii) PRIVACY PROTECTION.—Data in the report shall be reported in a manner that protects the privacy of individuals.

[(iv) CONTRACT.—To the extent practicable, a State educational agency shall enter into a contract with an entity that conducts scientifically based reading research, under which contract the entity will assist the State educational agency in producing the reports required to be submitted under this subparagraph.

[(e) REVIEW.—

[(1) PROGRESS REPORT.—

[(A) SUBMISSION.—Not later than 60 days after the termination of the third year of the grant period, each State educational agency receiving a grant under this section shall submit a progress report to the Secretary.

[(B) INFORMATION INCLUDED.—The progress report shall include information on the progress the State educational agency and local educational agencies within the State are making in reducing the number of students served under this subpart in grades 1, 2, and 3 who are reading below grade level (as demonstrated by such information as teacher reports and school evaluations of mastery of the essential components of reading instruction). The report shall also include evidence from the State educational agency and local educational agencies within the State that the State educational agency and the local educational agencies have significantly increased the number of students reading at grade level or above, significantly increased the percentages of students described in section 1111(b)(2)(C)(v)(II) who are reading at grade level or above, and successfully implemented this subpart.

[(2) PEER REVIEW.—The progress report described in paragraph (1) shall be reviewed by the peer review panel convened under section 1203(c)(2).

[(3) CONSEQUENCES OF INSUFFICIENT PROGRESS.—After submission of the progress report described in paragraph (1), if the Secretary determines that the State educational agency is not making significant progress in meeting the purposes of this subpart, the Secretary may withhold from the State educational agency, in whole or in part, further payments under this section in accordance with section 455 of the General Edu-

cation Provisions Act or take such other action authorized by law as the Secretary determines necessary, including providing technical assistance upon request of the State educational agency.

[(f) FUNDS NOT USED FOR STATE LEVEL ACTIVITIES.—Any portion of funds described in subsection (d)(1) that a State educational agency does not expend in accordance with subsection (d)(1) shall be expended for the purpose of making subgrants in accordance with subsection (c).

[(g) SUPPLEMENT, NOT SUPPLANT.—A State or local educational agency shall use funds received under this subpart only to supplement the level of non-Federal funds that, in the absence of funds under this subpart, would be expended for activities authorized under this subpart, and not to supplant those non-Federal funds.

[SEC. 1203. STATE FORMULA GRANT APPLICATIONS.

[(a) APPLICATIONS.—

[(1) IN GENERAL.—A State educational agency that desires to receive a grant under section 1202 shall submit an application to the Secretary at such time and in such form as the Secretary may require. The application shall contain the information described in subsection (b).

[(2) SPECIAL APPLICATION PROVISIONS.—For those State educational agencies that have received a grant under part C of title II (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001), the Secretary shall establish a modified set of requirements for an application under this section that takes into account the information already submitted and approved under that program and minimizes the duplication of effort on the part of such State educational agencies.

[(b) CONTENTS.—An application under this section shall contain the following:

[(1) An assurance that the Governor of the State, in consultation with the State educational agency, has established a reading and literacy partnership described in subsection (d), and a description of how such partnership—

[(A) coordinated the development of the application; and

[(B) will assist in the oversight and evaluation of the State educational agency's activities under this subpart.

[(2) A description, if applicable, of the State's strategy to expand, continue, or modify activities authorized under part C of title II (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001).

[(3) An assurance that the State educational agency, and any local educational agencies receiving a subgrant from that State educational agency under section 1202, will, if requested, participate in the external evaluation under section 1205.

[(4) A State educational agency plan containing a description of the following:

[(A) How the State educational agency will assist local educational agencies in identifying screening, diagnostic, and classroom-based instructional reading assessments.

[(B) How the State educational agency will assist local educational agencies in identifying instructional materials, programs, strategies, and approaches, based on scientif-

ically based reading research, including early intervention and reading remediation materials, programs, and approaches.

[(C) How the State educational agency will ensure that professional development activities related to reading instruction and provided under section 1202 are—

[(i) coordinated with other Federal, State, and local level funds, and used effectively to improve instructional practices for reading; and

[(ii) based on scientifically based reading research.

[(D) How the activities assisted under section 1202 will address the needs of teachers and other instructional staff in implementing the essential components of reading instruction.

[(E) How subgrants made by the State educational agency under section 1202 will meet the requirements of section 1202, including how the State educational agency will ensure that eligible local educational agencies receiving subgrants under section 1202 will use practices based on scientifically based reading research.

[(F) How the State educational agency will, to the extent practicable, make grants to eligible local educational agencies in both rural and urban areas.

[(G) How the State educational agency will build on, and promote coordination among literacy programs in the State (including federally funded programs such as programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and subpart 2), to increase the effectiveness of the programs in improving reading for adults and children and to avoid duplication of the efforts of the program.

[(H) How the State educational agency will assess and evaluate, on a regular basis, eligible local educational agency activities assisted under section 1202, with respect to whether the activities have been effective in achieving the purposes of section 1202.

[(I) Any other information that the Secretary may reasonably require.

[(c) APPROVAL OF APPLICATIONS.—

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

[(2) PEER REVIEW.—

[(A) IN GENERAL.—The Secretary, in consultation with the National Institute for Literacy, shall convene a panel to evaluate applications under this section. At a minimum, the panel shall include—

[(i) three individuals selected by the Secretary;

[(ii) three individuals selected by the National Institute for Literacy;

[(iii) three individuals selected by the National Research Council of the National Academy of Sciences; and

[(iv) three individuals selected by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

[(B) EXPERTS.—The panel shall include—

[(i) experts who are competent, by virtue of their training, expertise, or experience, to evaluate applications under this section;

[(ii) experts who provide professional development to individuals who teach reading to children and adults based on scientifically based reading research;

[(iii) experts who provide professional development to other instructional staff based on scientifically based reading research; and

[(iv) an individual who has expertise in screening, diagnostic, and classroom-based instructional reading assessments.

[(C) RECOMMENDATIONS.—The panel shall recommend grant applications from State educational agencies under this section to the Secretary for funding or for disapproval.

[(d) READING AND LITERACY PARTNERSHIPS.—

[(1) IN GENERAL.—For a State educational agency to receive a grant under section 1202, the Governor of the State, in consultation with the State educational agency, shall establish a reading and literacy partnership.

[(2) REQUIRED PARTICIPANTS.—The reading and literacy partnership shall include the following participants:

[(A) The Governor of the State.

[(B) The chief State school officer.

[(C) The chairman and the ranking member of each committee of the State legislature that is responsible for education policy.

[(D) A representative, selected jointly by the Governor and the chief State school officer, of at least one eligible local educational agency.

[(E) A representative, selected jointly by the Governor and the chief State school officer, of a community-based organization working with children to improve their reading skills, particularly a community-based organization using tutors and scientifically based reading research.

[(F) State directors of appropriate Federal or State programs with a strong reading component, selected jointly by the Governor and the chief State school officer.

[(G) A parent of a public or private school student or a parent who educates the parent's child in the parent's home, selected jointly by the Governor and the chief State school officer.

[(H) A teacher, who may be a special education teacher, who successfully teaches reading, and another instructional staff member, selected jointly by the Governor and the chief State school officer.

[(I) A family literacy service provider selected jointly by the Governor and the chief State school officer.

[(3) OPTIONAL PARTICIPANTS.—The reading and literacy partnership may include additional participants, who shall be se-

lected jointly by the Governor and the chief State school officer, and who may include a representative of—

[(A) an institution of higher education operating a program of teacher preparation in the State that is based on scientifically based reading research;

[(B) a local educational agency;

[(C) a private nonprofit or for-profit eligible professional development provider providing instruction based on scientifically based reading research;

[(D) an adult education provider;

[(E) a volunteer organization that is involved in reading programs; or

[(F) a school library or a public library that offers reading or literacy programs for children or families.

[(4) PREEXISTING PARTNERSHIP.—If, before the date of enactment of the No Child Left Behind Act of 2001, a State educational agency established a consortium, partnership, or any other similar body that was considered a reading and literacy partnership for purposes of part C of title II of this Act (as such part was in effect on the day before the date of enactment of No Child Left Behind Act of 2001), that consortium, partnership, or body may be considered a reading and literacy partnership for purposes of this subsection consistent with the provisions of this subpart.

[SEC. 1204. TARGETED ASSISTANCE GRANTS.

[(a) ELIGIBILITY CRITERIA FOR AWARDING TARGETED ASSISTANCE GRANTS TO STATES.—Beginning with fiscal year 2004, from funds appropriated under section 1202(b)(1)(E), the Secretary shall make grants, on a competitive basis, to those State educational agencies that—

[(1) for each of 2 consecutive years, demonstrate that an increasing percentage of third graders in each of the groups described in section 1111(b)(2)(C)(v)(II) in the schools served by the local educational agencies receiving funds under section 1202 are reaching the proficient level in reading; and

[(2) for each of the same such consecutive 2 years, demonstrate that schools receiving funds under section 1202 are improving the reading skills of students in grades 1, 2, and 3 based on screening, diagnostic, and classroom-based instructional reading assessments.

[(b) CONTINUATION OF PERFORMANCE AWARDS.—For any State educational agency that receives a competitive grant under this section, the Secretary shall make an award for each of the succeeding years that the State educational agency demonstrates it is continuing to meet the criteria described in subsection (a).

[(c) DISTRIBUTION OF TARGETED ASSISTANCE GRANTS.—

[(1) IN GENERAL.—The Secretary shall make a grant to each State educational agency with an application approved under this section in an amount that bears the same relation to the amount made available to carry out this section for a fiscal year as the number of children counted under section 1124(c) for the State bears to the number of such children so counted for all States with applications approved for that year.

[(2) PEER REVIEW.—The peer review panel convened under section 1203(c)(2) shall review the applications submitted

under this subsection. The panel shall recommend such applications to the Secretary for funding or for disapproval.

[(3) APPLICATION CONTENTS.—A State educational agency that desires to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall include the following:

[(A) Evidence that the State educational agency has carried out its obligations under section 1203.

[(B) Evidence that the State educational agency has met the criteria described in subsection (a).

[(C) The amount of funds requested by the State educational agency and a description of the criteria the State educational agency intends to use in distributing subgrants to eligible local educational agencies under this section to continue or expand activities under subsection (d)(5).

[(D) Evidence that the State educational agency has increased significantly the percentage of students reading at grade level or above.

[(E) Any additional evidence that demonstrates success in the implementation of this section.

[(d) SUBGRANTS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—

[(1) IN GENERAL.—The Secretary may make a grant to a State educational agency under this section only if the State educational agency agrees to expend 100 percent of the amount of the funds provided under the grant for the purpose of making competitive subgrants in accordance with this subsection to eligible local educational agencies.

[(2) NOTICE.—A State educational agency receiving a grant under this section shall provide notice to all local educational agencies in the State of the availability of competitive subgrants under this subsection and of the requirements for applying for the subgrants.

[(3) APPLICATION.—To be eligible to receive a subgrant under this subsection, an eligible local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

[(4) DISTRIBUTION.—

[(A) IN GENERAL.—A State educational agency shall distribute subgrants under this section through a competitive process based on relative need of eligible local educational agencies and the evidence described in this paragraph.

[(B) EVIDENCE USED IN ALL YEARS.—For all fiscal years, a State educational agency shall distribute subgrants under this section based on evidence that an eligible local educational agency—

[(i) satisfies the requirements of section 1202(c)(4);

[(ii) will carry out its obligations under this subpart;

[(iii) will work with other local educational agencies in the State that have not received a subgrant under this subsection to assist such nonreceiving agencies in increasing the reading achievement of students; and

[(iv) is meeting the criteria described in subsection (a).

[(5) LOCAL USES OF FUNDS.—An eligible local educational agency that receives a subgrant under this subsection—

[(A) shall use the funds provided under the subgrant to carry out the activities described in section 1202(c)(7)(A); and

[(B) may use such funds to carry out the activities described in section 1202(c)(7)(B).

[SEC. 1205. EXTERNAL EVALUATION.

[(a) IN GENERAL.—From funds reserved under section 1202(b)(1)(C), the Secretary shall contract with an independent organization outside of the Department for a 5-year, rigorous, scientifically valid, quantitative evaluation of this subpart.

[(b) PROCESS.—The evaluation under subsection (a) shall be conducted by an organization that is capable of designing and carrying out an independent evaluation that identifies the effects of specific activities carried out by State educational agencies and local educational agencies under this subpart on improving reading instruction. Such evaluation shall take into account factors influencing student performance that are not controlled by teachers or education administrators.

[(c) ANALYSIS.—The evaluation under subsection (a) shall include the following:

[(1) An analysis of the relationship between each of the essential components of reading instruction and overall reading proficiency.

[(2) An analysis of whether assessment tools used by State educational agencies and local educational agencies measure the essential components of reading.

[(3) An analysis of how State reading standards correlate with the essential components of reading instruction.

[(4) An analysis of whether the receipt of a targeted assistance grant under section 1204 results in an increase in the number of children who read proficiently.

[(5) A measurement of the extent to which specific instructional materials improve reading proficiency.

[(6) A measurement of the extent to which specific screening, diagnostic, and classroom-based instructional reading assessments assist teachers in identifying specific reading deficiencies.

[(7) A measurement of the extent to which professional development programs implemented by State educational agencies using funds received under this subpart improve reading instruction.

[(8) A measurement of how well students preparing to enter the teaching profession are prepared to teach the essential components of reading instruction.

[(9) An analysis of changes in students' interest in reading and time spent reading outside of school.

[(10) Any other analysis or measurement pertinent to this subpart that is determined to be appropriate by the Secretary.

[(d) PROGRAM IMPROVEMENT.—The findings of the evaluation conducted under this section shall be provided to State educational

agencies and local educational agencies on a periodic basis for use in program improvement.

[SEC. 1206. NATIONAL ACTIVITIES.

[From funds reserved under section 1202(b)(1)(C), the Secretary—

[(1) may provide technical assistance in achieving the purposes of this subpart to State educational agencies, local educational agencies, and schools requesting such assistance;

[(2) shall, at a minimum, evaluate the impact of services provided to children under this subpart with respect to their referral to, and eligibility for, special education services under the Individuals with Disabilities Education Act (based on their difficulties learning to read); and

[(3) shall carry out the external evaluation as described in section 1205.

[SEC. 1207. INFORMATION DISSEMINATION.

[(a) IN GENERAL.—From funds reserved under section 1202(b)(1)(D), the National Institute for Literacy, in collaboration with the Secretary of Education, the Secretary of Health and Human Services, and the Director of the Eunice Kennedy Shriver National Institute of Child Health and Human Development shall—

[(1) disseminate information on scientifically based reading research pertaining to children, youth, and adults;

[(2) identify and disseminate information about schools, local educational agencies, and State educational agencies that have effectively developed and implemented classroom reading programs that meet the requirements of this subpart, including those State educational agencies, local educational agencies, and schools that have been identified as effective through the evaluation and peer review provisions of this subpart; and

[(3) support the continued identification and dissemination of information on reading programs that contain the essential components of reading instruction as supported by scientifically based reading research, that can lead to improved reading outcomes for children, youth, and adults.

[(b) DISSEMINATION AND COORDINATION.—At a minimum, the National Institute for Literacy shall disseminate the information described in subsection (a) to—

[(1) recipients of Federal financial assistance under this title, title III, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education and Family Literacy Act; and

[(2) each Bureau funded school (as defined in section 1141 of the Education Amendments of 1978).

[(c) USE OF EXISTING NETWORKS.—In carrying out this section, the National Institute for Literacy shall, to the extent practicable, use existing information and dissemination networks developed and maintained through other public and private entities including through the Department and the National Center for Family Literacy.

[(d) NATIONAL INSTITUTE FOR LITERACY.—For purposes of funds reserved under section 1202(b)(1)(D) to carry out this section, the National Institute for Literacy shall administer such funds in ac-

cordance with section 242(b) of Public Law 105–220 (relating to the establishment and administration of the National Institute for Literacy).

[SEC. 1208. DEFINITIONS.

[In this subpart:

[(1) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—The term "eligible local educational agency" means a local educational agency that—

[(A) is among the local educational agencies in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data; and

[(B) has—

[(i) jurisdiction over a geographic area that includes an area designated as an empowerment zone, or an enterprise community, under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986;

[(ii) jurisdiction over a significant number or percentage of schools that are identified for school improvement under section 1116(b); or

[(iii) the highest numbers or percentages of children who are counted under section 1124(c), in comparison to other local educational agencies in the State.

[(2) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.—The term "eligible professional development provider" means a provider of professional development in reading instruction to teachers, including special education teachers, that is based on scientifically based reading research.

[(3) ESSENTIAL COMPONENTS OF READING INSTRUCTION.—The term "essential components of reading instruction" means explicit and systematic instruction in—

[(A) phonemic awareness;

[(B) phonics;

[(C) vocabulary development;

[(D) reading fluency, including oral reading skills; and

[(E) reading comprehension strategies.

[(4) INSTRUCTIONAL STAFF.—The term "instructional staff"—

[(A) means individuals who have responsibility for teaching children to read; and

[(B) includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read.

[(5) READING.—The term "reading" means a complex system of deriving meaning from print that requires all of the following:

[(A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

[(B) The ability to decode unfamiliar words.

[(C) The ability to read fluently.

[(D) Sufficient background information and vocabulary to foster reading comprehension.

[(E) The development of appropriate active strategies to construct meaning from print.

[(F) The development and maintenance of a motivation to read.

[(6) SCIENTIFICALLY BASED READING RESEARCH.—The term "scientifically based reading research" means research that—

[(A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

[(B) includes research that—

[(i) employs systematic, empirical methods that draw on observation or experiment;

[(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

[(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

[(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

[(7) SCREENING, DIAGNOSTIC, AND CLASSROOM-BASED INSTRUCTIONAL READING ASSESSMENTS.—

[(A) IN GENERAL.—The term "screening, diagnostic, and classroom-based instructional reading assessments" means—

[(i) screening reading assessments;

[(ii) diagnostic reading assessments; and

[(iii) classroom-based instructional reading assessments.

[(B) SCREENING READING ASSESSMENT.—The term "screening reading assessment" means an assessment that is—

[(i) valid, reliable, and based on scientifically based reading research; and

[(ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

[(C) DIAGNOSTIC READING ASSESSMENT.—The term "diagnostic reading assessment" means an assessment that is—

[(i) valid, reliable, and based on scientifically based reading research; and

[(ii) used for the purpose of—

[(I) identifying a child's specific areas of strengths and weaknesses so that the child has learned to read by the end of grade 3;

[(II) determining any difficulties that a child may have in learning to read and the potential cause of such difficulties; and

[(III) helping to determine possible reading intervention strategies and related special needs.

[(D) CLASSROOM-BASED INSTRUCTIONAL READING ASSESSMENT.—The term "classroom-based instructional reading assessment" means an assessment that—

[(i) evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience; and

[(ii) is used to improve instruction in reading, including classroom instruction.

[Subpart 2—Early Reading First

[SEC. 1221. PURPOSES; DEFINITIONS.

[(a) PURPOSES.—The purposes of this subpart are as follows:

[(1) To support local efforts to enhance the early language, literacy, and prereading development of preschool age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

[(2) To provide preschool age children with cognitive learning opportunities in high-quality language and literature-rich environments, so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

[(3) To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of—

[(A) recognition, leading to automatic recognition, of letters of the alphabet;

[(B) knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary;

[(C) an understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;

[(D) spoken language, including vocabulary and oral comprehension abilities; and

[(E) knowledge of the purposes and conventions of print.

[(4) To use screening assessments to effectively identify preschool age children who may be at risk for reading failure.

[(5) To integrate such scientific reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

[(b) DEFINITIONS.—For purposes of this subpart:

[(1) ELIGIBLE APPLICANT.—The term "eligible applicant" means—

[(A) one or more local educational agencies that are eligible to receive a subgrant under subpart 1;

[(B) one or more public or private organizations or agencies, acting on behalf of one or more programs that serve preschool age children (such as a program at a Head Start center, a child care program, or a family literacy program), which organizations or agencies shall be located in a community served by a local educational agency described in subparagraph (A); or

[(C) one or more local educational agencies described in subparagraph (A) in collaboration with one or more organizations or agencies described in subparagraph (B).

[(2) SCIENTIFICALLY BASED READING RESEARCH.—The term "scientifically based reading research" has the same meaning given to that term in section 1208.

[(3) SCREENING READING ASSESSMENT.—The term "screening reading assessment" has the same meaning given to that term in section 1208.

[SEC. 1222. LOCAL EARLY READING FIRST GRANTS.

[(a) PROGRAM AUTHORIZED.—From amounts appropriated under section 1002(b)(2), the Secretary shall award grants, on a competitive basis, for periods of not more than 6 years, to eligible applicants to enable the eligible applicants to carry out the authorized activities described in subsection (d).

[(b) APPLICATIONS.—An eligible applicant that desires to receive a grant under this section shall submit an application to the Secretary, which shall include a description of—

[(1) the programs to be served by the proposed project, including demographic and socioeconomic information on the preschool age children enrolled in the programs;

[(2) how the proposed project will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments;

[(3) how the proposed project will prepare and provide ongoing assistance to staff in the programs, through professional development and other support, to provide high-quality language, literacy, and prereading activities using scientifically based reading research, for preschool age children;

[(4) how the proposed project will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, prereading activities, and the development of spoken vocabulary skills;

[(5) how the proposed project will help staff in the programs to meet more effectively the diverse needs of preschool age children in the community, including such children with limited English proficiency, disabilities, or other special needs;

[(6) how the proposed project will integrate such instructional materials and literacy activities with existing preschool programs and family literacy services;

[(7) how the proposed project will help children, particularly children experiencing difficulty with spoken language, prereading, and early reading skills, to make the transition from preschool to formal classroom instruction in school;

[(8) if the eligible applicant has received a subgrant under subpart 1, how the activities conducted under this subpart will be coordinated with the eligible applicant's activities under subpart 1 at the kindergarten through grade 3 level;

[(9) how the proposed project will evaluate the success of the activities supported under this subpart in enhancing the early language, literacy, and prereading development of preschool age children served by the project; and

[(10) such other information as the Secretary may require.

[(c) APPROVAL OF LOCAL APPLICATIONS.—The Secretary shall select applicants for funding under this subpart based on the quality

of the applications and the recommendations of a peer review panel convened under section 1203(c)(2), that includes, at a minimum, three individuals, selected from the entities described in clauses (ii), (iii), and (iv) of section 1203(c)(2)(A), who are experts in early reading development and early childhood development.

[(d) AUTHORIZED ACTIVITIES.—An eligible applicant that receives a grant under this subpart shall use the funds provided under the grant to carry out the following activities:

[(1) Providing preschool age children with high-quality oral language and literature-rich environments in which to acquire language and prereading skills.

[(2) Providing professional development that is based on scientifically based reading research knowledge of early language and reading development for the staff of the eligible applicant and that will assist in developing the preschool age children's—

[(A) recognition, leading to automatic recognition, of letters of the alphabet, knowledge of letters, sounds, blending of letter sounds, and increasingly complex vocabulary;

[(B) understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;

[(C) spoken language, including vocabulary and oral comprehension abilities; and

[(D) knowledge of the purposes and conventions of print.

[(3) Identifying and providing activities and instructional materials that are based on scientifically based reading research for use in developing the skills and abilities described in paragraph (2).

[(4) Acquiring, providing training for, and implementing screening reading assessments or other appropriate measures that are based on scientifically based reading research to determine whether preschool age children are developing the skills described in this subsection.

[(5) Integrating such instructional materials, activities, tools, and measures into the programs offered by the eligible applicant.

[(e) AWARD AMOUNTS.—The Secretary may establish a maximum award amount, or ranges of award amounts, for grants under this subpart.

[SEC. 1223. FEDERAL ADMINISTRATION.

[The Secretary shall consult with the Secretary of Health and Human Services to coordinate the activities under this subpart with preschool age programs administered by the Department of Health and Human Services.

[SEC. 1224. INFORMATION DISSEMINATION.

[From the funds the National Institute for Literacy receives under section 1202(b)(1)(D), the National Institute for Literacy, in consultation with the Secretary, shall disseminate information regarding projects assisted under this subpart that have proven effective.

[SEC. 1225. REPORTING REQUIREMENTS.

[Each eligible applicant receiving a grant under this subpart shall report annually to the Secretary regarding the eligible applicant's progress in addressing the purposes of this subpart. Such report shall include, at a minimum, a description of—

[(1) the research-based instruction, materials, and activities being used in the programs funded under the grant;

[(2) the types of programs funded under the grant and the ages of children served by such programs;

[(3) the qualifications of the program staff who provide early literacy instruction under such programs and the type of ongoing professional development provided to such staff; and

[(4) the results of the evaluation described in section 1222(b)(9).

[SEC. 1226. EVALUATION.

[(a) IN GENERAL.—From the total amount made available under section 1002(b)(2) for the period beginning October 1, 2002, and ending September 30, 2006, the Secretary shall reserve not more than $3,000,000 to conduct an independent evaluation of the effectiveness of this subpart.

[(b) REPORTS.—

[(1) INTERIM REPORT.—Not later than October 1, 2004, the Secretary shall submit an interim report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

[(2) FINAL REPORT.—Not later than September 30, 2006, the Secretary shall submit a final report to the committees described in paragraph (1).

[(c) CONTENTS.—The reports submitted under subsection (b) shall include information on the following:

[(1) How the grant recipients under this subpart are improving the prereading skills of preschool children.

[(2) The effectiveness of the professional development program assisted under this subpart.

[(3) How early childhood teachers are being prepared with scientifically based reading research on early reading development.

[(4) What activities and instructional practices are most effective.

[(5) How prereading instructional materials and literacy activities based on scientifically based reading research are being integrated into preschools, child care agencies and programs, programs carried out under the Head Start Act, and family literacy programs.

[(6) Any recommendations on strengthening or modifying this subpart.

[Subpart 3—William F. Goodling Even Start Family Literacy Programs

[SEC. 1231. STATEMENT OF PURPOSE.

[It is the purpose of this subpart to help break the cycle of poverty and illiteracy by—

[(1) improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start"; and

[(2) establishing a program that shall—

[(A) be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;

[(B) promote the academic achievement of children and adults;

[(C) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and

[(D) use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available.

[SEC. 1232. PROGRAM AUTHORIZED.

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

[(1) IN GENERAL.—For each fiscal year, the Secretary shall reserve 5 percent of the amount appropriated under section 1002(b)(3) (or, if such appropriated amount exceeds $200,000,000, 6 percent of such amount) for programs, under such terms and conditions as the Secretary shall establish, that are consistent with the purpose of this subpart, and according to their relative needs, for—

[(A) children of migratory workers;

[(B) the outlying areas; and

[(C) Indian tribes and tribal organizations.

[(2) SPECIAL RULE.—After December 21, 2000, the Secretary shall award a grant, on a competitive basis, of sufficient size and for a period of sufficient duration to demonstrate the effectiveness of a family literacy program in a prison that houses women and their preschool age children and that has the capability of developing a program of high quality.

[(3) COORDINATION OF PROGRAMS FOR AMERICAN INDIANS.—The Secretary shall ensure that programs under paragraph (1)(C) are coordinated with family literacy programs operated by the Bureau of Indian Affairs in order to avoid duplication and to encourage the dissemination of information on high-quality family literacy programs serving American Indians.

[(b) RESERVATION FOR FEDERAL ACTIVITIES.—

[(1) EVALUATION, TECHNICAL ASSISTANCE, PROGRAM IMPROVEMENT, AND REPLICATION ACTIVITIES.—Subject to paragraph (2), from amounts appropriated under section 1002(b)(3), the Secretary may reserve not more than 3 percent of such amounts for purposes of—

[(A) carrying out the evaluation required by section 1239; and

[(B) providing, through grants or contracts with eligible organizations, technical assistance, program improvement, and replication activities.

[(2) RESEARCH.—In any fiscal year, if the amount appropriated under section 1002(b)(3) for such year—

[(A) is equal to or less than the amount appropriated for the preceding fiscal year, the Secretary may reserve from such amount only the amount necessary to continue multiyear activities carried out pursuant to section 1241(b) that began during or prior to the fiscal year preceding the fiscal year for which the determination is made; or

[(B) exceeds the amount appropriated for the preceding fiscal year, then the Secretary shall reserve from such excess amount $2,000,000 or 50 percent, whichever is less, to carry out section 1241(b).

[(c) RESERVATION FOR GRANTS.—

[(1) GRANTS AUTHORIZED.—

[(A) IN GENERAL.—For any fiscal year for which at least one State educational agency applies and submits an application that meets the requirements and goals of this subsection and for which the amount appropriated under section 1002(b)(3) exceeds the amount appropriated under that section for the preceding fiscal year, the Secretary shall reserve, from the amount of the excess remaining after the application of subsection (b)(2), the amount of the remainder or $1,000,000, whichever is less, to award grants, on a competitive basis, to State educational agencies to enable them to plan and implement statewide family literacy initiatives to coordinate and, where appropriate, integrate existing Federal, State, and local literacy resources consistent with the purposes of this subpart.

[(B) COORDINATION AND INTEGRATION.—The coordination and integration described in subparagraph (A) shall include coordination and integration of funds available under the Adult Education and Family Literacy Act, the Head Start Act, this subpart, part A of this title, and part A of title IV of the Social Security Act.

[(C) RESTRICTION.—No State educational agency may receive more than one grant under this subsection.

[(2) CONSORTIA.—

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

[(i) This title (other than part D).

[(ii) The Head Start Act.

[(iii) The Adult Education and Family Literacy 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 educational agency shall create a plan to use a portion of the State educational agency's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in the State.

[(C) COORDINATION WITH SUBPART 1.—The consortium shall coordinate its activities under this paragraph with the activities of the reading and literacy partnership for

the State educational agency established under section 1203(d), if the State educational agency receives a grant under section 1202.

[(3) READING INSTRUCTION.—Statewide family literacy initiatives implemented under this subsection shall base reading instruction on scientifically based reading research.

[(4) 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 State educational agencies receiving a grant under this subsection.

[(5) MATCHING REQUIREMENT.—The Secretary shall not make a grant to a State educational agency under this subsection unless the State educational agency 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 educational agency will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

[(d) STATE EDUCATIONAL AGENCY ALLOCATION.—

[(1) IN GENERAL.—From amounts appropriated under section 1002(b)(3) and not reserved under subsection (a), (b), or (c), the Secretary shall make grants to State educational agencies from allocations under paragraph (2).

[(2) ALLOCATIONS.—Except as provided in paragraph (3), from the total amount available under paragraph (1) for allocation to State educational agencies in any fiscal year, each State educational agency shall be eligible to receive a grant under paragraph (1) in an amount that bears the same ratio to the total amount as the amount allocated under part A to that State educational agency bears to the total amount allocated under that part to all State educational agencies.

[(3) MINIMUM.—No State educational agency shall receive a grant under paragraph (1) in any fiscal year in an amount that is less than $250,000, or one-half of 1 percent of the amount appropriated under section 1002(b)(3) and not reserved under subsections (a), (b), and (c) for such year, whichever is greater.

[(e) DEFINITIONS.—For the purpose of this subpart—

[(1) the term "eligible entity" means a partnership composed of—

[(A) a local educational agency; and

[(B) a nonprofit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality;

[(2) the term "eligible organization" means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

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

[(4) the term "scientifically based reading research" has the meaning given that term in section 1208; and

[(5) the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[SEC. 1233. STATE EDUCATIONAL AGENCY PROGRAMS.

[(a) STATE EDUCATIONAL AGENCY LEVEL ACTIVITIES.—Each State educational agency that receives a grant under section 1232(d)(1) may use not more than a total of 6 percent of the grant funds for the costs of—

[(1) administration, which amount shall not exceed half of the total;

[(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 sections 1240 and 1234(c).

[(b) SUBGRANTS FOR LOCAL PROGRAMS.—

[(1) IN GENERAL.—Each State educational agency shall use the grant funds received under section 1232(d)(1) and not reserved under subsection (a) to award subgrants to eligible entities to carry out Even Start programs.

[(2) MINIMUM SUBGRANT AMOUNTS.—

[(A) IN GENERAL.—Except as provided in subparagraphs (B) and (C), no State educational agency shall award a subgrant under paragraph (1) in an amount less than $75,000.

[(B) SUBGRANTEES IN NINTH AND SUCCEEDING YEARS.—No State educational agency shall award a subgrant under paragraph (1) in an amount less than $52,500 to an eligible entity for a fiscal year to carry out an Even Start program that is receiving assistance under this subpart or its predecessor authority for the ninth (or any subsequent) fiscal year.

[(C) EXCEPTION FOR SINGLE SUBGRANT.—A State educational agency may award one subgrant in each fiscal year of sufficient size, scope, and quality to be effective in an amount less than $75,000 if, after awarding subgrants under paragraph (1) for that fiscal year in accordance with subparagraphs (A) and (B), less than $75,000 is available to the State educational agency to award those subgrants.

[SEC. 1234. USES OF FUNDS.

[(a) IN GENERAL.—In carrying out an Even Start program under this subpart, a recipient of funds under this subpart shall use those funds to pay the Federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age 7, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

[(b) FEDERAL SHARE LIMITATION.—

[(1) IN GENERAL.—

[(A) FEDERAL SHARE.—Except as provided in paragraph (2), the Federal share under this subpart may not exceed—

[(i) 90 percent of the total cost of the program in the first year that the program receives assistance under this subpart or its predecessor authority;

[(ii) 80 percent in the second year;

[(iii) 70 percent in the third year;

[(iv) 60 percent in the fourth year;

[(v) 50 percent in the fifth, sixth, seventh, and eighth such years; and

[(vi) 35 percent in any subsequent year.

[(B) REMAINING COST.—The remaining cost of a program assisted under this subpart may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act.

[(2) WAIVER.—The State educational agency may waive, in whole or in part, the Federal share described in paragraph (1) for an eligible entity if the entity—

[(A) demonstrates that it otherwise would not be able to participate in the program assisted under this subpart; and

[(B) negotiates an agreement with the State educational agency with respect to the amount of the remaining cost to which the waiver will be applicable.

[(3) PROHIBITION.—Federal funds provided under this subpart may not be used for the indirect costs of a program assisted under this subpart, except that the Secretary may waive this paragraph if an eligible recipient of funds reserved under section 1232(a)(1)(C) demonstrates to the Secretary's satisfaction that the recipient otherwise would not be able to participate in the program assisted under this subpart.

[(c) USE OF FUNDS FOR FAMILY LITERACY SERVICES.—

[(1) IN GENERAL.—A State educational agency may use a portion of funds reserved under section 1233(a), to assist eligible entities receiving a subgrant under section 1233(b) in improving the quality of family literacy services provided under Even Start programs under this subpart, except that in no case may a State educational agency's use of funds for this purpose for a fiscal year result in a decrease from the level of activities and services provided to program participants in the preceding year.

[(2) PRIORITY.—In carrying out paragraph (1), a State educational agency shall give priority to programs that were of low quality, as evaluated based on the indicators of program quality developed by the State educational agency under section 1240.

[(3) TECHNICAL ASSISTANCE TO HELP LOCAL PROGRAMS RAISE ADDITIONAL FUNDS.—In carrying out paragraph (1), a State educational agency may use the funds referred to in that paragraph to provide technical assistance to help local programs of demonstrated effectiveness to access and leverage additional funds for the purpose of expanding services and reducing waiting lists, including requesting and applying for non-Federal resources.

[(4) TECHNICAL ASSISTANCE AND TRAINING.—Assistance under paragraph (1) shall be in the form of technical assistance and training, provided by a State educational agency through

a grant, contract, or cooperative agreement with an entity that has experience in offering high-quality training and technical assistance to family literacy providers.

[SEC. 1235. PROGRAM ELEMENTS.

[Each program assisted under this subpart shall—

[(1) include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

[(2) include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counselling, other developmental and support services, and related services;

[(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as—

[(A) scheduling and locating of services to allow joint participation by parents and children;

[(B) child care for the period that parents are involved in the program provided under this subpart; and

[(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

[(4) include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

[(5) with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that—

[(A) not later than December 21, 2004—

[(i) a majority of the individuals providing academic instruction—

[(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

[(II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

[(ii) the individual responsible for administration of family literacy services under this subpart has received training in the operation of a family literacy program; and

[(iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and

[(B) all new personnel hired to provide academic instruction—

[(i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

[(ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

[(6) include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

[(7) provide and monitor integrated instructional services to participating parents and children through home-based programs;

[(8) operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;

[(9) be coordinated with—

[(A) other programs assisted under this Act;

[(B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and

[(C) the Head Start program, volunteer literacy programs, and other relevant programs;

[(10) use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;

[(11) encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;

[(12) include reading-readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read;

[(13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;

[(14) ensure that the programs will serve those families most in need of the activities and services provided by this subpart; and

[(15) provide for an independent evaluation of the program, to be used for program improvement.

[SEC. 1236. ELIGIBLE PARTICIPANTS.

[(a) IN GENERAL.—Except as provided in subsection (b), eligible participants in an Even Start program are—

[(1) a parent or parents—

[(A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or

[(B) who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this subpart, or who are attending secondary school; and

[(2) the child or children, from birth through age 7, of any individual described in paragraph (1).

[(b) ELIGIBILITY FOR CERTAIN OTHER PARTICIPANTS.—

[(1) IN GENERAL.—Family members of eligible participants described in subsection (a) may participate in activities and services provided under this subpart, when appropriate to serve the purpose of this subpart.

[(2) SPECIAL RULE.—Any family participating in a program assisted under this subpart that becomes ineligible to participate as a result of one or more members of the family becoming ineligible to participate may continue to participate in the program until all members of the family become ineligible to participate, which—

[(A) in the case of a family in which ineligibility was due to the child or children of the family attaining the age of 8, shall be in 2 years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and

[(B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of the family, shall be when all children in the family attain the age of 8.

[(3) CHILDREN 8 YEARS OF AGE OR OLDER.—If an Even Start program assisted under this subpart collaborates with a program under part A, and funds received under the part A program contribute to paying the cost of providing programs under this subpart to children 8 years of age or older, the Even Start program may, notwithstanding subsection (a)(2), permit the participation of children 8 years of age or older if the focus of the program continues to remain on families with young children.

[SEC. 1237. APPLICATIONS.

[(a) SUBMISSION.—To be eligible to receive a subgrant under this subpart, an eligible entity shall submit an application to the State educational agency in such form and containing or accompanied by such information as the State educational agency shall require.

[(b) REQUIRED DOCUMENTATION.—Each application shall include documentation, satisfactory to the State educational agency, that the eligible entity has the qualified personnel needed—

[(1) to develop, administer, and implement an Even Start program under this subpart; and

[(2) to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

[(c) PLAN.—

[(1) IN GENERAL.—The application shall also include a plan of operation and continuous improvement for the program, that includes—

[(A) a description of the program objectives, strategies to meet those objectives, and how those strategies and objectives are consistent with the program indicators established by the State;

[(B) a description of the activities and services that will be provided under the program, including a description of how the program will incorporate the program elements required by section 1235;

[(C) a description of the population to be served and an estimate of the number of participants to be served;

[(D) as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought;

[(E) a statement of the methods that will be used—

[(i) to ensure that the programs will serve families most in need of the activities and services provided by this subpart;

[(ii) to provide services under this subpart to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and

[(iii) to encourage participants to remain in the program for a time sufficient to meet the program's purpose;

[(F) a description of how the plan is integrated with other programs under this Act or other Acts, as appropriate; and

[(G) a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives described in subparagraph (A) and for continuing use of evaluation data for program improvement.

[(2) DURATION OF THE PLAN.—Each plan submitted under paragraph (1) shall—

[(A) remain in effect for the duration of the eligible entity's participation under this subpart; and

[(B) be periodically reviewed and revised by the eligible entity as necessary.

[(d) CONSOLIDATED APPLICATION.—The plan described in subsection (c)(1) may be submitted as part of a consolidated application under section 9305.

[SEC. 1238. AWARD OF SUBGRANTS.

[(a) SELECTION PROCESS.—

[(1) IN GENERAL.—The State educational agency shall establish a review panel in accordance with paragraph (3) that will approve applications that—

[(A) are most likely to be successful in—

[(i) meeting the purpose of this subpart; and

[(ii) effectively implementing the program elements required under section 1235;

[(B) demonstrate that the area to be served by the program has a high percentage or a large number of children and families who are in need of those services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);

[(C) provide services for at least a 3-year age range, which may begin at birth;

[(D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;

[(E) include cost-effective budgets, given the scope of the application;

[(F) demonstrate the applicant's ability to provide the non-Federal share required by section 1234(b);

[(G) are representative of urban and rural regions of the State; and

[(H) show the greatest promise for providing models that may be adopted by other family literacy projects and other local educational agencies.

[(2) PRIORITY FOR SUBGRANTS.—The State educational agency shall give priority for subgrants under this subsection to applications that—

[(A) target services primarily to families described in paragraph (1)(B); or

[(B) are located in areas designated as empowerment zones or enterprise communities.

[(3) REVIEW PANEL.—A review panel shall consist of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals, such as one or more of the following:

[(A) A representative of a parent-child education organization.

[(B) A representative of a community-based literacy organization.

[(C) A member of a local board of education.

[(D) A representative of business and industry with a commitment to education.

[(E) An individual who has been involved in the implementation of programs under this title in the State.

[(b) DURATION.—

[(1) IN GENERAL.—Subgrants under this subpart may be awarded for a period not to exceed 4 years.

[(2) STARTUP PERIOD.—The State educational agency may provide subgrant funds to an eligible recipient, at the recipient's request, for a 3- to 6-month start-up period during the first year of the 4-year grant period, which may include staff

recruitment and training, and the coordination of services, before requiring full implementation of the program.

[(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this subpart after the first year, the State educational agency shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237(c)(1)(A) and shall evaluate the program based on the indicators of program quality developed by the State under section 1240.

[(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds to an eligible entity if the 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 1240, after—

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

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

[(5) GRANT RENEWAL.—(A) An eligible entity that has previously received a subgrant under this subpart may reapply under this subpart for additional subgrants.

[(B) The Federal share of any subgrant renewed under subparagraph (A) shall be limited in accordance with section 1234(b).

[SEC. 1239. EVALUATION.

[From funds reserved under section 1232(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this subpart—

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

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

[(3) to provide State educational agencies and eligible entities receiving a subgrant under this subpart, 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 that local evaluations undertaken under section 1235(15) provide accurate information on the effectiveness of programs assisted under this subpart.

[SEC. 1240. INDICATORS OF PROGRAM QUALITY.

[Each State educational agency receiving funds under this subpart shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this subpart. The indicators shall be used to monitor, evaluate, and improve those 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 a general equivalency diploma (GED);

[(C) entry into a postsecondary school, 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. 1241. RESEARCH.

[(a) IN GENERAL.—The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, in order to—

[(1) improve the quality of existing programs assisted under this subpart or other family literacy programs carried out under this Act or the Adult Education and Family Literacy Act; and

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

[(b) SCIENTIFICALLY BASED RESEARCH ON FAMILY LITERACY.—

[(1) IN GENERAL.—From amounts reserved under section 1232(b)(2), the National Institute for Literacy, in consultation with the Secretary, shall carry out research that—

[(A) is scientifically based reading research; and

[(B) determines—

[(i) the most effective ways of improving the literacy skills of adults with reading difficulties; and

[(ii) how family literacy services can best provide parents with the knowledge and skills the parents need to support their children's literacy development.

[(2) USE OF EXPERT ENTITY.—The National Institute for Literacy, in consultation with the Secretary, shall carry out the research under paragraph (1) through an entity, including a Federal agency, that has expertise in carrying out longitudinal studies of the development of literacy skills in children and has developed effective interventions to help children with reading difficulties.

[(c) DISSEMINATION.—The National Institute for Literacy shall disseminate, pursuant to section 1207, the results of the research described in subsections (a) and (b) to State educational agencies and recipients of subgrants under this subpart.

[SEC. 1242. CONSTRUCTION.

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

[Subpart 4—Improving Literacy Through School Libraries

[SEC. 1251. IMPROVING LITERACY THROUGH SCHOOL LIBRARIES.

[(a) PURPOSES.—The purpose of this subpart is to improve literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center, and well-trained, professionally certified school library media specialists.

[(b) RESERVATION.—From the funds appropriated under section 1002(b)(4) for a fiscal year, the Secretary shall reserve—

[(1) one-half of 1 percent to award assistance under this section to the Bureau of Indian Affairs to carry out activities consistent with the purpose of this subpart; and

[(2) one-half of 1 percent to award assistance under this section to the outlying areas according to their respective needs for assistance under this subpart.

[(c) GRANTS.—

[(1) COMPETITIVE GRANTS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—If the amount of funds appropriated under section 1002(b)(4) for a fiscal year is less than $100,000,000, then the Secretary shall award grants, on a competitive basis, to eligible local educational agencies under subsection (e).

[(2) FORMULA GRANTS TO STATES.—If the amount of funds appropriated under section 1002(b)(4) for a fiscal year equals or exceeds $100,000,000, then the Secretary shall award grants to State educational agencies from allotments under subsection (d).

[(3) DEFINITION OF ELIGIBLE LOCAL EDUCATIONAL AGENCY.—In this section the term "eligible local educational agency" means—

[(A) in the case of a local educational agency receiving assistance made available under paragraph (1), a local educational agency in which 20 percent of the students served by the local educational agency are from families with incomes below the poverty line; and

[(B) in the case of a local educational agency receiving assistance from State allocations made available under paragraph (2), a local educational agency in which—

[(i) 15 percent of the students who are served by the local educational agency are from such families; or

[(ii) the percentage of students from such families who are served by the local educational agency is greater than the statewide percentage of children from such families.

[(d) STATE GRANTS.—

[(1) ALLOTMENTS.—From funds made available under subsection (c)(2) and not reserved under subsections (b) and (j) for a fiscal year, the Secretary shall allot to each State educational agency having an application approved under subsection (f)(1) an amount that bears the same relation to the funds as the amount the State educational agency received under part A for the preceding fiscal year bears to the amount all such State educational agencies received under part A for the preceding

fiscal year, to increase literacy and reading skills by improving school libraries.

[(2) COMPETITIVE GRANTS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—Each State educational agency receiving an allotment under paragraph (1) for a fiscal year—

[(A) may reserve not more than 3 percent of the allotted funds to provide technical assistance, disseminate information about school library media programs that are effective and based on scientifically based research, and pay administrative costs related to activities under this section; and

[(B) shall use the allotted funds that remain after making the reservation under subparagraph (A) to award grants, for a period of 1 year, on a competitive basis, to eligible local educational agencies in the State that have an application approved under subsection (f)(2) for activities described in subsection (g).

[(3) REALLOTMENT.—If a State educational agency does not apply for an allotment under this section for any fiscal year, or if the State educational agency's application is not approved, the Secretary shall reallot the amount of the State educational agency's allotment to the remaining State educational agencies in accordance with paragraph (1).

[(e) DIRECT COMPETITIVE GRANTS TO ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—

[(1) IN GENERAL.—From amounts made available under subsection (c)(1) and not reserved under subsections (b) and (j) for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible local educational agencies that have applications approved under subsection (f)(2) for activities described in subsection (g).

[(2) DURATION.—The Secretary shall award grants under this subsection for a period of 1 year.

[(3) DISTRIBUTION.—The Secretary shall ensure that grants under this subsection are equitably distributed among the different geographic regions of the United States, and among local educational agencies serving urban and rural areas.

[(f) APPLICATIONS.—

[(1) STATE EDUCATIONAL AGENCY.—Each State educational agency desiring assistance under this section shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary shall require. The application shall contain a description of—

[(A) how the State educational agency will assist eligible local educational agencies in meeting the requirements of this section and in using scientifically based research to implement effective school library media programs; and

[(B) the standards and techniques the State educational agency will use to evaluate the quality and impact of activities carried out under this section by eligible local educational agencies to determine the need for technical assistance and whether to continue to provide additional funding to the agencies under this section.

[(2) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—Each eligible local educational agency desiring assistance under this section shall submit to the Secretary or State educational agency, as

appropriate, an application at such time, in such manner, and containing such information as the Secretary or State educational agency, respectively, shall require. The application shall contain a description of—

[(A) a needs assessment relating to the need for school library media improvement, based on the age and condition of school library media resources, including book collections, access of school library media centers to advanced technology, and the availability of well-trained, professionally certified school library media specialists, in schools served by the eligible local educational agency;

[(B) the manner in which the eligible local educational agency will use the funds made available through the grant to carry out the activities described in subsection (g);

[(C) how the eligible local educational agency will extensively involve school library media specialists, teachers, administrators, and parents in the activities assisted under this section, and the manner in which the eligible local educational agency will carry out the activities described in subsection (g) using programs and materials that are grounded in scientifically based research;

[(D) the manner in which the eligible local educational agency will effectively coordinate the funds and activities provided under this section with Federal, State, and local funds and activities under this subpart and other literacy, library, technology, and professional development funds and activities; and

[(E) the manner in which the eligible local educational agency will collect and analyze data on the quality and impact of activities carried out under this section by schools served by the eligible local educational agency.

[(g) LOCAL ACTIVITIES.—Funds under this section may be used to—

[(1) acquire up-to-date school library media resources, including books;

[(2) acquire and use advanced technology, incorporated into the curricula of the school, to develop and enhance the information literacy, information retrieval, and critical thinking skills of students;

[(3) facilitate Internet links and other resource-sharing networks among schools and school library media centers, and public and academic libraries, where possible;

[(4) provide professional development described in section 1222(d)(2) for school library media specialists, and activities that foster increased collaboration between school library media specialists, teachers, and administrators; and

[(5) provide students with access to school libraries during nonschool hours, including the hours before and after school, during weekends, and during summer vacation periods.

[(h) ACCOUNTABILITY AND REPORTING.—

[(1) LOCAL REPORTS.—Each eligible local educational agency that receives funds under this section for a fiscal year shall report to the Secretary or State educational agency, as appropriate, on how the funding was used and the extent to which the availability of, the access to, and the use of, up-to-date

school library media resources in the elementary schools and secondary schools served by the eligible local educational agency was increased.

[(2) STATE REPORT.—Each State educational agency that receives funds under this section shall compile the reports received under paragraph (1) and submit the compiled reports to the Secretary.

[(i) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds expended to carry out activities relating to library, technology, or professional development activities.

[(j) NATIONAL ACTIVITIES.—

[(1) EVALUATIONS.—From the funds appropriated under section 1002(b)(4) for each fiscal year, the Secretary shall reserve not more than 1 percent for annual, independent, national evaluations of the activities assisted under this section and their impact on improving the reading skills of students. The evaluations shall be conducted not later than 3 years after the date of enactment of the No Child Left Behind Act of 2001, and biennially thereafter.

[(2) REPORT TO CONGRESS.—The Secretary shall transmit the State reports received under subsection (h)(2) and the evaluations conducted under paragraph (1) to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives.

[PART C—EDUCATION OF MIGRATORY CHILDREN

[SEC. 1301. PROGRAM PURPOSE.

[It is the purpose of this part to assist States to—

[(1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

[(2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;

[(3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

[(4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

[(5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and

[(6) ensure that migratory children benefit from State and local systemic reforms.

[SEC. 1302. PROGRAM AUTHORIZED.

[In order to carry out the purpose of this part, the Secretary shall make grants to State educational agencies, or combinations of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this part.

[SEC. 1303. STATE ALLOCATIONS.

[(a) STATE ALLOCATIONS.—

[(1) FISCAL YEAR 2002.—For fiscal year 2002, each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part an amount equal to—

[(A) the sum of the estimated number of migratory children aged 3 through 21 who reside in the State full time and the full-time equivalent of the estimated number of migratory children aged 3 through 21 who reside in the State part time, as determined in accordance with subsection (e); multiplied by

[(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

[(2) SUBSEQUENT YEARS.—

[(A) BASE AMOUNT.—

[(i) IN GENERAL.—Except as provided in subsection (b) and clause (ii), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part, for fiscal year 2003 and succeeding fiscal years, an amount equal to—

[(I) the amount that such State received under this part for fiscal year 2002; plus

[(II) the amount allocated to the State under subparagraph (B).

[(ii) NONPARTICIPATING STATES.—In the case of a State (other than the Commonwealth of Puerto Rico) that did not receive any funds for fiscal year 2002 under this part, the State shall receive, for fiscal year 2003 and succeeding fiscal years, an amount equal to—

[(I) the amount that such State would have received under this part for fiscal year 2002 if its application under section 1304 for the year had been approved; plus

[(II) the amount allocated to the State under subparagraph (B).

[(B) ALLOCATION OF ADDITIONAL AMOUNT.—For fiscal year 2003 and succeeding fiscal years, the amount (if any) by which the funds appropriated to carry out this part for the year exceed such funds for fiscal year 2002 shall be allocated to a State (other than the Commonwealth of Puerto Rico) so that the State receives an amount equal to—

[(i) the sum of—

[(I) the number of identified eligible migratory children, aged 3 through 21, residing in the State during the previous year; and

[(II) the number of identified eligible migratory children, aged 3 through 21, who received services under this part in summer or intersession programs provided by the State during such year; multiplied by

[(ii) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this clause may not be less than 32 percent, or more than 48 percent, of the average per-pupil expenditure in the United States.

[(b) ALLOCATION TO PUERTO RICO.—

[(1) IN GENERAL.—For each fiscal year, the grant which the Commonwealth of Puerto Rico shall be eligible to receive under this part shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1)(A) if such subsection applied to the Commonwealth of Puerto Rico by the product of—

[(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

[(B) 32 percent of the average per-pupil expenditure in the United States.

[(2) MINIMUM PERCENTAGE.—The percentage in paragraph (1)(A) shall not be less than—

[(A) for fiscal year 2002, 77.5 percent;

[(B) for fiscal year 2003, 80.0 percent;

[(C) for fiscal year 2004, 82.5 percent; and

[(D) for fiscal year 2005 and succeeding fiscal years, 85.0 percent.

[(3) LIMITATION.—If the application of paragraph (2) for any fiscal year would result in any of the 50 States or the District of Columbia receiving less under this part than it received under this part for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of the percentage in paragraph (1)(A) for such fiscal year or the percentage used for the preceding fiscal year.

[(c) RATABLE REDUCTIONS; REALLOCATIONS.—

[(1) IN GENERAL.—(A) If, after the Secretary reserves funds under section 1308(c), the amount appropriated to carry out this part for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

[(B) If additional funds become available for making such payments for any fiscal year, the Secretary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purpose of this part.

[(2) SPECIAL RULE.—(A) The Secretary shall further reduce the amount of any grant to a State under this part for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the

State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1304.

[(B) The Secretary shall reallocate such excess funds to other States whose grants under this part would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

[(d) CONSORTIUM ARRANGEMENTS.—

[(1) IN GENERAL.—In the case of a State that receives a grant of $1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

[(2) PROPOSALS.—Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

[(3) APPROVAL.—The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will—

[(A) reduce administrative costs or program function costs for State programs; and

[(B) make more funds available for direct services to add substantially to the welfare or educational attainment of children to be served under this part.

[(e) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the estimated number of migratory children residing in each State for purposes of this section, the Secretary shall—

[(1) use such information as the Secretary finds most accurately reflects the actual number of migratory children;

[(2) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs;

[(3) adjust the full-time equivalent number of migratory children who reside in each State to take into account—

[(A) the special needs of those children participating in special programs provided under this part that operate during the summer and intersession periods; and

[(B) the additional costs of operating such programs; and

[(4) conduct an analysis of the options for adjusting the formula so as to better direct services to the child whose education has been interrupted.

[SEC. 1304. STATE APPLICATIONS; SERVICES.

[(a) APPLICATION REQUIRED.—Any State desiring to receive a grant under this part for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

[(b) PROGRAM INFORMATION.—Each such application shall include—

[(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the special educational needs of migratory children, including pre-

school migratory children, are identified and addressed through—

[(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

[(B) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III;

[(C) the integration of services available under this part with services provided by those other programs; and

[(D) measurable program goals and outcomes;

[(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;

[(3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how, consistent with procedures the Secretary may require, the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;

[(4) a description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State;

[(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs;

[(6) such budgetary and other information as the Secretary may require; and

[(7) a description of how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children who have parents who do not have a high school diploma or its recognized equivalent or who have low levels of literacy.

[(c) ASSURANCES.—Each such application shall also include assurances, satisfactory to the Secretary, that—

[(1) funds received under this part will be used only—

[(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

[(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

[(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I;

[(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that all such programs and projects are carried out—

[(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

[(B) in a format and language understandable to the parents;

[(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

[(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

[(6) to the extent feasible, such programs and projects will provide for—

[(A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;

[(B) professional development programs, including mentoring, for teachers and other program personnel;

[(C) family literacy programs, including such programs that use models developed under Even Start;

[(D) the integration of information technology into educational and related programs; and

[(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

[(7) the State will assist the Secretary in determining the number of migratory children under paragraphs (1)(A) and (2)(B)(i) of section 1303(a), through such procedures as the Secretary may require.

[(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

[(e) CONTINUATION OF SERVICES.—Notwithstanding any other provision of this part—

[(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

[(2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and

[(3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

[SEC. 1305. SECRETARIAL APPROVAL; PEER REVIEW.

[(a) SECRETARIAL APPROVAL.—The Secretary shall approve each State application that meets the requirements of this part.

[(b) PEER REVIEW.—The Secretary may review any such application with the assistance and advice of State officials and other individuals with relevant expertise.

[SEC. 1306. COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

[(a) COMPREHENSIVE PLAN.—

[(1) IN GENERAL.—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that—

[(A) is integrated with other programs under this Act or other Acts, as appropriate;

[(B) may be submitted as a part of a consolidated application under section 9302, if—

[(i) the special needs of migratory children are specifically addressed in the comprehensive State plan;

[(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

[(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

[(C) provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;

[(D) specifies measurable program goals and outcomes;

[(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

[(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of title III; and

[(G) provides for the integration of services available under this part with services provided by such other programs.

[(2) DURATION OF THE PLAN.—Each such comprehensive State plan shall—

[(A) remain in effect for the duration of the State's participation under this part; and

[(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

[(b) AUTHORIZED ACTIVITIES.—

[(1) FLEXIBILITY.—In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, shall have the flexibility to determine the activities to be provided with funds made available under this part, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

[(2) UNADDRESSED NEEDS.—Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).

[(3) CONSTRUCTION.—Nothing in this part shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.

[(4) SPECIAL RULE.—Notwithstanding section 1114, a school that receives funds under this part shall continue to address the identified needs described in paragraph (1), and shall meet the special educational needs of migratory children before using funds under this part for schoolwide programs under section 1114.

[SEC. 1307. BYPASS.

[The Secretary may use all or part of any State's allocation under this part to make arrangements with any public or private nonprofit agency to carry out the purpose of this part in such State if the Secretary determines that—

[(1) the State is unable or unwilling to conduct educational programs for migratory children;

[(2) such arrangements would result in more efficient and economic administration of such programs; or

[(3) such arrangements would add substantially to the welfare or educational attainment of such children.

[SEC. 1308. COORDINATION OF MIGRANT EDUCATION ACTIVITIES.

[(a) IMPROVEMENT OF COORDINATION.—

[(1) IN GENERAL.—The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit entities to improve the interstate and intrastate coordination among such agencies' educational programs, including the establishment or improvement of programs for credit accrual and exchange, available to migratory students.

[(2) DURATION.—Grants under this subsection may be awarded for not more than 5 years.

[(b) STUDENT RECORDS.—

[(1) ASSISTANCE.—The Secretary shall assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State.

[(2) INFORMATION SYSTEM.—

[(A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students. The Secretary shall ensure such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of enactment of the No Child Left Behind Act of 2001, and shall determine the minimum data elements that each State receiving funds under this part shall collect and maintain. Such elements may include—

[(i) immunization records and other health information;

[(ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments required under section 1111(b);

[(iii) other academic information essential to ensuring that migratory children achieve to high standards; and

[(iv) eligibility for services under the Individuals with Disabilities Education Act.

[(B) NOTICE AND COMMENT.—After consulting with the States under subparagraph (A), the Secretary shall publish a notice in the Federal Register seeking public comment on the proposed data elements that each State receiving funds under this part shall be required to collect for purposes of electronic transfer of migratory student information and the requirements that States shall meet for immediate electronic access to such information. Such publication shall occur not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001.

[(3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this part shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

[(4) REPORT TO CONGRESS.—

[(A) IN GENERAL.—Not later than April 30, 2003, the Secretary shall report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives the Secretary's findings and recommendations regarding the maintenance and transfer of health and educational information for migratory students by the States.

[(B) REQUIRED CONTENTS.—The Secretary shall include in such report—

[(i) a review of the progress of States in developing and linking electronic records transfer systems;

[(ii) recommendations for the development and linkage of such systems; and

[(iii) recommendations for measures that may be taken to ensure the continuity of services provided for migratory students.

[(c) AVAILABILITY OF FUNDS.—For the purpose of carrying out this section in any fiscal year, the Secretary shall reserve not more than $10,000,000 of the amount appropriated to carry out this part for such year.

[(d) INCENTIVE GRANTS.—From the amounts made available to carry out this section for any fiscal year, the Secretary may reserve not more than $3,000,000 to award grants of not more than $250,000 on a competitive basis to State educational agencies that propose a consortium arrangement with another State or other appropriate entity that the Secretary determines, pursuant to criteria that the Secretary shall establish, will improve the delivery of services to migratory children whose education is interrupted.

[(e) DATA COLLECTION.—The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

[SEC. 1309. DEFINITIONS.

[As used in this part:

[(1) LOCAL OPERATING AGENCY.—The term "local operating agency" means—

[(A) a local educational agency to which a State educational agency makes a subgrant under this part;

[(B) a public or nonprofit private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this part; or

[(C) a State educational agency, if the State educational agency operates the State's migrant education program or projects directly.

[(2) MIGRATORY CHILD.—The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

[(A) has moved from one school district to another;

[(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

[(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

[PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

[SEC. 1401. PURPOSE AND PROGRAM AUTHORIZATION.

[(a) PURPOSE.—It is the purpose of this part—

[(1) to improve educational services for children and youth in local and State institutions for neglected or delinquent chil-

dren and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;

[(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

[(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

[(b) PROGRAM AUTHORIZED.—In order to carry out the purpose of this part and from amounts appropriated under section 1002(d), the Secretary shall make grants to State educational agencies to enable such agencies to award subgrants to State agencies and local educational agencies to establish or improve programs of education for neglected, delinquent, or at-risk children and youth.

[SEC. 1402. PAYMENTS FOR PROGRAMS UNDER THIS PART.

[(a) AGENCY SUBGRANTS.—Based on the allocation amount computed under section 1412, the Secretary shall allocate to each State educational agency an amount necessary to make subgrants to State agencies under subpart 1.

[(b) LOCAL SUBGRANTS.—Each State shall retain, for the purpose of carrying out subpart 2, funds generated throughout the State under part A of this title based on children and youth residing in local correctional facilities, or attending community day programs for delinquent children and youth.

[Subpart 1—State Agency Programs

[SEC. 1411. ELIGIBILITY.

[A State agency is eligible for assistance under this subpart if such State agency is responsible for providing free public education for children and youth—

[(1) in institutions for neglected or delinquent children and youth;

[(2) attending community day programs for neglected or delinquent children and youth; or

[(3) in adult correctional institutions.

[SEC. 1412. ALLOCATION OF FUNDS.

[(a) SUBGRANTS TO STATE AGENCIES.—

[(1) IN GENERAL.—Each State agency described in section 1411 (other than an agency in the Commonwealth of Puerto Rico) is eligible to receive a subgrant under this subpart, for each fiscal year, in an amount equal to the product of—

[(A) the number of neglected or delinquent children and youth described in section 1411 who—

[(i) are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and

[(ii) are enrolled for at least 20 hours per week—

[(I) in education programs in institutions for neglected or delinquent children and youth; or

[(II) in community day programs for neglected or delinquent children and youth; and

[(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this subparagraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

[(2) SPECIAL RULE.—The number of neglected or delinquent children and youth determined under paragraph (1) shall—

[(A) be determined by the State agency by a deadline set by the Secretary, except that no State agency shall be required to determine the number of such children and youth on a specific date set by the Secretary; and

[(B) be adjusted, as the Secretary determines is appropriate, to reflect the relative length of such agency's annual programs.

[(b) SUBGRANTS TO STATE AGENCIES IN PUERTO RICO.—

[(1) IN GENERAL.—For each fiscal year, the amount of the subgrant which a State agency in the Commonwealth of Puerto Rico shall be eligible to receive under this subpart shall be the amount determined by multiplying the number of children counted under subsection (a)(1)(A) for the Commonwealth of Puerto Rico by the product of—

[(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

[(B) 32 percent of the average per-pupil expenditure in the United States.

[(2) MINIMUM PERCENTAGE.—The percentage in paragraph (1)(A) shall not be less than—

[(A) for fiscal year 2002, 77.5 percent;

[(B) for fiscal year 2003, 80.0 percent;

[(C) for fiscal year 2004, 82.5 percent; and

[(D) for fiscal year 2005 and succeeding fiscal years, 85.0 percent.

[(3) LIMITATION.—If the application of paragraph (2) would result in any of the 50 States or the District of Columbia receiving less under this subpart than it received under this subpart for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of—

[(A) the percentage in paragraph (1)(A) for such fiscal year; or

[(B) the percentage used for the preceding fiscal year.

[(c) RATABLE REDUCTIONS IN CASE OF INSUFFICIENT APPROPRIATIONS.—If the amount appropriated for any fiscal year for subgrants under subsections (a) and (b) is insufficient to pay the full amount for which all State agencies are eligible under such subsections, the Secretary shall ratably reduce each such amount.

[SEC. 1413. STATE REALLOCATION OF FUNDS.

[If a State educational agency determines that a State agency does not need the full amount of the subgrant for which such State

agency is eligible under this subpart for any fiscal year, the State educational agency may reallocate the amount that will not be needed to other eligible State agencies that need additional funds to carry out the purpose of this part, in such amounts as the State educational agency shall determine.

[SEC. 1414. STATE PLAN AND STATE AGENCY APPLICATIONS.

[(a) STATE PLAN.—

[(1) IN GENERAL.—Each State educational agency that desires to receive a grant under this subpart shall submit, for approval by the Secretary, a plan—

[(A) for meeting the educational needs of neglected, delinquent, and at-risk children and youth;

[(B) for assisting in the transition of children and youth from correctional facilities to locally operated programs; and

[(C) that is integrated with other programs under this Act or other Acts, as appropriate.

[(2) CONTENTS.—Each such State plan shall—

[(A) describe the program goals, objectives, and performance measures established by the State that will be used to assess the effectiveness of the program in improving the academic, vocational, and technical skills of children in the program;

[(B) provide that, to the extent feasible, such children will have the same opportunities to achieve as such children would have if such children were in the schools of local educational agencies in the State; and

[(C) contain an assurance that the State educational agency will—

[(i) ensure that programs assisted under this subpart will be carried out in accordance with the State plan described in this subsection;

[(ii) carry out the evaluation requirements of section 1431;

[(iii) ensure that the State agencies receiving subgrants under this subpart comply with all applicable statutory and regulatory requirements; and

[(iv) provide such other information as the Secretary may reasonably require.

[(3) DURATION OF THE PLAN.—Each such State plan shall—

[(A) remain in effect for the duration of the State's participation under this part; and

[(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

[(b) SECRETARIAL APPROVAL AND PEER REVIEW.—

[(1) SECRETARIAL APPROVAL.—The Secretary shall approve each State plan that meets the requirements of this subpart.

[(2) PEER REVIEW.—The Secretary may review any State plan with the assistance and advice of individuals with relevant expertise.

[(c) STATE AGENCY APPLICATIONS.—Any State agency that desires to receive funds to carry out a program under this subpart shall submit an application to the State educational agency that—

[(1) describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart;

[(2) provide an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;

[(3) describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency;

[(4) describes how the program will meet the goals and objectives of the State plan;

[(5) describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality;

[(6) describes how the State agency will carry out the evaluation requirements of section 9601 and how the results of the most recent evaluation will be used to plan and improve the program;

[(7) includes data showing that the State agency has maintained the fiscal effort required of a local educational agency, in accordance with section 9521;

[(8) describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under title I of Public Law 105–220, vocational and technical education programs, State and local dropout prevention programs, and special education programs;

[(9) describes how the State agency will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program;

[(10) describes how appropriate professional development will be provided to teachers and other staff;

[(11) designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs;

[(12) describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth;

[(13) provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;

[(14) provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and pre-

venting their children's and youth's further involvement in delinquent activities;

[(15) provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth—

[(A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and

[(B) intends to return to the local school;

[(16) provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school;

[(17) provides an assurance that teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;

[(18) describes any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants; and

[(19) provides an assurance that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

[SEC. 1415. USE OF FUNDS.

[(a) USES.—

[(1) IN GENERAL.—A State agency shall use funds received under this subpart only for programs and projects that—

[(A) are consistent with the State plan under section 1414(a); and

[(B) concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.

[(2) PROGRAMS AND PROJECTS.—Such programs and projects—

[(A) may include the acquisition of equipment;

[(B) shall be designed to support educational services that—

[(i) except for institution-wide projects under section 1416, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the State's challenging academic content standards and student academic achievement standards;

[(ii) supplement and improve the quality of the educational services provided to such children and youth by the State agency; and

[(iii) afford such children and youth an opportunity to meet challenging State academic achievement standards;

[(C) shall be carried out in a manner consistent with section 1120A and part I (as applied to programs and projects under this part); and

[(D) may include the costs of meeting the evaluation requirements of section 9601.

[(b) SUPPLEMENT, NOT SUPPLANT.—A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1120A (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

[SEC. 1416. INSTITUTION-WIDE PROJECTS.

[A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that—

[(1) provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;

[(2) provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;

[(3) describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic content standards and student academic achievement standards in order to improve the likelihood that the children and youth will complete secondary school, attain a secondary diploma or its recognized equivalent, or find employment after leaving the institution;

[(4) describes the instructional program, pupil services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1);

[(5) specifically describes how such funds will be used;

[(6) describes the measures and procedures that will be used to assess student progress;

[(7) describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and

youth, and with personnel from the State educational agency; and

[(8) includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

[SEC. 1417. THREE-YEAR PROGRAMS OR PROJECTS.

[If a State agency operates a program or project under this subpart in which individual children or youth are likely to participate for more than 1 year, the State educational agency may approve the State agency's application for a subgrant under this subpart for a period of not more than 3 years.

[SEC. 1418. TRANSITION SERVICES.

[(a) TRANSITION SERVICES.—Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support—

[(1) projects that facilitate the transition of children and youth from State-operated institutions to schools served by local educational agencies; or

[(2) the successful reentry of youth offenders, who are age 20 or younger and have received a secondary school diploma or its recognized equivalent, into postsecondary education, or vocational and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or vocational and technical training programs, such as—

[(A) preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;

[(B) worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and

[(C) essential support services to ensure the success of the youth, such as—

[(i) personal, vocational and technical, and academic, counseling;

[(ii) placement services designed to place the youth in a university, college, or junior college program;

[(iii) information concerning, and assistance in obtaining, available student financial aid;

[(iv) counseling services; and

[(v) job placement services.

[(b) CONDUCT OF PROJECTS.—A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private nonprofit organizations.

[(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a school that receives funds under subsection (a) from serving neglected and delinquent children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

[SEC. 1419. EVALUATION; TECHNICAL ASSISTANCE; ANNUAL MODEL PROGRAM.

[The Secretary may reserve not more than 2.5 percent of the amount made available to carry out this subpart for a fiscal year—

[(1) to develop a uniform model to evaluate the effectiveness of programs assisted under this subpart; and

[(2) to provide technical assistance to and support the capacity building of State agency programs assisted under this subpart.

[Subpart 2—Local Agency Programs

[SEC. 1421. PURPOSE.

[The purpose of this subpart is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities—

[(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;

[(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and

[(3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

[SEC. 1422. PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES.

[(a) LOCAL SUBGRANTS.—With funds made available under section 1402(b), the State educational agency shall award subgrants to local educational agencies with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

[(b) SPECIAL RULE.—A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for children and youth returning from such school to a school that is not operated by a correctional agency but served by such local educational agency, if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.

[(c) NOTIFICATION.—A State educational agency shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this subpart.

[(d) TRANSITIONAL AND ACADEMIC SERVICES.—Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities.

[SEC. 1423. LOCAL EDUCATIONAL AGENCY APPLICATIONS.

[Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include—

[(1) a description of the program to be assisted;

[(2) a description of formal agreements, regarding the program to be assisted, between—

[(A) the local educational agency; and

[(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

[(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

[(4) a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

[(5) a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

[(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

[(7) as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;

[(8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

[(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105–220 and vocational and technical education programs serving at-risk children and youth;

[(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delin-

quency Prevention Act of 1974 and other comparable programs, if applicable;

[(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

[(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

[(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

[SEC. 1424. USES OF FUNDS.

[Funds provided to local educational agencies under this subpart may be used, as appropriate, for—

[(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

[(2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;

[(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

[(4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and

[(5) programs providing mentoring and peer mediation.

[SEC. 1425. PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

[Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall—

[(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

[(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

[(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services

for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

[(4) provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

[(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

[(6) ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;

[(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

[(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

[(9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and vocational and technical education funds;

[(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

[(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

[SEC. 1426. ACCOUNTABILITY.

[The State educational agency may—

[(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in reducing dropout rates for male students and for female students over a 3-year period; and

[(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released.

[Subpart 3—General Provisions

[SEC. 1431. PROGRAM EVALUATIONS.

[(a) SCOPE OF EVALUATION.—Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gen-

der, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants—

[(1) to maintain and improve educational achievement;

[(2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;

[(3) to make the transition to a regular program or other education program operated by a local educational agency;

[(4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

[(5) as appropriate, to participate in postsecondary education and job training programs.

[(b) EXCEPTION.—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

[(c) EVALUATION MEASURES.—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

[(d) EVALUATION RESULTS.—Each State agency and local educational agency shall—

[(1) submit evaluation results to the State educational agency and the Secretary; and

[(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

[SEC. 1432. DEFINITIONS.

[In this part:

[(1) ADULT CORRECTIONAL INSTITUTION.—The term "adult correctional institution" means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

[(2) AT-RISK.—The term "at-risk", when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

[(3) COMMUNITY DAY PROGRAM.—The term "community day program" means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

[(4) INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH.—The term "institution for neglected or delinquent children and youth" means—

[(A) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or

[(B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.]

PART [E] *B*—NATIONAL ASSESSMENT OF TITLE I

SEC. [1501.] *1301.* EVALUATIONS.

(a) NATIONAL ASSESSMENT OF TITLE I.—

(1) IN GENERAL.—The Secretary*, acting through the Director of the Institute of Education Sciences (in this section and section 1302 referred to as the "Director"),* shall conduct a national assessment of the programs assisted under this title and the impact of this title on States, local educational agencies, schools, and students.

(2) ISSUES TO BE EXAMINED.—In conducting the assessment under this subsection, the [Secretary] *Director* shall examine, at a minimum, the following:

(A) The implementation of programs assisted under this title and the impact of such implementation on increasing student academic achievement (particularly in schools with high concentrations of children living in poverty), relative to the goal of all students [reaching the proficient level of achievement based on State academic assessments, challenging State academic content standards, and challenging State student academic achievement standards under section 1111.] *graduating high school prepared for postsecondary education or the workforce.*

(B) The types of programs and services that have demonstrated the greatest likelihood of helping students [reach the proficient and advanced levels of achievement based on State student academic achievement standards and State academic content standards.] *meet State academic standards.*

* * * * * * *

[(D) Each State's definition of adequate yearly progress, including—

[(i) the impact of applying this definition to schools, local educational agencies, and the State;

[(ii) the number of schools and local educational agencies not meeting this definition; and

[(iii) the changes in the identification of schools in need of improvement as a result of such definition.]

[(E)] *(D)* How schools, local educational agencies, and States have—

(i) * * *

* * * * * * *

(v) used State educational agency and local educational agency funds and resources to [help schools in which 50 percent or more of the students are from families with incomes below the poverty line meet the requirement described in section 1119 of having all teachers highly qualified not later than the end of the

2005–2006 school year.] *address disparities in the percentages of effective teachers teaching in low-income schools.*

[(F)] *(E)* The implementation of schoolwide programs and targeted assistance programs under this title and the impact of such programs on improving student academic achievement, including the extent to which schools meet the requirements of such programs.

[(G) The extent to which varying models of comprehensive school reform are funded and implemented under this title, and the effect of the implementation of such models on improving achievement of disadvantaged students.]

[(H)] *(F)* The costs as compared to the benefits of the activities assisted under this title.

[(I)] *(G)* The extent to which actions authorized under [section 1116] *section 1111(b)(3)(B)(iii)* are implemented by State educational agencies and local educational agencies to improve the academic achievement of students in low-performing schools, and the effectiveness of the implementation of such actions[, including the following:

[(i) The number of schools identified for school improvement and how many years the schools remain in this status.

[(ii) The types of support provided by the State educational agencies and local educational agencies to schools and local educational agencies respectively identified as in need of improvement, and the impact of such support on student achievement.

[(iii) The number of parents who take advantage of the public school choice provisions of this title, the costs (including transportation costs) associated with implementing these provisions, the implementation of these provisions, and the impact of these provisions (including the impact of attending another school) on student achievement.

[(iv) The number of parents who choose to take advantage of the supplemental educational services option, the criteria used by the States to determine the quality of providers, the kinds of services that are available and utilized, the costs associated with implementing this option, and the impact of receiving supplemental educational services on student achievement.

[(v) The implementation and impact of actions that are taken with regard to schools and local educational agencies identified for corrective action and restructuring.] .

[(J)] *(H)* The extent to which State and local fiscal accounting requirements under this title affect the flexibility of schoolwide programs.

[(K)] *(I)* The implementation and impact of the professional development activities assisted under this title and title II on instruction, student academic achievement, and teacher [qualifications] *effectiveness*.

[(L)] *(J)* The extent to which the assistance made available under this title[, including funds under section 1002,] is targeted to disadvantaged students, schools, and local educational agencies with the greatest need.

[(M)] *(K)* The effectiveness of Federal administration assistance made available under this title, including monitoring and technical assistance.

[(N)] *(L)* The academic achievement of the groups of students described in [section 1111(b)(2)(C)(v)(II)] *section 1111(b)(3)(B)(ii)(II)*.

[(O)] *(M)* Such other issues as the [Secretary] *Director* considers appropriate.

(3) SOURCES OF INFORMATION.—In conducting the assessment under this subsection, the [Secretary] *Director* shall use information from a variety of sources, including the National Assessment of Educational Progress (carried out under section 303 of the National Assessment of Educational Progress Authorization Act), State evaluations, and other research studies.

(4) COORDINATION.—In carrying out this subsection, the [Secretary] *Director* shall—

(A) * * *

* * * * * * *

(5) DEVELOPMENTALLY APPROPRIATE MEASURES.—In conducting the national assessment under this subsection, the [Secretary] *Director* shall use developmentally appropriate measures to assess student academic achievement.

(6) REPORTS.—

(A) INTERIM REPORT.—Not later than 3 years after the date of enactment of the [No Child Left Behind Act of 2001] *Student Success Act*, the [Secretary] *Director* shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate an interim report on the national assessment conducted under this subsection.

(B) FINAL REPORT.—Not later than 5 years after the date of enactment of the [No Child Left Behind Act of 2001] *Student Success Act*, the [Secretary] *Director* shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate a final report on the national assessment conducted under this subsection.

(b) STUDIES AND DATA COLLECTION.—

(1) IN GENERAL.—In addition to other activities described in this section, the [Secretary] *Director* may, directly or through awarding grants to or entering into contracts with appropriate entities—

(A) * * *

* * * * * * *

(2) MINIMUM INFORMATION.—In carrying out this subsection, the [Secretary] *Director* shall collect, at a minimum, trend information on the effect of each program authorized under this

title, which shall complement the data collected and reported under subsections (a) and (c).

(c) NATIONAL LONGITUDINAL STUDY.—

(1) IN GENERAL.—The [Secretary] *Director* shall conduct a longitudinal study of schools receiving assistance under [part A] *subpart 1 of part A*.

(2) ISSUES TO BE EXAMINED.—In carrying out this subsection, the [Secretary] *Director* shall ensure that the study referred to in paragraph (1) provides Congress and educators with each of the following:

(A) * * *

(B) Information that can be used to improve the effectiveness of the assistance made available under this title in enabling students to meet [challenging academic achievement standards] *State academic standards*.

* * * * * * *

(E) An analysis of the [effects of the availability of school choice options under section 1116 on the academic achievement of disadvantaged students, on schools in school improvement, and on schools from which students have transferred under such options.] *extent to which actions authorized under section 1111(b)(3)(B)(iii) improve the academic achievement of disadvantaged students and low-performing schools.*

(F) Such other information as the [Secretary] *Director* considers appropriate.

(3) SCOPE.—In conducting the study referred to in paragraph (1), the [Secretary] *Director* shall ensure that the study—

(A) * * *

* * * * * * *

[(C) analyzes varying models or strategies for delivering school services, including—

[(i) schoolwide and targeted services; and

[(ii) comprehensive school reform models.]

(C) analyzes varying models or strategies for delivering school services, including schoolwide and targeted services.

(d) INDEPENDENT REVIEW PANEL.—

(1) IN GENERAL.—The [Secretary] *Director* shall establish an independent review panel (in this subsection referred to as the "Review Panel") to advise the [Secretary] *Director* on methodological and other issues that arise in carrying out subsections (a) and (c).

(2) APPOINTMENT OF MEMBERS.—

(A) IN GENERAL.—Subject to subparagraph (B), the [Secretary] *Director* shall appoint members of the Review Panel from among qualified individuals who are—

(i) * * *

* * * * * * *

(B) LIMITATIONS.—In appointing members of the Review Panel, the [Secretary] *Director* shall ensure that—

(i) * * *

* * * * * * *

(3) FUNCTIONS.—The Review Panel shall consult with and advise the [Secretary] *Director*—

(A) * * *

* * * * * * *

[SEC. 1502. DEMONSTRATIONS OF INNOVATIVE PRACTICES.

[(a) IN GENERAL.—From the funds appropriated for any fiscal year under section 1002(e)(1), the Secretary may award grants to State educational agencies, local educational agencies, other public agencies, nonprofit organizations, public or private partnerships involving business and industry organizations, and consortia of such entities to carry out demonstration projects that show the most promise of enabling children served under this title to meet challenging State academic content standards and challenging State student academic achievement standards.

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

[(c) PARTNERSHIPS.—From funds appropriated under section 1002(e)(1) for any fiscal year, the Secretary may, directly or through grants or contracts, work in partnership with State educational agencies, local educational agencies, other public agencies, and nonprofit organizations to disseminate and use the highest quality research and knowledge about effective practices to improve the quality of teaching and learning in schools assisted under this title.]

SEC. [1503.] *1302.* ASSESSMENT EVALUATION.

(a) IN GENERAL.—The [Secretary] *Director* shall conduct an independent study of assessments used for State accountability purposes [and for making decisions about the promotion and graduation of students]. Such research shall be conducted over a period not to exceed 5 years and shall address the components described in subsection (d).

(b) CONTRACT AUTHORIZED.—The [Secretary] *Director* is authorized to award a contract, through a peer review [process,] *process consistent with section 1206,* to an organization or entity capable of conducting rigorous, independent research. The [Assistant Secretary of Educational Research and Improvement] *Director* shall appoint peer reviewers to evaluate the applications for this contract.

* * * * * * *

(d) COMPONENTS OF THE RESEARCH PROGRAM.—The study described in subsection (a) shall examine—

(1) the effect of the assessment and accountability systems described in section (c) on students, teachers, parents, families, schools, school districts, and States, including correlations between such systems and—

(A) student academic achievement, progress [to the State-defined level of proficiency] *toward meeting the State academic standards*, and progress toward closing achievement gaps, based on independent measures;

* * * * * * *

(C) changes in turnover rates among teachers, principals, and [pupil-services] *specialized instructional support services* personnel;

* * * * * * *

(3) the effect of the academic assessments on low, middle, and high socioeconomic status students, [limited and nonlimited English proficient students] *English learners*, racial and ethnic minority students, and nonracial or nonethnic minority students;

* * * * * * *

(6) such other factors as the [Secretary] *Director* finds appropriate.

* * * * * * *

(f) RESERVATION OF FUNDS.—The [Secretary] *Director* may reserve up to 15 percent of the funds [authorized to be appropriated for this part] *appropriated under section 3(a)(2)* to carry out the study, except such reservation of funds shall not exceed $1,500,000.

[SEC. 1504. CLOSE UP FELLOWSHIP PROGRAM.

[(a) PROGRAM FOR MIDDLE SCHOOL AND SECONDARY SCHOOL STUDENTS.—

[(1) ESTABLISHMENT.—

[(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of increasing civic responsibility and understanding of the Federal Government among middle school and secondary school students.

[(B) USE OF FUNDS.—Grants under this subsection shall be used only to provide financial assistance to economically disadvantaged students who participate in the programs described in subparagraph (A).

[(C) NAME OF FELLOWSHIPS.—Financial assistance received by students pursuant to this subsection shall be known as Close Up fellowships.

[(2) APPLICATIONS.—

[(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

[(i) Close Up fellowships provided under this subsection shall be made to economically disadvantaged middle school and secondary school students;

[(ii) every effort shall be made to ensure the participation of students from rural, small town, and urban areas;

[(iii) in awarding the fellowships to economically disadvantaged students, special consideration shall be given to the participation of those students with spe-

cial educational needs, including students with disabilities, ethnic minority students, and students with migrant parents; and

[(iv) the funds received under this subsection shall be properly disbursed.

[(b) PROGRAM FOR MIDDLE SCHOOL AND SECONDARY SCHOOL TEACHERS.—

[(1) ESTABLISHMENT.—

[(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of professional development for middle school and secondary school teachers and its programs to increase civic responsibility and understanding of the Federal Government among the teachers' students.

[(B) USE OF FUNDS.—Grants under this subsection shall be used only to provide financial assistance to teachers who participate in the programs described in subparagraph (A).

[(C) NAME OF FELLOWSHIPS.—Financial assistance received by teachers pursuant to this subsection shall be known as Close Up fellowships.

[(2) APPLICATIONS.—

[(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

[(i) Close Up fellowships provided under this subsection shall be made only to a teacher who has worked with at least one student from such teacher's school who participates in a program described in subsection (a)(1)(A);

[(ii) no teacher shall receive more than one such fellowship in any fiscal year; and

[(iii) the funds received under this subsection shall be properly disbursed.

[(c) PROGRAMS FOR NEW AMERICANS.—

[(1) ESTABLISHMENT.—

[(A) GENERAL AUTHORITY.—In accordance with this subsection, the Secretary may make grants to the Close Up Foundation of Washington, District of Columbia, a nonpartisan, nonprofit foundation, for the purpose of assisting the Close Up Foundation in carrying out its programs of increasing civic responsibility and understanding of the Federal Government among economically disadvantaged middle school and secondary school recent immigrant students.

[(B) DEFINITION.—In this subsection, the term "recent immigrant student" means a student who is a member of

a family that immigrated to the United States within 5 years of the student's participation in such a program.

[(C) USE OF FUNDS.—Grants under this subsection shall be used only to provide financial assistance to economically disadvantaged recent immigrant students and their teachers who participate in the programs described in subparagraph (A).

[(D) NAME OF FELLOWSHIPS.—Financial assistance received by students and teachers pursuant to this subsection shall be known as Close Up Fellowships for New Americans.

[(2) APPLICATIONS.—

[(A) APPLICATION REQUIRED.—No grant under this subsection may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[(B) CONTENTS OF APPLICATION.—Each application submitted under this paragraph shall contain assurances that—

[(i) Close Up Fellowships for New Americans shall be made to economically disadvantaged middle school and secondary school recent immigrant students;

[(ii) every effort shall be made to ensure the participation of recent immigrant students from rural, small town, and urban areas;

[(iii) in awarding the fellowships to economically disadvantaged recent immigrant students, special consideration shall be given to the participation of those students with special educational needs, including students with disabilities, students with migrant parents, and ethnic minority students;

[(iv) fully describe the activities to be carried out with the proceeds of the grant made under paragraph (1); and

[(v) the funds received under this subsection shall be properly disbursed.

[(d) GENERAL PROVISIONS.—

[(1) ADMINISTRATIVE PROVISIONS.—

[(A) ACCOUNTABILITY.—In consultation with the Secretary, the Close Up Foundation shall devise and implement procedures to measure the efficacy of the programs authorized in subsections (a), (b), and (c) in attaining objectives that include the following:

[(i) Providing young people with an increased understanding of the Federal Government.

[(ii) Heightening a sense of civic responsibility among young people.

[(iii) Enhancing the skills of educators in teaching young people about civic responsibility, the Federal Government, and attaining citizenship competencies.

[(B) GENERAL RULE.—Payments under this section may be made in installments, in advance, or by way of reimbursement, with necessary adjustments on account of underpayments or overpayments.

[(C) AUDIT RULE.—The Comptroller General of the United States or any of the Comptroller General's duly authorized representatives shall have access for the purpose of audit and examination to any books, documents, papers, and records that are pertinent to any grant under this section.

[(2) CONTINUATION OF AWARDS.—Notwithstanding any other provision of this Act, any person or entity that was awarded a grant under part G of title X before the date of enactment of the No Child Left Behind Act of 2001 shall continue to receive funds in accordance with the terms of such award until the date on which the award period terminates under such terms.

[PART F—COMPREHENSIVE SCHOOL REFORM

[SEC. 1601. PURPOSE.

[The purpose of this part is to provide financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and academic achievement standards.

[SEC. 1602. PROGRAM AUTHORIZATION.

[(a) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to State educational agencies, from allotments under paragraph (2), to enable the State educational agencies to award subgrants to local educational agencies to carry out the purpose described in section 1601.

[(2) ALLOTMENTS.—

[(A) RESERVATIONS.—Of the amount appropriated under section 1002(f), the Secretary may reserve—

[(i) not more than 1 percent for each fiscal year to provide assistance to schools supported by the Bureau of Indian Affairs and in the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands according to their respective needs for assistance under this part;

[(ii) not more than 1 percent for each fiscal year to conduct national evaluation activities described in section 1607; and

[(iii) not more than 3 percent of the amount appropriated in fiscal year 2002 to carry out this part, for quality initiatives described in section 1608.

[(B) IN GENERAL.—Of the amount appropriated under section 1002(f) that remains after making the reservation under subparagraph (A) for a fiscal year, the Secretary shall allot to each State for the fiscal year an amount that bears the same ratio to the remainder for that fiscal year as the amount made available under section 1124 to the State for the preceding fiscal year bears to the total amount made available under section 1124 to all States for that year.

[(C) REALLOTMENT.—If a State does not apply for funds under this section, the Secretary shall reallot such funds to other States that do apply in proportion to the amount allotted to such other States under subparagraph (B).

[SEC. 1603. STATE APPLICATIONS.

[(a) IN GENERAL.—Each State educational agency that desires to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

[(b) CONTENTS.—Each such application shall describe—

[(1) the process and selection criteria by which the State educational agency, using expert review, will select local educational agencies to receive subgrants under this part;

[(2) how the State educational agency will ensure that funds under this part are limited to comprehensive school reform programs that—

[(A) include each of the components described in section 1606(a);

[(B) have the capacity to improve the academic achievement of all students in core academic subjects within participating schools; and

[(C) are supported by technical assistance providers that have a successful track record, financial stability, and the capacity to deliver high quality materials, professional development for school personnel, and on-site support during the full implementation period of the reforms;

[(3) how the State educational agency will disseminate materials and information on comprehensive school reforms that are based on scientifically based research and effective practices;

[(4) how the State educational agency will evaluate annually the implementation of such reforms and measure the extent to which the reforms have resulted in increased student academic achievement; and

[(5) how the State educational agency will provide technical assistance to the local educational agency or consortia of local educational agencies, and to participating schools, in evaluating, developing, and implementing comprehensive school reform.

[SEC. 1604. STATE USE OF FUNDS.

[(a) IN GENERAL.—Except as provided in subsection (e), a State educational agency that receives a grant under this part shall use the grant funds to award subgrants, on a competitive basis, to local educational agencies or consortia of local educational agencies in the State that receive funds under part A, to support comprehensive school reforms in schools that are eligible for funds under part A.

[(b) SUBGRANT REQUIREMENTS.—A subgrant to a local educational agency or consortium shall be—

[(1) of sufficient size and scope to support the initial costs of comprehensive school reforms selected or designed by each school identified in the application of the local educational agency or consortium;

[(2) in an amount not less than $50,000—

[(A) for each participating school; or

[(B) for each participating consortium of small schools (which for purposes of this subparagraph means a consortium of small schools serving a total of not more than 500 students); and

[(3) renewable for two additional 1-year subgrant periods after the initial 1-year subgrant is made if the school is or the schools are making substantial progress in the implementation of reforms.

[(c) PRIORITY.—A State educational agency, in awarding subgrants under this part, shall give priority to local educational agencies or consortia that—

[(1) plan to use the funds in schools identified as being in need of improvement or corrective action under section 1116(c); and

[(2) demonstrate a commitment to assist schools with budget allocation, professional development, and other strategies necessary to ensure the comprehensive school reforms are properly implemented and are sustained in the future.

[(d) GRANT CONSIDERATION.—In awarding subgrants under this part, the State educational agency shall take into consideration the equitable distribution of subgrants to different geographic regions within the State, including urban and rural areas, and to schools serving elementary and secondary students.

[(e) ADMINISTRATIVE COSTS.—A State educational agency that receives a grant under this part may reserve not more than 5 percent of the grant funds for administrative, evaluation, and technical assistance expenses.

[(f) SUPPLEMENT.—Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local funds that would otherwise be available to carry out the activities assisted under this part.

[(g) REPORTING.—Each State educational agency that receives a grant under this part shall provide to the Secretary such information as the Secretary may require, including the names of local educational agencies and schools receiving assistance under this part, the amount of the assistance, a description of the comprehensive school reforms selected and used, and a copy of the State's annual evaluation of the implementation of comprehensive school reforms supported under this part and the student achievement results.

[SEC. 1605. LOCAL APPLICATIONS.

[(a) IN GENERAL.—Each local educational agency or consortium of local educational agencies desiring a subgrant under this part shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

[(b) CONTENTS.—Each such application shall—

[(1) identify the schools that are eligible for assistance under part A and plan to implement a comprehensive school reform program, including the projected costs of such a program;

[(2) describe the comprehensive school reforms based on scientifically based research and effective practices that such schools will implement;

[(3) describe how the local educational agency or consortium will provide technical assistance and support for the effective

implementation of the comprehensive school reforms based on scientifically based research and effective practices selected by such schools; and

[(4) describe how the local educational agency or consortium will evaluate the implementation of such comprehensive school reforms and measure the results achieved in improving student academic achievement.

[SEC. 1606. LOCAL USE OF FUNDS.

[(a) USES OF FUNDS.—A local educational agency or consortium that receives a subgrant under this part shall provide the subgrant funds to schools that are eligible for assistance under part A and served by the agency, to enable the schools to implement a comprehensive school reform program that—

[(1) employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools;

[(2) integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a comprehensive school reform plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment;

[(3) provides high quality and continuous teacher and staff professional development;

[(4) includes measurable goals for student academic achievement and benchmarks for meeting such goals;

[(5) is supported by teachers, principals, administrators, school personnel staff, and other professional staff;

[(6) provides support for teachers, principals, administrators, and other school staff;

[(7) provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities consistent with section 1118;

[(8) uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education;

[(9) includes a plan for the annual evaluation of the implementation of school reforms and the student results achieved;

[(10) identifies other resources, including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort; and

[(11)(A) has been found, through scientifically based research to significantly improve the academic achievement of students participating in such program as compared to students in schools who have not participated in such program; or

[(B) has been found to have strong evidence that such program will significantly improve the academic achievement of participating children.

[(b) SPECIAL RULE.—A school that receives funds to develop a comprehensive school reform program shall not be limited to using nationally available approaches, but may develop the school's own comprehensive school reform program for schoolwide change as described in subsection (a).

[SEC. 1607. EVALUATION AND REPORTS.

[(a) IN GENERAL.—The Secretary shall develop a plan for a national evaluation of the programs assisted under this part.

[(b) EVALUATION.—The national evaluation shall—

[(1) evaluate the implementation and results achieved by schools after 3 years of implementing comprehensive school reforms; and

[(2) assess the effectiveness of comprehensive school reforms in schools with diverse characteristics.

[(c) REPORTS.—The Secretary shall submit a report describing the results of the evaluation under subsection (b) for the Comprehensive School Reform Program to the Committee on Education and the Workforce, and the Committee on Appropriations of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions, and the Committee on Appropriations of the Senate.

[SEC. 1608. QUALITY INITIATIVES.

[The Secretary, through grants or contracts, shall provide funds for—

[(1) a public-private effort, in which funds are matched by private organizations, to assist States, local educational agencies, and schools, in making informed decisions regarding approving or selecting providers of comprehensive school reform, consistent with the requirements described in section 1606(a); and

[(2) activities to foster the development of comprehensive school reform models and to provide effective capacity building for comprehensive school reform providers to expand their work in more schools, assure quality, and promote financial stability.

[PART G—ADVANCED PLACEMENT PROGRAMS

[SEC. 1701. SHORT TITLE.

[This part may be cited as the "Access to High Standards Act".

[SEC. 1702. PURPOSES.

[The purposes of this part are—

[(1) to support State and local efforts to raise academic standards through advanced placement programs, and thus further increase the number of students who participate and succeed in advanced placement programs;

[(2) to encourage more of the 600,000 students who take advanced placement courses each year but do not take advanced placement exams each year, to demonstrate their achievements through taking the exams;

[(3) to build on the many benefits of advanced placement programs for students, which benefits may include the acquisition of skills that are important to many employers, Scholastic Aptitude Test (SAT) scores that are 100 points above the na-

tional averages, and the achievement of better grades in secondary school and in college than the grades of students who have not participated in the programs;

[(4) to increase the availability and broaden the range of schools, including middle schools, that have advanced placement and pre-advanced placement programs;

[(5) to demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs;

[(6) to provide greater access to advanced placement and pre-advanced placement courses and highly trained teachers for low-income and other disadvantaged students;

[(7) to provide access to advanced placement courses for secondary school students at schools that do not offer advanced placement programs, increase the rate at which secondary school students participate in advanced placement courses, and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded;

[(8) to increase the participation of low-income individuals in taking advanced placement tests through the payment or partial payment of the costs of the advanced placement test fees; and

[(9) to increase the number of individuals that achieve a baccalaureate or advanced degree, and to decrease the amount of time such individuals require to attain such degrees.

[SEC. 1703. FUNDING DISTRIBUTION RULE.

[From amounts appropriated under section 1002(g) for a fiscal year, the Secretary shall give priority to funding activities under section 1704 and shall distribute any remaining funds under section 1705.

[SEC. 1704. ADVANCED PLACEMENT TEST FEE PROGRAM.

[(a) GRANTS AUTHORIZED.—From amounts made available under section 1703 for a fiscal year, the Secretary shall award grants to State educational agencies having applications approved under this section to enable the State educational agencies to reimburse low-income individuals to cover part or all of the costs of advanced placement test fees, if the low-income individuals—

[(1) are enrolled in an advanced placement course; and

[(2) plan to take an advanced placement test.

[(b) AWARD BASIS.—In determining the amount of the grant awarded to a State educational agency under this section for a fiscal year, the Secretary shall consider the number of children eligible to be counted under section 1124(c) in the State in relation to the number of such children so counted in all the States.

[(c) INFORMATION DISSEMINATION.—A State educational agency awarded a grant under this section shall disseminate information regarding the availability of advanced placement test fee payments under this section to eligible individuals through secondary school teachers and guidance counselors.

[(d) APPLICATIONS.—Each State educational agency desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. At a minimum, each State educational agency application shall—

[(1) describe the advanced placement test fees the State educational agency will pay on behalf of low-income individuals in the State from grant funds awarded under this section;

[(2) provide an assurance that any grant funds awarded under this section shall be used only to pay for advanced placement test fees; and

[(3) contain such information as the Secretary may require to demonstrate that the State educational agency will ensure that a student is eligible for payments authorized under this section, including documentation required under chapter 1 of subpart 2 of part A of title IV of the Higher Education Act of 1965.

[(e) REGULATIONS.—The Secretary shall prescribe such regulations as are necessary to carry out this section.

[(f) REPORT.—

[(1) IN GENERAL.—Each State educational agency awarded a grant under this section shall, with respect to each advanced placement subject, annually report to the Secretary on—

[(A) the number of students in the State who are taking an advanced placement course in that subject;

[(B) the number of advanced placement tests taken by students in the State who have taken an advanced placement course in that subject;

[(C) the number of students in the State scoring at different levels on advanced placement tests in that subject; and

[(D) demographic information regarding individuals in the State taking advanced placement courses and tests in that subject disaggregated by race, ethnicity, sex, English proficiency status, and socioeconomic status.

[(2) REPORT TO CONGRESS.—The Secretary shall annually compile the information received from each State educational agency under paragraph (1) and report to the appropriate committees of Congress regarding the information.

[(g) BIA AS SEA.—For purposes of this section the Bureau of Indian Affairs shall be treated as a State educational agency.

[SEC. 1705. ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS.

[(a) GRANTS AUTHORIZED.—

[(1) IN GENERAL.—From amounts made available under section 1703 for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible entities to enable those entities to carry out the authorized activities described in subsection (d).

[(2) DURATION AND PAYMENTS.—

[(A) DURATION.—The Secretary shall award a grant under this section for a period of not more than 3 years.

[(B) PAYMENTS.—The Secretary shall make grant payments under this section on an annual basis.

[(3) DEFINITION OF ELIGIBLE ENTITY.—In this section, the term "eligible entity" means a State educational agency, local educational agency, or national nonprofit educational entity with expertise in advanced placement services.

[(b) APPLICATION.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such

time, in such manner, and accompanied by such information as the Secretary may require.

[(c) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an eligible entity that submits an application under subsection (b) that—

[(1) demonstrates a pervasive need for access to advanced placement incentive programs;

[(2) provides for the involvement of business and community organizations in the activities to be assisted;

[(3) assures the availability of matching funds from State, local, or other sources to pay for the cost of activities to be assisted;

[(4) demonstrates a focus on developing or expanding advanced placement programs and participation in the core academic areas of English, mathematics, and science;

[(5) demonstrates an intent to carry out activities that target—

[(A) local educational agencies serving schools with a high concentration of low-income students; or

[(B) schools with a high concentration of low-income students; and

[(6) in the case of a local educational agency, assures that the local educational agency serves schools with a high concentration of low-income students; or

[(7) demonstrates an intent to carry out activities to increase the availability of, and participation in, on-line advanced placement courses.

[(d) AUTHORIZED ACTIVITIES.—

[(1) IN GENERAL.—Subject to paragraph (2), an eligible entity shall use grant funds made available under this section to expand access for low-income individuals to advanced placement incentive programs that involve—

[(A) teacher training;

[(B) pre-advanced placement course development;

[(C) coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses;

[(D) books and supplies; or

[(E) activities to increase the availability of, and participation in, on-line advanced placement courses; or

[(F) any other activity directly related to expanding access to and participation in advanced placement incentive programs, particularly for low-income individuals.

[(2) STATE EDUCATIONAL AGENCY.—In the case of an eligible entity that is a State educational agency, the entity may use grant funds made available under this section to award subgrants to local educational agencies to enable the local educational agencies to carry out the activities under paragraph (1).

[(e) CONTRACTS.—An eligible entity awarded a grant to provide online advanced placement courses under this part may enter into a contract with a nonprofit or for profit organization to provide the online advanced placement courses, including contracting for necessary support services.

[(f) DATA COLLECTION AND REPORTING.—

[(1) DATA COLLECTION.—Each eligible entity awarded a grant under this section shall, with respect to each advanced placement subject, annually report to the Secretary on—

[(A) the number of students served by the eligible entity who are taking an advanced placement course in that subject;

[(B) the number of advanced placement tests taken by students served by the eligible entity in that subject;

[(C) the number of students served by the eligible entity scoring at different levels on advanced placement tests in that subject; and

[(D) demographic information regarding individuals served by such agency who taking advanced placement courses and tests in that subject disaggregated by race, ethnicity, sex, English proficiency status, and socioeconomic status.

[(2) REPORT.—The Secretary shall annually compile the information received from each eligible entity under paragraph (1) and report to the appropriate committees of Congress regarding the information.

[SEC. 1706. SUPPLEMENT, NOT SUPPLANT.

[Grant funds provided under this part shall supplement, and not supplant, other non-Federal funds that are available to assist low-income individuals to pay for the cost of advanced placement test fees or to expand access to advanced placement and pre-advanced placement courses.

[SEC. 1707. DEFINITIONS.

[In this part:

[(1) ADVANCED PLACEMENT TEST.—The term "advanced placement test" means an advanced placement test administered by the College Board or approved by the Secretary.

[(2) HIGH CONCENTRATION OF LOW-INCOME STUDENTS.—The term "high concentration of low-income students", used with respect to a school, means a school that serves a student population 40 percent or more of whom are low-income individuals.

[(3) LOW-INCOME INDIVIDUAL.—The term "low-income individual" means an individual who is determined by a State educational agency or local educational agency to be a child, ages 5 through 19, from a low-income family, on the basis of data used by the Secretary to determine allocations under section 1124 of this Act, data on children eligible for free or reduced-price lunches under the National School Lunch Act, data on children in families receiving assistance under part A of title IV of the Social Security Act, or data on children eligible to receive medical assistance under the medicaid program under title XIX of the Social Security Act, or through an alternate method that combines or extrapolates from those data.

[PART H—SCHOOL DROPOUT PREVENTION

[SEC. 1801. SHORT TITLE.

[This part may be cited as the "Dropout Prevention Act".

[SEC. 1802. PURPOSE.

[The purpose of this part is to provide for school dropout prevention and reentry and to raise academic achievement levels by providing grants that—

[(1) challenge all children to attain their highest academic potential; and

[(2) ensure that all students have substantial and ongoing opportunities to attain their highest academic potential through schoolwide programs proven effective in school dropout prevention and reentry.

[SEC. 1803. AUTHORIZATION OF APPROPRIATIONS.

[For the purpose of carrying out this part, there are authorized to be appropriated $125,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years, of which—

[(1) 10 percent shall be available to carry out subpart 1 for each fiscal year; and

[(2) 90 percent shall be available to carry out subpart 2 for each fiscal year.

[Subpart 1—Coordinated National Strategy

[SEC. 1811. NATIONAL ACTIVITIES.

[(a) IN GENERAL.—The Secretary is authorized—

[(1) to collect systematic data on the effectiveness of the programs assisted under this part in reducing school dropout rates and increasing school reentry and secondary school graduation rates;

[(2) to establish a national clearinghouse of information on effective school dropout prevention and reentry programs that shall disseminate to State educational agencies, local educational agencies, and schools—

[(A) the results of research on school dropout prevention and reentry; and

[(B) information on effective programs, best practices, and Federal resources to—

[(i) reduce annual school dropout rates;

[(ii) increase school reentry; and

[(iii) increase secondary school graduation rates;

[(3) to provide technical assistance to State educational agencies, local educational agencies, and schools in designing and implementing programs and securing resources to implement effective school dropout prevention and reentry programs;

[(4) to establish and consult with an interagency working group that shall—

[(A) address inter- and intra-agency program coordination issues at the Federal level with respect to school dropout prevention and reentry, and assess the targeting of existing Federal services to students who are most at risk of dropping out of school, and the cost-effectiveness of various programs and approaches used to address school dropout prevention and reentry;

[(B) describe the ways in which State educational agencies and local educational agencies can implement effective

school dropout prevention and reentry programs using funds from a variety of Federal programs, including the programs under this part; and

[(C) examine Federal programs that may have a positive impact on secondary school graduation or school reentry;

[(5) to carry out a national recognition program in accordance with subsection (b) that recognizes schools that have made extraordinary progress in lowering school dropout rates; and

[(6) to use funds made available for this subpart to carry out the evaluation required under section 1830(c).

[(b) RECOGNITION PROGRAM.—

[(1) ESTABLISHMENT.—The Secretary shall—

[(A) establish a national recognition program; and

[(B) develop uniform national guidelines for the recognition program that shall be used to recognize eligible schools from nominations submitted by State educational agencies.

[(2) RECOGNITION.—The Secretary shall recognize, under the recognition program established under paragraph (1), eligible schools.

[(3) SUPPORT.—The Secretary may make monetary awards to an eligible school recognized under this subsection in amounts determined appropriate by the Secretary that shall be used for dissemination activities within the eligible school district or nationally.

[(4) DEFINITION OF ELIGIBLE SCHOOL.—In this subsection, the term "eligible school" means a public middle school or secondary school, including a charter school, that has implemented comprehensive reforms that have been effective in lowering school dropout rates for all students—

[(A) in that secondary school or charter school; or

[(B) in the case of a middle school, in the secondary school that the middle school feeds students into.

[(c) CAPACITY BUILDING.—

[(1) IN GENERAL.—The Secretary, through a contract with one or more non-Federal entities, may conduct a capacity building and design initiative in order to increase the types of proven strategies for school dropout prevention and reentry that address the needs of an entire school population rather than a subset of students.

[(2) NUMBER AND DURATION.—

[(A) NUMBER.—The Secretary may award not more than five contracts under this subsection.

[(B) DURATION.—The Secretary may award a contract under this subsection for a period of not more than 5 years.

[(d) SUPPORT FOR EXISTING REFORM NETWORKS.—

[(1) IN GENERAL.—The Secretary may provide appropriate support to eligible entities to enable the eligible entities to provide training, materials, development, and staff assistance to schools assisted under this part.

[(2) DEFINITION OF ELIGIBLE ENTITY.—In this subsection, the term "eligible entity" means an entity that, prior to the date of enactment of the Dropout Prevention Act—

[(A) provided training, technical assistance, and materials related to school dropout prevention or reentry to 100 or more elementary schools or secondary schools; and

[(B) developed and published a specific educational program or design related to school dropout prevention or reentry for use by the schools.

[Subpart 2—School Dropout Prevention Initiative

[SEC. 1821. DEFINITIONS.

[In this subpart:

[(1) LOW-INCOME STUDENT.—The term "low-income student" means a student who is determined by a local educational agency to be from a low-income family using the measures described in section 1113(c).

[(2) STATE.—The term "State" means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Bureau of Indian Affairs for purposes of serving schools funded by the Bureau.

[SEC. 1822. PROGRAM AUTHORIZED.

[(a) GRANTS TO STATE EDUCATIONAL AGENCIES AND LOCAL EDUCATIONAL AGENCIES.—

[(1) AMOUNT LESS THAN $75,000,000.—

[(A) IN GENERAL.—If the amount appropriated under section 1803 for a fiscal year equals or is less than $75,000,000, then the Secretary shall use such amount to award grants, on a competitive basis, to—

[(i) State educational agencies to support activities—

[(I) in schools that—

[(aa) serve students in grades 6 through 12; and

[(bb) have annual school dropout rates that are above the State average annual school dropout rate; or

[(II) in the middle schools that feed students into the schools described in subclause (I); or

[(ii) local educational agencies that operate—

[(I) schools that—

[(aa) serve students in grades 6 through 12; and

[(bb) have annual school dropout rates that are above the State average annual school dropout rate; or

[(II) middle schools that feed students into the schools described in subclause (I).

[(B) USE OF GRANT FUNDS.—Grant funds awarded under this paragraph shall be used to fund effective, sustainable, and coordinated school dropout prevention and reentry programs that may include the activities described in subsection (b)(2), in—

[(i) schools serving students in grades 6 through 12 that have annual school dropout rates that are above the State average annual school dropout rate; or

[(ii) the middle schools that feed students into the schools described in clause (i).

[(2) AMOUNT LESS THAN $250,000,000 BUT MORE THAN $75,000,000.—If the amount appropriated under section 1803 for a fiscal year is less than $250,000,000 but more than $75,000,000, then the Secretary shall use such amount to award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to award subgrants under subsection (b).

[(3) AMOUNT EQUAL TO OR EXCEEDS $250,000,000.—If the amount appropriated under section 1803 for a fiscal year equals or exceeds $250,000,000, then the Secretary shall use such amount to award a grant to each State educational agency in an amount that bears the same relation to such appropriated amount as the amount the State educational agency received under part A for the preceding fiscal year bears to the amount received by all State educational agencies under such part for the preceding fiscal year, to enable the State educational agency to award subgrants under subsection (b).

[(b) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

[(1) IN GENERAL.—From amounts made available to a State educational agency under paragraph (2) or (3) of subsection (a), the State educational agency shall award subgrants, on a competitive basis, to local educational agencies that operate public schools that serve students in grades 6 through 12 and that have annual school dropout rates that are above the State average annual school dropout rate, to enable those schools, or the middle schools that feed students into those schools, to implement effective, sustainable, and coordinated school dropout prevention and reentry programs that involve activities such as—

[(A) professional development;

[(B) obtaining curricular materials;

[(C) release time for professional staff to obtain professional development;

[(D) planning and research;

[(E) remedial education;

[(F) reduction in pupil-to-teacher ratios;

[(G) efforts to meet State student academic achievement standards;

[(H) counseling and mentoring for at-risk students;

[(I) implementing comprehensive school reform models, such as creating smaller learning communities; and

[(J) school reentry activities.

[(2) AMOUNT.—Subject to paragraph (3), a subgrant under this subpart shall be awarded—

[(A) in the first year that a local educational agency receives a subgrant payment under this subpart, in an amount that is based on factors such as—

[(i) the size of schools operated by the local educational agency;

[(ii) costs of the model or set of prevention and reentry strategies being implemented; and

[(iii) local cost factors such as poverty rates;

[(B) in the second year, in an amount that is not less than 75 percent of the amount the local educational agency received under this subpart in the first such year;

[(C) in the third year, in an amount that is not less than 50 percent of the amount the local educational agency received under this subpart in the first such year; and

[(D) in each succeeding year, in an amount that is not less than 30 percent of the amount the local educational agency received under this subpart in the first year.

[(3) DURATION.—A subgrant under this subpart shall be awarded for a period of 3 years, and may be continued for a period of 2 additional years if the State educational agency determines, based on the annual reports described in section 1830(a), that significant progress has been made in lowering the annual school dropout rate for secondary schools participating in the program assisted under this subpart.

[SEC. 1823. APPLICATIONS.

[(a) IN GENERAL.—To receive—

[(1) a grant under this subpart, a State educational agency or local educational agency shall submit an application and plan to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require; and

[(2) a subgrant under this subpart, a local educational agency shall submit an application and plan to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may reasonably require.

[(b) CONTENTS.—

[(1) STATE EDUCATIONAL AGENCY AND LOCAL EDUCATIONAL AGENCY.—Each application and plan submitted under subsection (a) shall—

[(A) include an outline—

[(i) of the State educational agency's or local educational agency's strategy for reducing the State educational agency or local educational agency's annual school dropout rate;

[(ii) for targeting secondary schools, and the middle schools that feed students into those secondary schools, that have the highest annual school dropout rates; and

[(iii) for assessing the effectiveness of the efforts described in the plan;

[(B) contain an identification of the schools in the State or operated by the local educational agency that have annual school dropout rates that are greater than the average annual school dropout rate for the State;

[(C) describe the instructional strategies to be implemented, how the strategies will serve all students, and the effectiveness of the strategies;

[(D) describe a budget and timeline for implementing the strategies;

[(E) contain evidence of coordination with existing resources;

[(F) provide an assurance that funds provided under this subpart will supplement, and not supplant, other State and local funds available for school dropout prevention and reentry programs; and

[(G) describe how the activities to be assisted conform with research knowledge about school dropout prevention and reentry.

[(2) LOCAL EDUCATIONAL AGENCY.—Each application and plan submitted under subsection (a) by a local educational agency shall contain, in addition to the requirements of paragraph (1)—

[(A) an assurance that the local educational agency is committed to providing ongoing operational support for such schools to address the problem of school dropouts for a period of 5 years; and

[(B) an assurance that the local educational agency will support the plan, including—

[(i) provision of release time for teacher training;

[(ii) efforts to coordinate activities for secondary schools and the middle schools that feed students into those secondary schools; and

[(iii) encouraging other schools served by the local educational agency to participate in the plan.

[SEC. 1824. STATE RESERVATION.

[A State educational agency that receives a grant under paragraph (2) or (3) of section 1822(a) may reserve not more than 5 percent of the grant funds for administrative costs and State activities related to school dropout prevention and reentry activities, of which not more than 2 percent of the grant funds may be used for administrative costs.

[SEC. 1825. STRATEGIES AND CAPACITY BUILDING.

[Each local educational agency receiving a grant or subgrant under this subpart and each State educational agency receiving a grant under this subpart shall implement scientifically based, sustainable, and widely replicated strategies for school dropout prevention and reentry. The strategies may include—

[(1) specific strategies for targeted purposes, such as—

[(A) effective early intervention programs designed to identify at-risk students;

[(B) effective programs serving at-risk students, including racial and ethnic minorities and pregnant and parenting teenagers, designed to prevent such students from dropping out of school; and

[(C) effective programs to identify and encourage youth who have already dropped out of school to reenter school and complete their secondary education; and

[(2) approaches such as breaking larger schools down into smaller learning communities and other comprehensive reform approaches, creating alternative school programs, and developing clear linkages to career skills and employment.

[SEC. 1826. SELECTION OF LOCAL EDUCATIONAL AGENCIES FOR SUBGRANTS.

[(a) STATE EDUCATIONAL AGENCY REVIEW AND AWARD.—The State educational agency shall review applications submitted under section 1823(a)(2) and award subgrants to local educational agencies with the assistance and advice of a panel of experts on school dropout prevention and reentry.

[(b) ELIGIBILITY.—A local educational agency is eligible to receive a subgrant under this subpart if the local educational agency operates a public school (including a public alternative school)—

[(1) that is eligible to receive assistance under part A; and

[(2)(A) that serves students 50 percent or more of whom are low-income students; or

[(B) in which a majority of the students come from feeder schools that serve students 50 percent or more of whom are low-income students.

[SEC. 1827. COMMUNITY BASED ORGANIZATIONS.

[A local educational agency that receives a grant or subgrant under this subpart and a State educational agency that receives a grant under this subpart may use the funds to secure necessary services from a community-based organization or other government agency if the funds are used to provide school dropout prevention and reentry activities related to schoolwide efforts.

[SEC. 1828. TECHNICAL ASSISTANCE.

[Notwithstanding any other provision of law, each local educational agency that receives funds under this subpart shall use the funds to provide technical assistance to secondary schools served by the agency that have not made progress toward lowering annual school dropout rates after receiving assistance under this subpart for 2 fiscal years.

[SEC. 1829. SCHOOL DROPOUT RATE CALCULATION.

[For purposes of calculating an annual school dropout rate under this subpart, a school shall use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' Common Core of Data.

[SEC. 1830. REPORTING AND ACCOUNTABILITY.

[(a) LOCAL EDUCATIONAL AGENCY REPORTS.—

[(1) IN GENERAL.—To receive funds under this subpart for a fiscal year after the first fiscal year that a local educational agency receives funds under this subpart, the local educational agency shall provide, on an annual basis, a report regarding the status of the implementation of activities funded under this subpart, and the dropout data for students at schools assisted under this subpart, disaggregated by race and ethnicity, to the—

[(A) Secretary, if the local educational agency receives a grant under section 1822(a)(1); or

[(B) State educational agency, if the local educational agency receives a subgrant under paragraph (2) or (3) of section 1822(a).

[(2) DROPOUT DATA.—The dropout data under paragraph (1) shall include annual school dropout rates for each fiscal year,

starting with the 2 fiscal years before the local educational agency received funds under this subpart.

[(b) STATE REPORT ON PROGRAM ACTIVITIES.—Each State educational agency receiving funds under this subpart shall provide to the Secretary, at such time and in such format as the Secretary may require, information on the status of the implementation of activities funded under this subpart and outcome data for students in schools assisted under this subpart.

[(c) ACCOUNTABILITY.—The Secretary shall evaluate the effect of the activities assisted under this subpart on school dropout prevention compared, if feasible, to a control group using control procedures. The Secretary may use funds appropriated for subpart 1 to carry out this evaluation.

[PART I—GENERAL PROVISIONS

[SEC. 1901. FEDERAL REGULATIONS.

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

[(b) NEGOTIATED RULEMAKING PROCESS.—

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

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

[(3) PROPOSED REGULATIONS.—After obtaining such advice and recommendations, and before publishing proposed regulations, the Secretary shall—

[(A) establish a negotiated rulemaking process on, at a minimum, standards and assessments;

[(B) select individuals to participate in such process from among individuals or groups that provided advice and recommendations, including representation from all geographic regions of the United States, in such numbers as will provide an equitable balance between representatives of parents and students and representatives of educators and education officials; and

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

[(4) PROCESS.—Such process—

[(A) shall be conducted in a timely manner to ensure that final regulations are issued by the Secretary not later than 1 year after the date of enactment of the No Child Left Behind Act of 2001; and

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

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

[(c) LIMITATION.—Regulations to carry out this part may not require local programs to follow a particular instructional model, such as the provision of services outside the regular classroom or school program.

[SEC. 1902. AGREEMENTS AND RECORDS.

[(a) AGREEMENTS.—All published proposed regulations shall conform to agreements that result from negotiated rulemaking described in section 1901 unless the Secretary reopens the negotiated rulemaking process or provides a written explanation to the participants involved in the process explaining why the Secretary decided to depart from, and not adhere to, such agreements.

[(b) RECORDS.—The Secretary shall ensure that an accurate and reliable record of agreements reached during the negotiations process is maintained.

[SEC. 1903. STATE ADMINISTRATION.

[(a) RULEMAKING.—

[(1) IN GENERAL.—Each State that receives funds under this title shall—

[(A) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title and provide any such proposed rules, regulations, and policies to the committee of practitioners created under subsection (b) for review and comment;

[(B) minimize such rules, regulations, and policies to which the State's local educational agencies and schools are subject;

[(C) eliminate or modify State and local fiscal accounting requirements in order to facilitate the ability of schools to consolidate funds under schoolwide programs; and

[(D) identify any such rule, regulation, or policy as a State-imposed requirement.

[(2) SUPPORT AND FACILITATION.—State rules, regulations, and policies under this title shall support and facilitate local educational agency and school-level systemic reform designed to enable all children to meet the challenging State student academic achievement standards.

[(b) COMMITTEE OF PRACTITIONERS.—

[(1) IN GENERAL.—Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

[(2) MEMBERSHIP.—Each such committee shall include—

[(A) as a majority of its members, representatives from local educational agencies;

[(B) administrators, including the administrators of programs described in other parts of this title;

[(C) teachers, including vocational educators;

[(D) parents;

[(E) members of local school boards;

[(F) representatives of private school children; and

[(G) pupil services personnel.

[(3) DUTIES.—The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

[SEC. 1904. LOCAL EDUCATIONAL AGENCY SPENDING AUDITS.

[(a) AUDITS.—The Comptroller General of the United States shall conduct audits of not less than 6 local educational agencies that receive funds under part A in each fiscal year to determine more clearly and specifically how local educational agencies are expending such funds. Such audits—

[(1) shall be conducted in 6 local educational agencies that represent the size, ethnic, economic, and geographic diversity of local educational agencies; and

[(2) shall examine the extent to which funds have been expended for academic instruction in the core curriculum and activities unrelated to academic instruction in the core curriculum, such as the payment of janitorial, utility, and other maintenance services, the purchase and lease of vehicles, and the payment for travel and attendance costs at conferences.

[(b) REPORT.—Not later than 3 months after the completion of the audits under subsection (a) each year, the Comptroller General of the United States shall submit a report on each audit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate.

[SEC. 1905. PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

[Nothing in this title shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic achievement standards and assessments, curriculum, or program of instruction.

[SEC. 1906. RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

[Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.

[SEC. 1907. STATE REPORT ON DROPOUT DATA.

[Not later than 1 year after a State educational agency receives funds under this title, the agency shall report to the Secretary and statewide, all school district data regarding annual school dropout

rates in the State disaggregated by race and ethnicity according to procedures that conform with the National Center for Education Statistics' Common Core of Data.

[SEC. 1908. REGULATIONS FOR SECTIONS 1111 AND 1116.

[The Secretary shall issue regulations for sections 1111 and 1116 not later than 6 months after the date of enactment of the No Child Left Behind Act of 2001.]

PART C—GENERAL PROVISIONS

SEC. 1401. FEDERAL REGULATIONS.

(a) IN GENERAL.—The Secretary may, in accordance with subsections (b) through (d), issue such regulations as are necessary to reasonably ensure there is compliance with this title.

(b) NEGOTIATED RULEMAKING PROCESS.—

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

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

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

(A) establish a negotiated rulemaking process;

(B) select individuals to participate in such process from among individuals or groups that provided advice and recommendations, including representation from all geographic regions of the United States, in such numbers as will provide an equitable balance between representatives of parents and students and representatives of educators and education officials; and

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

(c) PROPOSED RULEMAKING.—If the Secretary determines that a negotiated rulemaking process is unnecessary or the individuals selected to participate in the process under paragraph (3)(B) fail to reach unanimous agreement, the Secretary may propose regulations under the following procedure:

(1) Not less than 30 days prior to beginning a rulemaking process, the Secretary shall provide to Congress, including the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, notice that shall include—

(A) a copy of the proposed regulations;

(B) the need to issue regulations;

(C) the anticipated burden, including the time, cost, and paperwork burden, the regulations will have on State edu-

cational agencies, local educational agencies, schools, and other entities that may be impacted by the regulations; and

(D) any regulations that will be repealed when the new regulations are issued.

(2) 30 days after giving notice of the proposed rule to Congress, the Secretary may proceed with the rulemaking process after all comments received from the Congress have been addressed and publishing how such comments are addressed with the proposed rule.

(3) The comment and review period for any proposed regulation shall be 90 days unless an emergency requires a shorter period, in which case such period shall be not less than 45 days and the Secretary shall—

(A) designate the proposed regulation as an emergency with an explanation of the emergency in the notice and report to Congress under paragraph (1); and

(B) publish the length of the comment and review period in such notice and in the Federal Register.

(4) No regulation shall be made final after the comment and review period until the Secretary has published in the Federal Register an independent assessment of—

(A) the burden, including the time, cost, and paperwork burden, the regulation will impose on State educational agencies, local educational agencies, schools and other entities that may be impacted by the regulation; and

(B) an explanation of how the entities described in subparagraph (A) may cover the cost of the burden assessed under subparagraph (A).

(d) LIMITATION.—Regulations to carry out this title may not require local programs to follow a particular instructional model, such as the provision of services outside the regular classroom or school program.

SEC. 1402. AGREEMENTS AND RECORDS.

(a) AGREEMENTS.—In the case in which a negotiated rule making process is established under subsection (b) of section 1401, all published proposed regulations shall conform to agreements that result from the rulemaking described in section 1401 unless the Secretary reopens the negotiated rulemaking process.

(b) RECORDS.—The Secretary shall ensure that an accurate and reliable record of agreements reached during the negotiations process is maintained.

SEC. 1403. STATE ADMINISTRATION.

(a) RULEMAKING.—

(1) IN GENERAL.—Each State that receives funds under this title shall—

(A) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title and provide any such proposed rules, regulations, and policies to the committee of practitioners created under subsection (b) for review and comment;

(B) minimize such rules, regulations, and policies to which the State's local educational agencies and schools are subject;

(C) eliminate or modify State and local fiscal accounting requirements in order to facilitate the ability of schools to consolidate funds under schoolwide programs;

(D) identify any such rule, regulation, or policy as a State-imposed requirement; and

(E)(i) identify any duplicative or contrasting requirements between the State and Federal rules or regulations;

(ii) eliminate the rules and regulations that are duplicative of Federal requirements; and

(iii) report any conflicting requirements to the Secretary and determine which Federal or State rule or regulation shall be followed.

(2) SUPPORT AND FACILITATION.—State rules, regulations, and policies under this title shall support and facilitate local educational agency and school-level systemic reform designed to enable all children to meet the State academic standards.

(b) COMMITTEE OF PRACTITIONERS.—

(1) IN GENERAL.—Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

(2) MEMBERSHIP.—Each such committee shall include—

(A) as a majority of its members, representatives from local educational agencies;

(B) administrators, including the administrators of programs described in other parts of this title;

(C) teachers from public charter schools, traditional public schools, and career and technical educators;

(D) parents;

(E) members of local school boards;

(F) representatives of private school children; and

(G) specialized instructional support personnel.

(3) DUTIES.—The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

SEC. 1404. RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.

[TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS]

TITLE II—TEACHER PREPARATION AND EFFECTIVENESS

[PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

[SEC. 2101. PURPOSE.

[The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to—

[(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and

[(2) hold local educational agencies and schools accountable for improvements in student academic achievement.

[SEC. 2102. DEFINITIONS.

[In this part:

[(1) ARTS AND SCIENCES.—The term "arts and sciences" means—

[(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and

[(B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).

[(2) CHARTER SCHOOL.—The term "charter school" has the meaning given the term in section 5210.

[(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term "high-need local educational agency" means a local educational agency—

[(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

[(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and

[(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

[(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

[(4) HIGHLY QUALIFIED PARAPROFESSIONAL.—The term "highly qualified paraprofessional" means a paraprofessional who has not less than 2 years of—

[(A) experience in a classroom; and

[(B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

[(5) OUT-OF-FIELD TEACHER.—The term "out-of-field teacher" means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

[(6) PRINCIPAL.—The term "principal" includes an assistant principal.

[SEC. 2103. AUTHORIZATIONS OF APPROPRIATIONS.

[(a) GRANTS TO STATES, LOCAL EDUCATIONAL AGENCIES, AND ELIGIBLE PARTNERSHIPS.—There are authorized to be appropriated to carry out this part (other than subpart 5) $3,175,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) NATIONAL PROGRAMS.—There are authorized to be appropriated to carry out subpart 5 such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[Subpart 1—Grants to States

[SEC. 2111. ALLOTMENTS TO STATES.

[(a) IN GENERAL.—The Secretary shall make grants to States with applications approved under section 2112 to pay for the Federal share of the cost of carrying out the activities specified in section 2113. Each grant shall consist of the allotment determined for a State under subsection (b).

[(b) DETERMINATION OF ALLOTMENTS.—

[(1) RESERVATION OF FUNDS.—

[(A) IN GENERAL.—From the total amount appropriated under section 2103(a) for a fiscal year, the Secretary shall reserve—

[(i) one-half of 1 percent for allotments for the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be distributed among those outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this part; and

[(ii) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Affairs.

[(2) STATE ALLOTMENTS.—

[(A) HOLD HARMLESS.—

[(i) IN GENERAL.—Subject to subparagraph (B), from the funds appropriated under section 2103(a) for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received for fiscal year 2001 under—

[(I) section 2202(b) of this Act (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

[(II) section 306 of the Department of Education Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106–554).

[(ii) RATABLE REDUCTION.—If the funds described in clause (i) are insufficient to pay the full amounts that all States are eligible to receive under clause (i) for any fiscal year, the Secretary shall ratably reduce those amounts for the fiscal year.

[(B) ALLOTMENT OF ADDITIONAL FUNDS.—

[(i) IN GENERAL.—Subject to clause (ii), for any fiscal year for which the funds appropriated under section 2103(a) and not reserved under paragraph (1) exceed the total amount required to make allotments under subparagraph (A), the Secretary shall allot to each of the States described in subparagraph (A) the sum of—

[(I) an amount that bears the same relationship to 35 percent of the excess amount as the number of individuals age 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

[(II) an amount that bears the same relationship to 65 percent of the excess amount as the number of individuals age 5 through 17 from families with incomes below the poverty line, in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

[(ii) EXCEPTION.—No State receiving an allotment under clause (i) may receive less than one-half of 1 percent of the total excess amount allotted under such clause for a fiscal year.

[(3) REALLOTMENT.—If any State does not apply for an allotment under this subsection for any fiscal year, the Secretary shall reallot the amount of the allotment to the remaining States in accordance with this subsection.

[SEC. 2112. STATE APPLICATIONS.

[(a) IN GENERAL.—For a State to be eligible to receive a grant under this part, the State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

[(b) CONTENTS.—Each application submitted under this section shall include the following:

[(1) A description of how the activities to be carried out by the State educational agency under this subpart will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

[(2) A description of how the State educational agency will ensure that a local educational agency receiving a subgrant to carry out subpart 2 will comply with the requirements of such subpart.

[(3) A description of how the State educational agency will ensure that activities assisted under this subpart are aligned with challenging State academic content and student academic achievement standards, State assessments, and State and local curricula.

[(4) A description of how the State educational agency will use funds under this part to improve the quality of the State's teachers and principals.

[(5)(A) A description of how the State educational agency will coordinate professional development activities authorized under this part with professional development activities provided under other Federal, State, and local programs.

[(B) A description of the comprehensive strategy that the State educational agency will use, as part of such coordination effort, to ensure that teachers are trained in the use of technology so that technology and applications of technology are effectively used in the classroom to improve teaching and learning in all curricula and academic subjects, as appropriate.

[(6) A description of how the State educational agency will encourage the development of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.

[(7)(A) A description of how the State educational agency will ensure compliance with the requirements for professional development activities described in section 9101 and how the activities to be carried out under the grant will be developed collaboratively and based on the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel.

[(B) In the case of a State in which the State educational agency is not the entity responsible for teacher professional standards, certification, and licensing, an assurance that the State activities carried out under this subpart are carried out in conjunction with the entity responsible for such standards, certification, and licensing under State law.

[(8) A description of how the State educational agency will ensure that the professional development (including teacher mentoring) needs of teachers will be met using funds under this subpart and subpart 2.

[(9) A description of the State educational agency's annual measurable objectives under section 1119(a)(2).

[(10) A description of how the State educational agency will use funds under this part to meet the teacher and paraprofessional requirements of section 1119 and how the State educational agency will hold local educational agencies accountable for meeting the annual measurable objectives described in section 1119(a)(2).

[(11) In the case of a State that has a charter school law that exempts teachers from State certification and licensing re-

quirements, the specific portion of the State law that provides for the exemption.

[(12) An assurance that the State educational agency will comply with section 9501 (regarding participation by private school children and teachers).

[(c) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this subpart.

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

[(e) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this subpart, the Secretary shall—

[(1) give the State educational agency notice and an opportunity for a hearing; and

[(2) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

[(A) cite the specific provisions in the application that are not in compliance; and

[(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

[(f) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (e)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (e)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

[(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

[(2) the expiration of the 120-day period described in subsection (c).

[(g) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (e)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

[SEC. 2113. STATE USE OF FUNDS.

[(a) IN GENERAL.—A State that receives a grant under section 2111 shall—

[(1) reserve 95 percent of the funds made available through the grant to make subgrants to local educational agencies as described in subpart 2;

[(2) reserve 2.5 percent (or, for a fiscal year described in subsection (b), the percentage determined under subsection (b)) of the funds to make subgrants to local partnerships as described in subpart 3; and

[(3) use the remainder of the funds for State activities described in subsection (c).

[(b) SPECIAL RULE.—For any fiscal year for which the total amount that would be reserved by all States under subsection

(a)(2), if the States applied a 2.5 percentage rate, exceeds $125,000,000, the Secretary shall determine an alternative percentage that the States shall apply for that fiscal year under subsection (a)(2) so that the total amount reserved by all States under subsection (a)(2) equals $125,000,000.

[(c) STATE ACTIVITIES.—The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:

[(1) Reforming teacher and principal certification (including recertification) or licensing requirements to ensure that—

[(A)(i) teachers have the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach; and

[(ii) principals have the instructional leadership skills to help teachers teach and students learn;

[(B) teacher certification (including recertification) or licensing requirements are aligned with challenging State academic content standards; and

[(C) teachers have the subject matter knowledge and teaching skills, including technology literacy, and principals have the instructional leadership skills, necessary to help students meet challenging State student academic achievement standards.

[(2) Carrying out programs that provide support to teachers or principals, including support for teachers and principals new to their profession, such as programs that—

[(A) provide teacher mentoring, team teaching, reduced class schedules, and intensive professional development; and

[(B) use standards or assessments for guiding beginning teachers that are consistent with challenging State student academic achievement standards and with the requirements for professional development activities described in section 9101.

[(3) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers and principals, especially in the areas of mathematics and science, for highly qualified individuals with a baccalaureate or master's degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction who demonstrate the potential to become highly effective teachers or principals.

[(4) Developing and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—

[(A) if the State educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

[(B) in a manner consistent with mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers and principals.

[(5) Reforming tenure systems, implementing teacher testing for subject matter knowledge, and implementing teacher testing for State certification or licensing, consistent with title II of the Higher Education Act of 1965.

[(6) Providing professional development for teachers and principals and, in cases in which a State educational agency determines support to be appropriate, supporting the participation of pupil services personnel in the same type of professional development activities as are made available to teachers and principals.

[(7) Developing systems to measure the effectiveness of specific professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach.

[(8) Fulfilling the State educational agency's responsibilities concerning proper and efficient administration of the programs carried out under this part, including provision of technical assistance to local educational agencies.

[(9) Funding projects to promote reciprocity of teacher and principal certification or licensing between or among States, except that no reciprocity agreement developed under this paragraph or developed using funds provided under this part may lead to the weakening of any State teaching certification or licensing requirement.

[(10) Developing or assisting local educational agencies in the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.

[(11) Encouraging and supporting the training of teachers and administrators to effectively integrate technology into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decisionmaking, school improvement efforts, and accountability.

[(12) Developing, or assisting local educational agencies in developing, merit-based performance systems, and strategies that provide differential and bonus pay for teachers in high-need academic subjects such as reading, mathematics, and science and teachers in high-poverty schools and districts.

[(13) Providing assistance to local educational agencies for the development and implementation of professional development programs for principals that enable the principals to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards, and the development and support of school leadership academies to help exceptionally talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

[(14) Developing, or assisting local educational agencies in developing, teacher advancement initiatives that promote pro-

fessional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

[(15) Providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified by the end of the fourth year for which the State receives funds under this part (as amended by the No Child Left Behind Act of 2001).

[(16) Supporting activities that ensure that teachers are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement.

[(17) Funding projects and carrying out programs to encourage men to become elementary school teachers.

[(18) Establishing and operating a center that—

[(A) serves as a statewide clearinghouse for the recruitment and placement of kindergarten, elementary school, and secondary school teachers; and

[(B) establishes and carries out programs to improve teacher recruitment and retention within the State.

[(d) ADMINISTRATIVE COSTS.—A State educational agency or State agency for higher education receiving a grant under this part may use not more than 1 percent of the grant funds for planning and administration related to carrying out activities under subsection (c) and subpart 3.

[(e) COORDINATION.—A State that receives a grant to carry out this subpart and a grant under section 202 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section.

[(f) SUPPLEMENT, NOT SUPPLANT.—Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

[Subpart 2—Subgrants to Local Educational Agencies

[SEC. 2121. ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.

[(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

[(1) IN GENERAL.—The Secretary may make a grant to a State under subpart 1 only if the State educational agency agrees to distribute the funds described in this subsection as subgrants to local educational agencies under this subpart.

[(2) HOLD HARMLESS.—

[(A) IN GENERAL.—From the funds reserved by a State under section 2113(a)(1), the State educational agency shall allocate to each local educational agency in the State an amount equal to the total amount that such agency received for fiscal year 2001 under—

[(i) section 2203(1)(B) of this Act (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

[(ii) section 306 of the Department of Education Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106–554).

[(B) NONPARTICIPATING AGENCIES.—In the case of a local educational agency that did not receive any funds for fiscal year 2001 under one or both of the provisions referred to in clauses (i) and (ii) of subparagraph (A), the amount allocated to the agency under such subparagraph shall be the total amount that the agency would have received for fiscal year 2001 if the agency had elected to participate in all of the programs for which the agency was eligible under each of the provisions referred to in those clauses.

[(C) RATABLE REDUCTION.—If the funds described in subparagraph (A) are insufficient to pay the full amounts that all local educational agencies in the State are eligible to receive under subparagraph (A) for any fiscal year, the State educational agency shall ratably reduce such amounts for the fiscal year.

[(3) ALLOCATION OF ADDITIONAL FUNDS.—For any fiscal year for which the funds reserved by a State under section 2113(a)(1) exceed the total amount required to make allocations under paragraph (2), the State educational agency shall allocate to each of the eligible local educational agencies in the State the sum of—

[(A) an amount that bears the same relationship to 20 percent of the excess amount as the number of individuals age 5 through 17 in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined; and

[(B) an amount that bears the same relationship to 80 percent of the excess amount as the number of individuals age 5 through 17 from families with incomes below the poverty line in the geographic area served by the agency, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined.

[SEC. 2122. LOCAL APPLICATIONS AND NEEDS ASSESSMENT.

[(a) IN GENERAL.—To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

[(b) CONTENTS.—Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following:

[(1)(A) A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with—

[(i) challenging State academic content standards and student academic achievement standards, and State assessments; and

[(ii) the curricula and programs tied to the standards described in clause (i).

[(B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

[(2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

[(3) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that—

[(A) have the lowest proportion of highly qualified teachers;

[(B) have the largest average class size; or

[(C) are identified for school improvement under section 1116(b).

[(4) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.

[(5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.

[(6) A description of how the local educational agency will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.

[(7) A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application.

[(8) A description of the results of the needs assessment described in subsection (c).

[(9) A description of how the local educational agency will provide training to enable teachers to—

[(A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

[(B) improve student behavior in the classroom and identify early and appropriate interventions to help students described in subparagraph (A) learn;

[(C) involve parents in their child's education; and

[(D) understand and use data and assessments to improve classroom practice and student learning.

[(10) A description of how the local educational agency will use funds under this subpart to meet the requirements of section 1119.

[(11) An assurance that the local educational agency will comply with section 9501 (regarding participation by private school children and teachers).

[(c) NEEDS ASSESSMENT.—

[(1) IN GENERAL.—To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff.

[(2) REQUIREMENTS.—Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

[SEC. 2123. LOCAL USE OF FUNDS.

[(a) IN GENERAL.—A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

[(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—

[(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

[(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

[(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—

[(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—

[(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

[(ii) in schools in which there exists a shortage of highly qualified teachers;

[(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

[(C) establishing programs that—

[(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);

[(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

[(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

[(iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

[(3) Providing professional development activities—

[(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—

[(i) one or more of the core academic subjects that the teachers teach; and

[(ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

[(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

[(i) involve collaborative groups of teachers and administrators;

[(ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

[(iii) provide training in methods of—

[(I) improving student behavior in the classroom; and

[(II) identifying early and appropriate interventions to help students described in clause (ii) learn;

[(iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and

[(v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.

[(4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

[(A) teacher mentoring from exemplary teachers, principals, or superintendents;

[(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

[(C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

[(D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

[(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

[(A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;

[(B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;

[(C) tenure reform;

[(D) merit pay programs; and

[(E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

[(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

[(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

[(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

[(10) Carrying out programs and activities related to exemplary teachers.

[(b) SUPPLEMENT, NOT SUPPLANT.—Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

[Subpart 3—Subgrants to Eligible Partnerships

[SEC. 2131. DEFINITIONS.

[In this subpart:

[(1) ELIGIBLE PARTNERSHIP.—The term "eligible partnership" means an entity that—

[(A) shall include—

[(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

[(ii) a school of arts and sciences; and

[(iii) a high-need local educational agency; and

[(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization, or a business.

[(2) LOW-PERFORMING SCHOOL.—The term "low-performing school" means an elementary school or secondary school that is identified under section 1116.

[SEC. 2132. SUBGRANTS.

[(a) IN GENERAL.—The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

[(b) DISTRIBUTION.—The State agency for higher education shall ensure that—

[(1) such subgrants are equitably distributed by geographic area within a State; or

[(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

[(c) SPECIAL RULE.—No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

[SEC. 2133. APPLICATIONS.

[To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

[SEC. 2134. USE OF FUNDS.

[(a) IN GENERAL.—An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for—

[(1) professional development activities in core academic subjects to ensure that—

[(A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and

[(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

[(2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that—

[(A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;

[(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and

[(C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

[(b) COORDINATION.—An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

[Subpart 4—Accountability

[SEC. 2141. TECHNICAL ASSISTANCE AND ACCOUNTABILITY.

[(a) IMPROVEMENT PLAN.—After the second year of the plan described in section 1119(a)(2), if a State educational agency determines, based on the reports described in section 1119(b)(1), that a local educational agency in the State has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), for 2 consecutive years, such local educational agency shall develop an improvement plan that will enable the agency to meet such annual measurable objectives and that specifically addresses issues that prevented the agency from meeting such annual measurable objectives.

[(b) TECHNICAL ASSISTANCE.—During the development of the improvement plan described in subsection (a) and throughout implementation of the plan, the State educational agency shall—

[(1) provide technical assistance to the local educational agency; and

[(2) provide technical assistance, if applicable, to schools served by the local educational agency that need assistance to enable the local educational agency to meet the annual measurable objectives described in section 1119(a)(2).

[(c) ACCOUNTABILITY.—After the third year of the plan described in section 1119(a)(2), if the State educational agency determines, based on the reports described in section 1119(b)(1), that the local educational agency has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), and has failed to make adequate yearly progress as described under section 1111(b)(2)(B), for 3 consecutive years, the State educational agency shall enter into an agreement with such local educational agency on the use of that agency's funds under this part. As part of this agreement, the State educational agency—

[(1) shall develop, in conjunction with the local educational agency, teachers, and principals, professional development strategies and activities, based on scientifically based research, that the local educational agency will use to meet the annual measurable objectives described in section 1119(a)(2) and require such agency to utilize such strategies and activities; and

[(2)(A) except as provided in subparagraphs (B) and (C), shall prohibit the use of funds received under part A of title I to fund any paraprofessional hired after the date such determination is made;

[(B) shall allow the use of such funds to fund a paraprofessional hired after that date if the local educational agency can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under title I and such new paraprofessional satisfies the requirements of section 1119(c); and

[(C) may allow the use of such funds to fund a paraprofessional hired after that date if the local educational agency can demonstrate—

[(i) that a significant influx of population has substantially increased student enrollment; or

[(ii) that there is an increased need for translators or assistance with parental involvement activities.

[(d) SPECIAL RULE.—During the development of the strategies and activities described in subsection (c)(1), the State educational agency shall, in conjunction with the local educational agency, provide from funds allocated to such local educational agency under subpart 2 directly to one or more schools served by such local educational agency, to enable teachers at the schools to choose, with continuing consultation with the principal involved, professional development activities that—

[(1) meet the requirements for professional development activities described in section 9101; and

[(2) are coordinated with other reform efforts at the schools.

[Subpart 5—National Activities

[SEC. 2151. NATIONAL ACTIVITIES OF DEMONSTRATED EFFECTIVENESS.

[(a) NATIONAL TEACHER RECRUITMENT CAMPAIGN.—The Secretary is authorized to establish and carry out a national teacher

recruitment campaign, which may include activities carried out through the National Teacher Recruitment Clearinghouse, to assist high-need local educational agencies in recruiting teachers (particularly those activities that are effective in retaining new teachers) and training teachers and to conduct a national public service campaign concerning the resources for, and the routes to, entering the field of teaching. In carrying out the campaign, the Secretary may promote and link the activities of the campaign to the information and referral activities of the National Teacher Recruitment Clearinghouse. The Secretary shall coordinate activities under this subsection with State and regional recruitment activities.

[(b) SCHOOL LEADERSHIP.—

[(1) IN GENERAL.—The Secretary is authorized to establish and carry out a national principal recruitment program to assist high-need local educational agencies in recruiting and training principals (including assistant principals) through such activities as—

[(A) providing financial incentives to aspiring new principals;

[(B) providing stipends to principals who mentor new principals;

[(C) carrying out professional development programs in instructional leadership and management; and

[(D) providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals.

[(2) GRANTS.—If the Secretary uses sums made available under section 2103(b) to carry out paragraph (1), the Secretary shall carry out such paragraph by making grants, on a competitive basis, to—

[(A) high-need local educational agencies;

[(B) consortia of high-need local educational agencies; and

[(C) partnerships of high-need local educational agencies, nonprofit organizations, and institutions of higher education.

[(c) ADVANCED CERTIFICATION OR ADVANCED CREDENTIALING.—

[(1) IN GENERAL.—The Secretary is authorized to support activities to encourage and support teachers seeking advanced certification or advanced credentialing through high quality professional teacher enhancement programs designed to improve teaching and learning.

[(2) IMPLEMENTATION.—In carrying out paragraph (1), the Secretary shall make grants to eligible entities to—

[(A) develop teacher standards that include measures tied to increased student academic achievement; and

[(B) promote outreach, teacher recruitment, teacher subsidy, or teacher support programs, related to teacher certification or credentialing by the National Board for Professional Teaching Standards, the National Council on Teacher Quality, or other nationally recognized certification or credentialing organizations.

[(3) ELIGIBLE ENTITIES.—In this subsection, the term "eligible entity" includes—

[(A) a State educational agency;

[(B) a local educational agency;

[(C) the National Board for Professional Teaching Standards, in partnership with a high-need local educational agency or a State educational agency;

[(D) the National Council on Teacher Quality, in partnership with a high-need local educational agency or a State educational agency; or

[(E) another recognized entity, including another recognized certification or credentialing organization, in partnership with a high-need local educational agency or a State educational agency.

[(d) SPECIAL EDUCATION TEACHER TRAINING.—The Secretary is authorized to award a grant to the University of Northern Colorado to enable such university to provide, to other institutions of higher education, assistance in training special education teachers.

[(e) EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT.—

[(1) PURPOSE.—The purpose of this subsection is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent young children from encountering difficulties once the children enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

[(2) PROGRAM AUTHORIZED.—

[(A) GRANTS TO PARTNERSHIPS.—The Secretary is authorized to carry out the purpose of this subsection by awarding grants, on a competitive basis, to partnerships consisting of—

[(i)(I) one or more institutions of higher education that provide professional development for early childhood educators who work with children from low-income families in high-need communities; or

[(II) another public or private entity that provides such professional development;

[(ii) one or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), Head Start agencies, or private organizations; and

[(iii) to the extent feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse.

[(B) DURATION AND NUMBER OF GRANTS.—

[(i) DURATION.—The Secretary shall award grants under this subsection for periods of not more than 4 years.

[(ii) NUMBER.—No partnership may receive more than one grant under this subsection.

[(3) APPLICATIONS.—

[(A) APPLICATIONS REQUIRED.—Any partnership that desires to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(B) CONTENTS.—Each such application shall include—

[(i) a description of the high-need community to be served by the project proposed to be carried out through the grant, including such demographic and socioeconomic information as the Secretary may request;

[(ii) information on the quality of the early childhood educator professional development program currently conducted (as of the date of the submission of the application) by the institution of higher education or another provider in the partnership;

[(iii) the results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, and a description of how the proposed project will address those needs;

[(iv) a description of how the proposed project will be carried out, including a description of—

[(I) how individuals will be selected to participate;

[(II) the types of professional development activities, based on scientifically based research, that will be carried out;

[(III) how research on effective professional development and on adult learning will be used to design and deliver project activities;

[(IV) how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;

[(V) how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains;

[(VI) how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs; and

[(VII) how the project will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

[(v) a description of—

[(I) the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure

progress toward attainment of those objectives; and

[(II) how the objectives and the measurement methods align with the achievement indicators established by the Secretary under paragraph (6)(A);

[(vi) a description of the partnership's plan for continuing the activities carried out under the project after Federal funding ceases;

[(vii) an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff; and

[(viii) an assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and will consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.

[(4) SELECTION OF GRANT RECIPIENTS.—

[(A) CRITERIA.—The Secretary shall select partnerships to receive grants under this subsection on the basis of the degree to which the communities proposed to be served require assistance and the quality of the applications submitted under paragraph (3).

[(B) GEOGRAPHIC DISTRIBUTION.—In selecting partnerships to receive grants under this subsection, the Secretary shall seek to ensure that communities in different regions of the Nation, as well as both urban and rural communities, are served.

[(5) USES OF FUNDS.—

[(A) IN GENERAL.—Each partnership receiving a grant under this subsection shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families.

[(B) ALLOWABLE ACTIVITIES.—Such activities may include—

[(i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

[(ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and child development and learning domains;

[(iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

[(iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

[(v) activities that assist and support early childhood educators during their first 3 years in the field;

[(vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

[(vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and

[(viii) data collection, evaluation, and reporting needed to meet the requirements of paragraph (6) relating to accountability.

[(6) ACCOUNTABILITY.—

[(A) ACHIEVEMENT INDICATORS.—On the date on which the Secretary first issues a notice soliciting applications for grants under this subsection, the Secretary shall announce achievement indicators for this subsection, which shall be designed—

[(i) to measure the quality and accessibility of the professional development provided;

[(ii) to measure the impact of that professional development on the early childhood education provided by the individuals who receive the professional development; and

[(iii) to provide such other measures of program impact as the Secretary determines to be appropriate.

[(B) ANNUAL REPORTS; TERMINATION.—

[(i) ANNUAL REPORTS.—Each partnership receiving a grant under this subsection shall report annually to the Secretary on the partnership's progress toward attaining the achievement indicators.

[(ii) TERMINATION.—The Secretary may terminate a grant under this subsection at any time if the Secretary determines that the partnership receiving the grant is not making satisfactory progress toward attaining the achievement indicators.

[(7) COST-SHARING.—

[(A) IN GENERAL.—Each partnership carrying out a project through a grant awarded under this subsection shall provide, from sources other than the program carried out under this subsection, which may include Federal sources—

[(i) at least 50 percent of the total cost of the project for the grant period; and

[(ii) at least 20 percent of the project cost for each year.

[(B) ACCEPTABLE CONTRIBUTIONS.—A partnership may meet the requirements of subparagraph (A) by providing contributions in cash or in kind, fairly evaluated, including plant, equipment, and services.

[(C) WAIVERS.—The Secretary may waive or modify the requirements of subparagraph (A) for partnerships in cases of demonstrated financial hardship.

[(8) FEDERAL COORDINATION.—The Secretary and the Secretary of Health and Human Services shall coordinate activities carried out through programs under this subsection with activities carried out through other early childhood programs administered by the Secretary or the Secretary of Health and Human Services.

[(9) DEFINITIONS.—In this subsection:

[(A) EARLY CHILDHOOD EDUCATOR.—The term "early childhood educator" means a person providing, or employed by a provider of, nonresidential child care services (including center-based, family-based, and in-home child care services) that is legally operating under State law, and that complies with applicable State and local requirements for the provision of child care services to children at any age from birth through the age at which a child may start kindergarten in that State.

[(B) HIGH-NEED COMMUNITY.—

[(i) IN GENERAL.—The term "high-need community" means—

[(I) a political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

[(II) a political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of such children.

[(ii) DETERMINATION.—In determining which communities are described in clause (i), the Secretary shall use such data as the Secretary determines are most accurate and appropriate.

[(C) LOW-INCOME FAMILY.—The term "low-income family" means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available.

[(f) TEACHER MOBILITY.—

[(1) ESTABLISHMENT.—The Secretary is authorized to establish a panel to be known as the National Panel on Teacher Mobility (referred to in this subsection as the "panel").

[(2) MEMBERSHIP.—The panel shall be composed of 12 members appointed by the Secretary. The Secretary shall appoint the members from among practitioners and experts with experience relating to teacher mobility, such as teachers, members of teacher certification or licensing bodies, faculty of institutions of higher education that prepare teachers, and State policymakers with such experience.

[(3) PERIOD OF APPOINTMENT; VACANCIES.—Members shall be appointed for the life of the panel. Any vacancy in the panel shall not affect the powers of the panel, but shall be filled in the same manner as the original appointment.

[(4) DUTIES.—

[(A) STUDY.—

[(i) IN GENERAL.—The panel shall study strategies for increasing mobility and employment opportunities for highly qualified teachers, especially for States with teacher shortages and States with school districts or schools that are difficult to staff.

[(ii) DATA AND ANALYSIS.—As part of the study, the panel shall evaluate the desirability and feasibility of State initiatives that support teacher mobility by collecting data and conducting effective analysis concerning—

[(I) teacher supply and demand;

[(II) the development of recruitment and hiring strategies that support teachers; and

[(III) increasing reciprocity of certification and licensing across States.

[(B) REPORT.—Not later than 1 year after the date on which all members of the panel have been appointed, the panel shall submit to the Secretary and to the appropriate committees of Congress a report containing the results of the study.

[(5) POWERS.—

[(A) HEARINGS.—The panel may hold such hearings, sit and act at such times and places, take such testimony, and receive such evidence as the panel considers advisable to carry out the objectives of this subsection.

[(B) INFORMATION FROM FEDERAL AGENCIES.—The panel may secure directly from any Federal department or agency such information as the panel considers necessary to carry out the provisions of this subsection. Upon request of a majority of the members of the panel, the head of such department or agency shall furnish such information to the panel.

[(C) POSTAL SERVICES.—The panel may use the United States mails in the same manner and under the same conditions as other departments and agencies of the Federal Government.

[(6) PERSONNEL.—

[(A) TRAVEL EXPENSES.—The members of the panel shall not receive compensation for the performance of services for the panel, but shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57 of title 5, United States Code, while away from their homes or regular places of business in the performance of services for the panel. Notwithstanding section 1342 of title 31, United States Code, the Secretary may accept the voluntary and uncompensated services of members of the panel.

[(B) DETAIL OF GOVERNMENT EMPLOYEES.—Any Federal Government employee may be detailed to the panel without reimbursement, and such detail shall be without interruption or loss of civil service status or privilege.

[(7) PERMANENT COMMITTEE.—Section 14 of the Federal Advisory Committee Act (5 U.S.C. App.) shall not apply to the panel.

[PART B—MATHEMATICS AND SCIENCE PARTNERSHIPS

[SEC. 2201. PURPOSE; DEFINITIONS.

[(a) PURPOSE.—The purpose of this part is to improve the academic achievement of students in the areas of mathematics and science by encouraging State educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that—

[(1) improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;

[(2) focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;

[(3) bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;

[(4) develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and

[(5) improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

[(b) DEFINITIONS.—In this part:

[(1) ELIGIBLE PARTNERSHIP.—The term "eligible partnership" means a partnership that—

[(A) shall include—

[(i) if grants are awarded under section 2202(a)(1), a State educational agency;

[(ii) an engineering, mathematics, or science department of an institution of higher education; and

[(iii) a high-need local educational agency; and

[(B) may include—

[(i) another engineering, mathematics, science, or teacher training department of an institution of higher education;

[(ii) additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;

[(iii) a business; or

[(iv) a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

[(2) SUMMER WORKSHOP OR INSTITUTE.—The term "summer workshop or institute" means a workshop or institute, conducted during the summer, that—

[(A) is conducted for a period of not less than 2 weeks;

[(B) includes, as a component, a program that provides direct interaction between students and faculty; and

[(C) provides for followup training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except that—

[(i) if the workshop or institute is conducted during a 2-week period, the followup training shall be conducted for a period of not less than 4 days; and

[(ii) if the followup training is for teachers in rural school districts, the followup training may be conducted through distance learning.

[SEC. 2202. GRANTS FOR MATHEMATICS AND SCIENCE PARTNERSHIPS.

[(a) GRANTS AUTHORIZED.—

[(1) GRANTS TO PARTNERSHIPS.—For any fiscal year for which the funds appropriated under section 2203 are less than $100,000,000, the Secretary is authorized to award grants, on a competitive basis, to eligible partnerships to carry out the authorized activities described in subsection (c).

[(2) GRANTS TO STATE EDUCATIONAL AGENCIES.—

[(A) IN GENERAL.—For any fiscal year for which the funds appropriated under section 2203 equal or exceed $100,000,000—

[(i) if an eligible partnership in the State was previously awarded a grant under paragraph (1), and the grant period has not ended, the Secretary shall reserve funds in a sufficient amount to make payments to the partnership in accordance with the terms of the grant; and

[(ii) the Secretary is authorized to award grants to State educational agencies to enable such agencies to award subgrants, on a competitive basis, to eligible partnerships to carry out the authorized activities described in subsection (c).

[(B) ALLOTMENT.—The Secretary shall allot the amount made available under this part for a fiscal year and not reserved under subparagraph (A)(i) among the State educational agencies in proportion to the number of children, aged 5 to 17, who are from families with incomes below the poverty line and reside in a State for the most recent fiscal year for which satisfactory data are available, as compared to the number of such children who reside in all such States for such year.

[(C) MINIMUM ALLOTMENT.—The amount of any State educational agency's allotment under subparagraph (B) for any fiscal year may not be less than one-half of 1 percent

of the amount made available under this part for such year.

[(3) DURATION.—The Secretary shall award grants under this part for a period of 3 years.

[(4) SUPPLEMENT, NOT SUPPLANT.—Funds received under this part shall be used to supplement, and not supplant, funds that would otherwise be used for activities authorized under this part.

[(b) APPLICATION REQUIREMENTS.—

[(1) IN GENERAL.—Each eligible partnership desiring a grant or subgrant under this part shall submit an application—

[(A) in the case of grants awarded pursuant to subsection (a)(1), to the Secretary, at such time, in such manner, and accompanied by such information as the Secretary may require; or

[(B) in the case of subgrants awarded pursuant to subsection (a)(2), to the State educational agency, at such time, in such manner, and accompanied by such information as the State educational agency may require.

[(2) CONTENTS.—Each application submitted pursuant to paragraph (1) shall include—

[(A) the results of a comprehensive assessment of the teacher quality and professional development needs of any schools, local educational agencies, and State educational agencies that comprise the eligible partnership with respect to the teaching and learning of mathematics and science;

[(B) a description of how the activities to be carried out by the eligible partnership will be aligned with challenging State academic content and student academic achievement standards in mathematics and science and with other educational reform activities that promote student academic achievement in mathematics and science;

[(C) a description of how the activities to be carried out by the eligible partnership will be based on a review of scientifically based research, and an explanation of how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction;

[(D) a description of—

[(i) how the eligible partnership will carry out the authorized activities described in subsection (c); and

[(ii) the eligible partnership's evaluation and accountability plan described in subsection (e); and

[(E) a description of how the eligible partnership will continue the activities funded under this part after the original grant or subgrant period has expired.

[(c) AUTHORIZED ACTIVITIES.—An eligible partnership shall use funds provided under this part for one or more of the following activities related to elementary schools or secondary schools:

[(1) Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of such teachers.

[(2) Promoting strong teaching skills for mathematics and science teachers and teacher educators, including integrating

reliable scientifically based research teaching methods and technology-based teaching methods into the curriculum.

[(3) Establishing and operating mathematics and science summer workshops or institutes, including followup training, for elementary school and secondary school mathematics and science teachers that—

[(A) shall—

[(i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;

[(ii) enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and science and to select appropriate curricula; and

[(iii) train teachers to use curricula that are—

[(I) based on scientific research;

[(II) aligned with challenging State academic content standards; and

[(III) object-centered, experiment-oriented, and concept- and content-based; and

[(B) may include—

[(i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;

[(ii) instruction in the use of data and assessments to inform and instruct classroom practice; and

[(iii) professional development activities, including supplemental and followup activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.

[(4) Recruiting mathematics, engineering, and science majors to teaching through the use of—

[(A) signing and performance incentives that are linked to activities proven effective in retaining teachers, for individuals with demonstrated professional experience in mathematics, engineering, or science;

[(B) stipends provided to mathematics and science teachers for certification through alternative routes;

[(C) scholarships for teachers to pursue advanced course work in mathematics, engineering, or science; and

[(D) other programs that the State educational agency determines to be effective in recruiting and retaining individuals with strong mathematics, engineering, or science backgrounds.

[(5) Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and science.

[(6) Establishing distance learning programs for mathematics and science teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.

[(7) Designing programs to prepare a mathematics or science teacher at a school to provide professional development to

other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.

[(8) Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and mathematics.

[(9) Designing programs to identify and develop exemplary mathematics and science teachers in the kindergarten through grade 8 classrooms.

[(10) Training mathematics and science teachers and developing programs to encourage young women and other underrepresented individuals in mathematics and science careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.

[(d) COORDINATION AND CONSULTATION.—

[(1) PARTNERSHIP GRANTS.—An eligible partnership receiving a grant under section 203 of the Higher Education Act of 1965 shall coordinate the use of such funds with any related activities carried out by such partnership with funds made available under this part.

[(2) NATIONAL SCIENCE FOUNDATION.—In carrying out the activities authorized by this part, the Secretary shall consult and coordinate with the Director of the National Science Foundation, particularly with respect to the appropriate roles for the Department and the Foundation in the conduct of summer workshops, institutes, or partnerships to improve mathematics and science teaching in elementary schools and secondary schools.

[(e) EVALUATION AND ACCOUNTABILITY PLAN.—

[(1) IN GENERAL.—Each eligible partnership receiving a grant or subgrant under this part shall develop an evaluation and accountability plan for activities assisted under this part that includes rigorous objectives that measure the impact of activities funded under this part.

[(2) CONTENTS.—The plan developed pursuant to paragraph (1)—

[(A) shall include measurable objectives to increase the number of mathematics and science teachers who participate in content-based professional development activities;

[(B) shall include measurable objectives for improved student academic achievement on State mathematics and science assessments or, where applicable, an International Mathematics and Science Study assessment; and

[(C) may include objectives and measures for—

[(i) increased participation by students in advanced courses in mathematics and science;

[(ii) increased percentages of elementary school teachers with academic majors or minors, or group majors or minors, in mathematics, engineering, or the sciences; and

[(iii) increased percentages of secondary school classes in mathematics and science taught by teachers with academic majors in mathematics, engineering, and science.

[(f) REPORT.—Each eligible partnership receiving a grant or subgrant under this part shall report annually to the Secretary regarding the eligible partnership's progress in meeting the objectives described in the accountability plan of the partnership under subsection (e).

[SEC. 2203. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this part $450,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.]

PART A—SUPPORTING EFFECTIVE INSTRUCTION

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies and subgrants to local educational agencies to—

(1) increase student achievement consistent with State academic standards under section 1111(b)(1);

(2) improve teacher and school leader effectiveness in classrooms and schools, respectively;

(3) provide evidence-based, job-embedded, continuous professional development; and

(4) develop and implement teacher evaluation systems that use, in part, student achievement data to determine teacher effectiveness.

Subpart 1—Grants to States

SEC. 2111. ALLOTMENTS TO STATES.

(a) IN GENERAL.—Of the amounts appropriated under section 3(b), the Secretary shall reserve 75 percent to make grants to States with applications approved under section 2112 to pay for the Federal share of the cost of carrying out the activities specified in section 2113. Each grant shall consist of the allotment determined for a State under subsection (b).

(b) DETERMINATION OF ALLOTMENTS.—

(1) RESERVATION OF FUNDS.—Of the amount reserved under subsection (a) for a fiscal year, the Secretary shall reserve—

(A) not more than 1 percent to carry out national activities under section 2132;

(B) one-half of 1 percent for allotments to outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this part; and

(C) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Education.

(2) STATE ALLOTMENTS.—

(A) IN GENERAL.—Subject to subparagraph (B), from the funds reserved under subsection (a) for any fiscal year and

not reserved under paragraph (1), the Secretary shall allot to each State the sum of—

(i) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

(ii) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

(B) SMALL STATE MINIMUM.—No State receiving an allotment under subparagraph (A) may receive less than one-half of 1 percent of the total amount of funds allotted under such subparagraph for a fiscal year.

(c) ALTERNATE DISTRIBUTION OF FUNDS.—

(1) IN GENERAL.—Subject to paragraphs (2) through (5), if a State does not apply to the Secretary for an allotment under this section, a local educational agency located in such State may apply to the Secretary for a portion of the funds that would have been allotted to the State had such State applied for an allotment under this section to carry out the activities under this part.

(2) APPLICATION.—In order to receive an allotment under paragraph (1), a local educational agency shall submit to the Secretary an application at such time, in such manner, and containing the information described in section 2122.

(3) USE OF FUNDS.—A local educational agency receiving an allotment under paragraph (1)—

(A) shall use such funds to carry out the activities described in section 2123(1); and

(B) may use such funds to carry out the activities described in section 2123(2).

(4) REPORTING REQUIREMENTS.—A local educational agency receiving an allotment under paragraph (1) shall carry out the reporting requirements described in section 2131(a), except that annual reports shall be submitted to the Secretary and not a State educational agency.

(5) AMOUNT OF ALLOTMENT.—An allotment made to a local educational agency under paragraph (1) for a fiscal year shall be equal to the amount of subgrant funds that the local educational agency would have received under subpart 2 had such agency applied for a subgrant under such subpart for such fiscal year.

(d) REALLOTMENT.—If a State does not apply for an allotment under this section for any fiscal year or only a portion of the State's allotment is allotted under subsection (c), the Secretary shall reallot the State's entire allotment or the remaining portion of its allotment, as the case may be, to the remaining States in accordance with subsection (b).

SEC. 2112. STATE APPLICATION.

(a) IN GENERAL.—For a State to be eligible to receive a grant under this subpart, the State educational agency shall submit an application to the Secretary at such time and in such a manner as the Secretary may reasonably require, which shall include the following:

(1) A description of how the State educational agency will meet the requirements of this subpart.

(2) A description of how the State educational agency will use a grant received under section 2111, including the grant funds the State will reserve for State-level activities under section 2113(a)(2).

(3) A description of how the State educational agency will facilitate the sharing of evidence-based and other effective strategies among local educational agencies.

(4) A description of how, and under what timeline, the State educational agency will allocate subgrants under subpart 2 to local educational agencies.

(5) In the case of a State educational agency that is not developing or implementing a statewide teacher evaluation system, a description of how the State educational agency will ensure that each local educational agency in the State receiving a subgrant under subpart 2 will implement a teacher evaluation system that meets the requirements of clauses (i) through (v) of section 2123(1)(A).

(6) In the case of a State educational agency that is developing or implementing a statewide teacher evaluation system—

(A) a description of how the State educational agency will work with local educational agencies in the State to implement the statewide teacher evaluation system within 3 years of the date of enactment of the Student Success Act; and

(B) an assurance that the statewide teacher evaluation system complies with clauses (i) through (v) of section 2123(1)(A).

(7) An assurance that the State educational agency will comply with section 5501 (regarding participation by private school children and teachers).

(b) DEEMED APPROVAL.—An application submitted by a State educational agency under subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this subpart.

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

(d) NOTIFICATION.—If the Secretary finds that an application is not in compliance, in whole or in part, with this subpart, the Secretary shall—

(1) give the State educational agency notice and an opportunity for a hearing; and

(2) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the non-compliant provisions, needed to make the application compliant.

(e) RESPONSE.—If a State educational agency responds to a notification from the Secretary under subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(2) the expiration of the 120-day period described in subsection (b).

(f) FAILURE TO RESPOND.—If a State educational agency does not respond to a notification from the Secretary under subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

SEC. 2113. STATE USE OF FUNDS.

(a) IN GENERAL.—A State educational agency that receives a grant under section 2111 shall—

(1) reserve 95 percent of the grant funds to make subgrants to local educational agencies under subpart 2; and

(2) use the remainder of the funds, after reserving funds under paragraph (1), for the State activities described in subsection (b), except that the State may reserve not more than 1 percent of the grant funds for planning and administration related to carrying out activities described in subsection (b).

(b) STATE-LEVEL ACTIVITIES.—A State educational agency that receives a grant under section 2111—

(1) shall use the amount described in subsection (a)(2) to—

(A) provide training and technical assistance to local educational agencies on—

(i) in the case of a State educational agency not implementing a statewide teacher evaluation system—

(I) the development and implementation of a teacher evaluation system that meets the requirements of clauses (i) through (v) of section 2123(1)(A); and

(II) training school leaders in using such evaluation system; or

(ii) in the case of a State educational agency implementing a statewide teacher evaluation system, implementing such evaluation system; and

(B) fulfill the State educational agency's responsibilities with respect to the proper and efficient administration of the subgrant program carried out under this part; and

(2) may use the amount described in subsection (a)(2) to—

(A) disseminate and share evidence-based and other effective practices, including practices consistent with the principles of effectiveness described in section 2222(b), related to teacher and school leader effectiveness and professional development;

(B) provide professional development for teachers and school leaders in the State consistent with section 2123(2)(D); and

(C) provide training and technical assistance to local educational agencies on—

(i) in the case of a State educational agency not implementing a statewide school leader evaluation system, the development and implementation of a school leader evaluation system; and

(ii) in the case of a State educational agency implementing a statewide school leader evaluation system, implementing such evaluation system.

Subpart 2—Subgrants to Local Educational Agencies

SEC. 2121. ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.

(a) IN GENERAL.—Each State receiving a grant under section 2111 shall use the funds reserved under section 2113(a)(1) to award subgrants to local educational agencies under this section.

(b) ALLOCATION OF FUNDS.—From the funds reserved by a State under section 2113(a)(1), the State educational agency shall allocate to each local educational agency in the State the sum of—

(1) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 in the geographic area served by the local educational agency, as determined by the State on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined; and

(2) an amount that bears the same relationship to 50 percent of the funds as the number of individuals age 5 through 17 from families with incomes below the poverty line in the geographic area served by the local educational agency, as determined by the State on the basis of the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined.

SEC. 2122. LOCAL APPLICATIONS.

To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency involved at such time, in such a manner, and containing such information as the State educational agency may reasonably require that, at a minimum, shall include the following:

(1) A description of—

(A) how the local educational agency will meet the requirements of this subpart;

(B) how the activities to be carried out by the local educational agency under this subpart will be evidence-based, improve student academic achievement, and improve teacher and school leader effectiveness;

(C) in the case of a local educational agency not in a State with a statewide teacher evaluation system, the teacher evaluation system that will be developed and imple-

mented under section 2123(1) and how such system will meet the requirements described in clauses (i) through (v) of section 2123(1)(A);

(D) how, in developing and implementing such a teacher evaluation system, the local educational agency will work with parents, teachers, school leaders, and other staff of the schools served by the local educational agency; and

(E) how the local educational agency will develop and implement such a teacher evaluation system within 3 years of the date of enactment of the Student Success Act.

(2) In the case of a local educational agency in a State with a statewide teacher evaluation system, a description of how the local educational agency will work with the State educational agency to implement the statewide teacher evaluation system within 3 years of the date of enactment of the Student Success Act.

(3) An assurance that the local educational agency will comply with section 5501 (regarding participation by private school children and teachers).

SEC. 2123. LOCAL USE OF FUNDS.

A local educational agency receiving a subgrant under this subpart—

(1) shall use such funds—

(A) to develop and implement a teacher evaluation system that—

(i) uses student achievement data derived from a variety of sources as a significant factor in determining a teacher's evaluation, with the weight given to such data defined by the local educational agency;

(ii) uses multiple measures of evaluation for evaluating teachers;

(iii) has more than 2 categories for rating the performance of teachers;

(iv) shall be used to make personnel decisions, as determined by the local educational agency; and

(v) is based on input from parents, school leaders, teachers, and other staff of schools served by the local educational agency; or

(B) in the case of a local educational agency located in a State implementing a statewide teacher evaluation system, to implement such evaluation system; and

(2) may use such funds for—

(A) the training of school leaders or other individuals for the purpose of evaluating teachers under a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), as appropriate;

(B) in the case of a local educational agency located in a State implementing a statewide school leader evaluation system, to implement such evaluation system;

(C) in the case of a local educational agency located in a State not implementing a statewide school leader evaluation system, the development and implementation of a school leader evaluation system;

(D) professional development for teachers and school leaders that is evidence-based, job-embedded, and continuous, such as—

(i) subject-based professional development for teachers;

(ii) professional development aligned with the State's academic standards;

(iii) professional development to assist teachers in meeting the needs of students with different learning styles, particularly students with disabilities, English learners, and gifted and talented students;

(iv) professional development for teachers identified as in need of additional support through data provided by a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), as appropriate;

(v) professional development based on the current science of learning, which includes research on positive brain change and cognitive skill development;

(vi) professional development for school leaders, including evidence-based mentorship programs for such leaders;

(vii) professional development on integrated, interdisciplinary, and project-based teaching strategies, including for career and technical education teachers; or

(viii) professional development on teaching dual credit and dual enrollment postsecondary-level courses to secondary school students;

(E) partnering with a public or private organization or a consortium of such organizations to develop and implement a teacher evaluation system described in subparagraph (A) or (B) of paragraph (1), or to administer professional development, as appropriate;

(F) any activities authorized under section 2222(a); or

(G) class size reduction, except that the local educational agency may use not more than 10 percent of such funds for this purpose.

Subpart 3—General Provisions

SEC. 2131. REPORTING REQUIREMENTS.

(a) LOCAL EDUCATIONAL AGENCIES.—Each local educational agency receiving a subgrant under subpart 2 shall submit to the State educational agency involved, on an annual basis until the last year in which the local educational agency receives such subgrant funds, a report on—

(1) how the local educational agency is meeting the purposes of this part described in section 2101;

(2) how the local educational agency is using such subgrant funds;

(3) the number and percentage of teachers in each category established under clause (iii) of section 2123(1)(A), except that such report shall not reveal personally identifiable information about an individual teacher; and

(4) any such other information as the State educational agency may require.

(b) STATE EDUCATIONAL AGENCIES.—Each State educational agency receiving a grant under subpart 1 shall submit to the Secretary a report, on an annual basis until the last year in which the State educational agency receives such grant funds, on—

(1) how the State educational agency is meeting the purposes of this part described in section 2101; and

(2) how the State educational agency is using such grant funds.

SEC. 2132. NATIONAL ACTIVITIES.

From the funds reserved by the Secretary under section 2111(b)(1)(A), the Secretary shall, directly or through grants and contracts—

(1) provide technical assistance to States and local educational agencies in carrying out activities under this part; and

(2) acting through the Institute of Education Sciences, conduct national evaluations of activities carried out by State educational agencies and local educational agencies under this part.

SEC. 2133. STATE DEFINED.

In this part, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

PART B—TEACHER AND SCHOOL LEADER FLEXIBLE GRANT

SEC. 2201. PURPOSE.

The purpose of this part is to improve student academic achievement by—

(1) supporting all State educational agencies, local educational agencies, schools, teachers, and school leaders to pursue innovative and evidence-based practices to help all students meet the State's academic standards; and

(2) increasing the number of teachers and school leaders who are effective in increasing student academic achievement.

Subpart 1—Formula Grants to States

SEC. 2211. STATE ALLOTMENTS.

(a) RESERVATIONS.—From the amount appropriated under section 3(b) for any fiscal year, the Secretary—

(1) shall reserve 25 percent to award grants to States under this subpart; and

(2) of the amount reserved under paragraph (1), shall reserve—

(A) not more than 1 percent for national activities described in section 2233;

(B) one-half of 1 percent for allotments to outlying areas on the basis of their relative need, as determined by the Secretary, in accordance with the purpose of this part; and

(C) one-half of 1 percent for the Secretary of the Interior for programs under this part in schools operated or funded by the Bureau of Indian Education.

(b) STATE ALLOTMENTS.—

(1) IN GENERAL.—From the total amount reserved under subsection (a)(1) for each fiscal year and not reserved under subparagraphs (A) through (C) of subsection (a)(2), the Secretary shall allot, and make available in accordance with this section, to each State an amount that bears the same ratio to such sums as the school-age population of the State bears to the school-age population of all States.

(2) SMALL STATE MINIMUM.—No State receiving an allotment under paragraph (1) may receive less than one-half of 1 percent of the total amount allotted under such paragraph.

(3) REALLOTMENT.—If a State does not receive an allotment under this subpart for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE APPLICATION.—In order to receive an allotment under this section for any fiscal year, a State shall submit an application to the Secretary, at such time and in such manner as the Secretary may reasonably require. Such application shall—

(1) designate the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

(2) describe how the State educational agency will use funds received under this section for State level activities described in subsection (d)(3);

(3) describe the procedures and criteria the State educational agency will use for reviewing applications and awarding subgrants in a timely manner to eligible entities under section 2221 on a competitive basis;

(4) describe how the State educational agency will ensure that subgrants made under section 2221 are of sufficient size and scope to support effective programs that will help increase academic achievement in the classroom and are consistent with the purposes of this part;

(5) describe the steps the State educational agency will take to ensure that eligible entities use subgrants received under section 2221 to carry out programs that implement effective strategies, including by providing ongoing technical assistance and training, and disseminating evidence-based and other effective strategies to such eligible entities;

(6) describe how programs under this part will be coordinated with other programs under this Act; and

(7) include an assurance that, other than providing technical and advisory assistance and monitoring compliance with this part, the State educational agency has not exercised, and will not exercise, any influence in the decision-making processes of eligible entities as to the expenditure of funds made pursuant to an application submitted under section 2221(b).

(d) STATE USE OF FUNDS.—

(1) IN GENERAL.—Each State that receives an allotment under this section shall reserve not less than 92 percent of the amount allotted to such State under subsection (b), for each fiscal year, for subgrants to eligible entities under subpart 2.

(2) STATE ADMINISTRATION.—A State educational agency may reserve not more than 1 percent of the amount made available to the State under subsection (b) for the administrative costs of

carrying out such State educational agency's responsibilities under this subpart.

(3) STATE-LEVEL ACTIVITIES.—

(A) INNOVATIVE TEACHER AND SCHOOL LEADER ACTIVITIES.—A State educational agency shall reserve not more than 4 percent of the amount made available to the State under subsection (b) to carry out, solely, or in partnership with State agencies of higher education, 1 or more of the following activities:

(i) Reforming teacher and school leader certification, recertification, licensing, and tenure systems to ensure that such systems are rigorous and that—

(I) each teacher has the subject matter knowledge and teaching skills necessary to help students meet the State's academic standards; and

(II) school leaders have the instructional leadership skills to help teachers instruct and students learn.

(ii) Improving the quality of teacher preparation programs within the State, including through the use of appropriate student achievement data and other factors to evaluate the quality of teacher preparation programs within the State.

(iii) Carrying out programs that establish, expand, or improve alternative routes for State certification or licensure of teachers and school leaders, including such programs for—

(I) mid-career professionals from other occupations, including science, technology, engineering, and math fields;

(II) former military personnel; and

(III) recent graduates of an institution of higher education, with a record of academic distinction, who demonstrate the potential to become effective teachers or school leaders.

(iv) Developing, or assisting eligible entities in developing—

(I) performance-based pay systems for teachers and school leaders;

(II) strategies that provide differential, incentive, or bonus pay for teachers and school leaders; or

(III) teacher and school leader advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation.

(v) Developing, or assisting eligible entities in developing, new, evidence-based teacher and school leader induction and mentoring programs that are designed to—

(I) improve instruction and student academic achievement; and

(II) increase the retention of effective teachers and school leaders.

(vi) Providing professional development for teachers and school leaders that is focused on improving teach-

ing and student academic achievement, including for students with different learning styles, particularly students with disabilities, English learners, gifted and talented students, and other special populations.

(vii) Providing training and technical assistance to eligible entities that receive a subgrant under section 2221.

(viii) Other activities identified by the State educational agency that meet the purposes of this part, including those activities authorized under subparagraph (B).

(B) TEACHER OR SCHOOL LEADER PREPARATION ACADEMIES.—

(i) IN GENERAL.—In the case of a State in which teacher or school leader preparation academies are allowable under State law, a State educational agency may reserve not more than 3 percent of the amount made available to the State under subsection (b) to support the establishment or expansion of one or more teacher or school leader preparation academies and, subject to the limitation under clause (iii), to support State authorizers for such academies.

(ii) MATCHING REQUIREMENT.—A State educational agency shall not provide funds under this subparagraph to support the establishment or expansion of a teacher or school leader preparation academy unless the academy agrees to provide, either directly or through private contributions, non-Federal matching funds equal to not less than 10 percent of the amount of the funds the academy will receive under this subparagraph.

(iii) FUNDING FOR STATE AUTHORIZERS.—Not more than 5 percent of funds provided to a teacher or school leader preparation academy under this subparagraph may be used to support activities of State authorizers for such academy.

SEC. 2212. APPROVAL AND DISAPPROVAL OF STATE APPLICATIONS.

(a) DEEMED APPROVAL.—An application submitted by a State pursuant to section 2211(c) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with section 2211(c).

(b) DISAPPROVAL PROCESS.—

(1) IN GENERAL.—The Secretary shall not finally disapprove an application submitted under section 2211(c), except after giving the State educational agency notice and an opportunity for a hearing.

(2) NOTIFICATION.—If the Secretary finds that an application is not in compliance, in whole or in part, with section 2211(c) the Secretary shall—

(A) give the State educational agency notice and an opportunity for a hearing; and

(B) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

(i) cite the specific provisions in the application that are not in compliance; and

(ii) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(3) RESPONSE.—If a State educational agency responds to a notification from the Secretary under paragraph (2)(B) during the 45-day period beginning on the date on which the State educational agency received the notification, and resubmits the application with the requested information described in paragraph (2)(B)(ii), the Secretary shall approve or disapprove such application prior to the later of—

(A) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(B) the expiration of the 120-day period described in subsection (a).

(4) FAILURE TO RESPOND.—If the State educational agency does not respond to a notification from the Secretary under paragraph (2)(B) during the 45-day period beginning on the date on which the State educational agency received the notification, such application shall be deemed to be disapproved.

Subpart 2—Local Competitive Grant Program

SEC. 2221. LOCAL COMPETITIVE GRANT PROGRAM.

(a) IN GENERAL.—A State that receives an allotment under section 2211(b) for a fiscal year shall use the amount reserved under section 2211(d)(1) to award subgrants, on a competitive basis, to eligible entities in accordance with this section to enable such entities to carry out the programs and activities described in section 2222.

(b) APPLICATION.—

(1) IN GENERAL.—To be eligible to receive a subgrant under this section, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

(A) a description of the programs and activities to be funded and how they are consistent with the purposes of this part; and

(B) an assurance that the eligible entity will comply with section 5501 (regarding participation by private school children and teachers).

(c) PEER REVIEW.—In reviewing applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications but the review shall only judge the likelihood of the activity to increase student academic achievement. The reviewers shall not make a determination based on the policy of the proposed activity.

(d) GEOGRAPHIC DIVERSITY.—A State educational agency shall distribute funds under this section equitably among geographic areas within the State, including rural, suburban, and urban communities.

(e) DURATION OF AWARDS.—A State educational agency may award subgrants under this section for a period of not more than 5 years.

(f) MATCHING.—An eligible entity receiving a subgrant under this section shall provide, either directly or through private contributions, non-Federal matching funds equal to not less than 10 percent of the amount of the subgrant.

SEC. 2222. LOCAL AUTHORIZED ACTIVITIES.

(a) IN GENERAL.—Each eligible entity receiving a subgrant under section 2221 shall use such subgrant funds to develop, implement, and evaluate comprehensive programs and activities, that are in accordance with the purpose of this part and—

(1) are consistent with the principles of effectiveness described in subsection (b); and

(2) may include, among other programs and activities—

(A) developing and implementing initiatives to assist in recruiting, hiring, and retaining highly effective teachers and school leaders, including initiatives that provide—

(i) differential, incentive, or bonus pay for teachers and school leaders;

(ii) performance-based pay systems for teachers and school leaders;

(iii) teacher and school leader advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation;

(iv) new teacher and school leader induction and mentoring programs that are designed to improve instruction, student academic achievement, and to increase teacher and school leader retention; and

(v) teacher residency programs, and school leader residency programs, designed to develop and support new teachers or new school leaders, respectively;

(B) supporting the establishment or expansion of teacher or school leader preparation academies under section 2211(d)(3)(B);

(C) recruiting qualified individuals from other fields, including individuals from science, technology, engineering, and math fields, mid-career professionals from other occupations, and former military personnel;

(D) establishing, improving, or expanding model instructional programs to ensure that all children meet the State's academic standards;

(E) providing evidence-based, job embedded, continuous professional development for teachers and school leaders focused on improving teaching and student academic achievement;

(F) implementing programs based on the current science of learning, which includes research on positive brain change and cognitive skill development;

(G) recruiting and training teachers to teach dual credit and dual enrollment postsecondary-level courses to secondary school students; and

(H) other activities and programs identified as necessary by the local educational agency that meet the purpose of this part.

(b) PRINCIPLES OF EFFECTIVENESS.—For a program or activity developed pursuant to this section to meet the principles of effectiveness, such program or activity shall—

(1) be based upon an assessment of objective data regarding the need for programs and activities in the elementary schools and secondary schools served to increase the number of teachers and school leaders who are effective in improving student academic achievement;

(2) reflect evidence-based research, or in the absence of a strong research base, reflect effective strategies in the field, that provide evidence that the program or activity will improve student academic achievement; and

(3) include meaningful and ongoing consultation with, and input from, teachers, school leaders, and parents, in the development of the application and administration of the program or activity.

Subpart 3—General Provisions

SEC. 2231. PERIODIC EVALUATION.

(a) IN GENERAL.—Each eligible entity and each teacher or school leader preparation academy that receives funds under this part shall undergo a periodic evaluation by the State educational agency involved to assess such entity's or such academy's progress toward achieving the purposes of this part.

(b) USE OF RESULTS.—The results of an evaluation described in subsection (a) of an eligible entity or academy shall be—

(1) used to refine, improve, and strengthen such eligible entity or such academy, respectively; and

(2) made available to the public upon request, with public notice of such availability provided.

SEC. 2232. REPORTING REQUIREMENTS.

(a) ELIGIBLE ENTITIES AND ACADEMIES.—Each eligible entity and each teacher or school leader preparation academy that receives funds from a State educational agency under this part shall prepare and submit annually to such State educational agency a report that includes—

(1) a description of the progress of the eligible entity or teacher or school leader preparation academy, respectively, in meeting the purposes of this part;

(2) a description of the programs and activities conducted by the eligible entity or teacher or school leader preparation academy, respectively, with funds received under this part;

(3) how the eligible entity or teacher or school leader preparation academy, respectively, is using such funds; and

(4) any such other information as the State educational agency may require.

(b) STATE EDUCATIONAL AGENCIES.—Each State educational agency that receives a grant under this part shall prepare and submit, annually, to the Secretary a report that includes—

(1) a description of the programs and activities conducted by the State educational agency with grant funds received under this part;

(2) a description of the progress of the State educational agency in meeting the purposes of this part described in section 2201;

(3) how the State educational agency is using grant funds received under this part;

(4) the methods and criteria the State educational agency used to award subgrants in a timely manner to eligible entities under section 2221 and, if applicable, funds in a timely manner to teacher or school leader academies under section 2211(d)(3)(B); and

(5) the results of the periodic evaluations conducted under section 2231.

SEC. 2233. NATIONAL ACTIVITIES.

From the funds reserved by the Secretary under section 2211(a)(2)(A), the Secretary shall, directly or through grants and contracts—

(1) provide technical assistance to States and eligible entities in carrying out activities under this part; and

(2) acting through the Institute of Education Sciences, conduct national evaluations of activities carried out by States and eligible entities under this part.

SEC. 2234. DEFINITIONS.

In this part:

(1) ELIGIBLE ENTITY.—The term "eligible entity" means—

(A) a local educational agency or consortium of local educational agencies;

(B) an institution of higher education or consortium of such institutions in partnership with a local educational agency or consortium of local educational agencies;

(C) a for-profit organization, a nonprofit organization, or a consortium of for-profit or nonprofit organizations in partnership with a local educational agency or consortium of local educational agencies; or

(D) a consortium of the entities described in subparagraphs (B) and (C).

(2) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(3) STATE AUTHORIZER.—The term "State authorizer" means an entity designated by the Governor of a State to authorize teacher or school leader preparation academies within the State that—

(A) enters into an agreement with a teacher or school leader preparation academy that—

(i) specifies the goals expected of the academy, which, at a minimum, include the goals described in paragraph (4); and

(ii) does not reauthorize the academy if such goals are not met; and

(B) may be a nonprofit organization, a State educational agency, or other public entity, or consortium of such entities (including a consortium of State educational agencies).

(4) TEACHER OR SCHOOL LEADER PREPARATION ACADEMY.—The term "teacher or school leader preparation academy" means a public or private entity, or a nonprofit or for-profit organiza-

tion, which may be an institution of higher education or an organization affiliated with an institution of higher education, that will prepare teachers or school leaders to serve in schools, and that—

(A) enters into an agreement with a State authorizer that specifies the goals expected of the academy, including—

(i) a requirement that prospective teachers or school leaders who are enrolled in a teacher or school leader preparation academy receive a significant part of their training through clinical preparation that partners the prospective candidate with an effective teacher or school leader, respectively, with a demonstrated record of increasing student achievement, while also receiving concurrent instruction from the academy in the content area (or areas) in which the prospective teacher or school leader will become certified or licensed;

(ii) the number of effective teachers or school leaders, respectively, who will demonstrate success in increasing student achievement that the academy will produce; and

(iii) a requirement that a teacher or school leader preparation academy will only award a certificate of completion after the graduate demonstrates that the graduate is an effective teacher or school leader, respectively, with a demonstrated record of increasing student achievement, except that an academy may award a provisional certificate for the period necessary to allow the graduate to demonstrate such effectiveness;

(B) does not have restrictions on the methods the academy will use to train prospective teacher or school leader candidates, including—

(i) obligating (or prohibiting) the academy's faculty to hold advanced degrees or conduct academic research;

(ii) restrictions related to the academy's physical infrastructure;

(iii) restrictions related to the number of course credits required as part of the program of study;

(iv) restrictions related to the undergraduate coursework completed by teachers teaching or working on alternative certificates, licenses, or credentials, as long as such teachers have successfully passed all relevant State-approved content area examinations; or

(v) restrictions related to obtaining accreditation from an accrediting body for purposes of becoming an academy;

(C) limits admission to its program to prospective teacher or school leader candidates who demonstrate strong potential to improve student achievement, based on a rigorous selection process that reviews a candidate's prior academic achievement or record of professional accomplishment; and

(D) results in a certificate of completion that the State may recognize as at least the equivalent of a master's degree in education for the purposes of hiring, retention, compensation, and promotion in the State.

(5) TEACHER RESIDENCY PROGRAM.—The term "teacher residency program" means a school-based teacher preparation program in which a prospective teacher—

(A) for one academic year, teaches alongside an effective teacher, as determined by a teacher evaluation system implemented under part A, who is the teacher of record;

(B) receives concurrent instruction during the year described in subparagraph (A) from the partner institution (as defined in section 200 of the Higher Education Act of 1965 (20 U.S.C. 1021)), which courses may be taught by local educational agency personnel or residency program faculty, in the teaching of the content area in which the teacher will become certified or licensed; and

(C) acquires effective teaching skills.

PART C—INNOVATION FOR TEACHER QUALITY

[Subpart 1—Transitions to Teaching

[CHAPTER B—TRANSITION TO TEACHING PROGRAM

[SEC. 2311. PURPOSES.

[The purposes of this chapter are—

[(1) to establish a program to recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, as teachers in high-need schools, including recruiting teachers through alternative routes to certification; and

[(2) to encourage the development and expansion of alternative routes to certification under State-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual, or other factors in lieu of traditional course work in the field of education.

[SEC. 2312. DEFINITIONS.

[In this chapter:

[(1) ELIGIBLE PARTICIPANT.—The term "eligible participant" means—

[(A) an individual with substantial, demonstrable career experience, including a highly qualified paraprofessional; or

[(B) an individual who is a graduate of an institution of higher education who—

[(i) has graduated not more than 3 years before applying to an eligible entity to teach under this chapter; and

[(ii) in the case of an individual wishing to teach in a secondary school, has completed an academic major (or courses totaling an equivalent number of credit hours) in the academic subject that the individual will teach.

[(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term "high-need local educational agency" has the meaning given the term in section 2102.

[(3) HIGH-NEED SCHOOL.—The term "high-need school" means a school that—

[(A) is located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more; or

[(B)(i) is located in an area with a high percentage of out-of-field teachers, as defined in section 2102;

[(ii) is within the top quartile of elementary schools and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;

[(iii) is located in an area in which there is a high teacher turnover rate; or

[(iv) is located in an area in which there is a high percentage of teachers who are not certified or licensed.

[SEC. 2313. GRANT PROGRAM.

[(a) IN GENERAL.—The Secretary may establish a program to make grants on a competitive basis to eligible entities to develop State and local teacher corps or other programs to establish, expand, or enhance teacher recruitment and retention efforts.

[(b) ELIGIBLE ENTITY.—To be eligible to receive a grant under this section, an entity shall be—

[(1) a State educational agency;

[(2) a high-need local educational agency;

[(3) a for-profit or nonprofit organization that has a proven record of effectively recruiting and retaining highly qualified teachers, in a partnership with a high-need local educational agency or with a State educational agency;

[(4) an institution of higher education, in a partnership with a high-need local educational agency or with a State educational agency;

[(5) a regional consortium of State educational agencies; or

[(6) a consortium of high-need local educational agencies.

[(c) PRIORITY.—In making such a grant, the Secretary shall give priority to a partnership or consortium that includes a high-need State educational agency or local educational agency.

[(d) APPLICATION.—

[(1) IN GENERAL.—To be eligible to receive a grant under this section, an entity described in subsection (b) shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(2) CONTENTS.—The application shall describe—

[(A) one or more target recruitment groups on which the applicant will focus its recruitment efforts;

[(B) the characteristics of each such target group that—

[(i) show the knowledge and experience of the group's members; and

[(ii) demonstrate that the members are eligible to achieve the objectives of this section;

[(C) describe how the applicant will use funds received under this section to develop a teacher corps or other program to recruit and retain highly qualified midcareer professionals (which may include highly qualified paraprofes-

sionals), recent college graduates, and recent graduate school graduates, as highly qualified teachers in high-need schools operated by high-need local educational agencies;

[(D) explain how the program carried out under the grant will meet the relevant State laws (including regulations) related to teacher certification or licensing and facilitate the certification or licensing of such teachers;

[(E) describe how the grant will increase the number of highly qualified teachers, in high-need schools operated by high-need local educational agencies (in urban or rural school districts), and in high-need academic subjects, in the jurisdiction served by the applicant; and

[(F) describe how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit (particularly through activities that have proven effective in retaining highly qualified teachers), train, place, support, and provide teacher induction programs to program participants under this chapter, including providing evidence of the commitment of the institutions, agencies, or organizations to the applicant's programs.

[(e) DURATION OF GRANTS.—The Secretary may make grants under this section for periods of 5 years. At the end of the 5-year period for such a grant, the grant recipient may apply for an additional grant under this section.

[(f) EQUITABLE DISTRIBUTION.—To the extent practicable, the Secretary shall ensure an equitable geographic distribution of grants under this section among the regions of the United States.

[(g) USES OF FUNDS.—

[(1) IN GENERAL.—An entity that receives a grant under this section shall use the funds made available through the grant to develop a teacher corps or other program in order to establish, expand, or enhance a teacher recruitment and retention program for highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, who are eligible participants, including activities that provide alternative routes to teacher certification.

[(2) AUTHORIZED ACTIVITIES.—The entity shall use the funds to carry out a program that includes two or more of the following activities:

[(A) Providing scholarships, stipends, bonuses, and other financial incentives, that are linked to participation in activities that have proven effective in retaining teachers in high-need schools operated by high-need local educational agencies, to all eligible participants, in an amount not to exceed $5,000 per participant.

[(B) Carrying out pre- and post-placement induction or support activities that have proven effective in recruiting and retaining teachers, such as—

[(i) teacher mentoring;

[(ii) providing internships;

[(iii) providing high-quality, preservice coursework; and

[(iv) providing high-quality, sustained inservice professional development.

[(C) Carrying out placement and ongoing activities to ensure that teachers are placed in fields in which the teachers are highly qualified to teach and are placed in high-need schools.

[(D) Making payments to pay for costs associated with accepting teachers recruited under this section from among eligible participants or provide financial incentives to prospective teachers who are eligible participants.

[(E) Collaborating with institutions of higher education in developing and implementing programs to facilitate teacher recruitment (including teacher credentialing) and teacher retention programs.

[(F) Carrying out other programs, projects, and activities that are designed and have proven to be effective in recruiting and retaining teachers, and that the Secretary determines to be appropriate.

[(G) Developing long-term recruitment and retention strategies including developing—

[(i) a statewide or regionwide clearinghouse for the recruitment and placement of teachers;

[(ii) administrative structures to develop and implement programs to provide alternative routes to certification;

[(iii) reciprocity agreements between or among States for the certification or licensing of teachers; or

[(iv) other long-term teacher recruitment and retention strategies.

[(3) EFFECTIVE PROGRAMS.—The entity shall use the funds only for programs that have proven to be effective in both recruiting and retaining teachers.

[(h) REQUIREMENTS.—

[(1) TARGETING.—An entity that receives a grant under this section to carry out a program shall ensure that participants in the program recruited with funds made available under this section are placed in high-need schools operated by high-need local educational agencies. In placing the participants in the schools, the entity shall give priority to the schools that are located in areas with the highest percentages of students from families with incomes below the poverty line.

[(2) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, State and local public funds expended for teacher recruitment and retention programs, including programs to recruit the teachers through alternative routes to certification.

[(3) PARTNERSHIPS AND CONSORTIA OF LOCAL EDUCATIONAL AGENCIES.—In the case of a partnership established by a local educational agency to carry out a program under this chapter, or a consortium of such agencies established to carry out a program under this chapter, the local educational agency or consortium shall not be eligible to receive funds through a State program under this chapter.

[(i) PERIOD OF SERVICE.—A program participant in a program under this chapter who receives training through the program shall serve a high-need school operated by a high-need local educational agency for at least 3 years.

[(j) REPAYMENT.—The Secretary shall establish such requirements as the Secretary determines to be appropriate to ensure that program participants who receive a stipend or other financial incentive under subsection (g)(2)(A), but fail to complete their service obligation under subsection (i), repay all or a portion of such stipend or other incentive.

[(k) ADMINISTRATIVE FUNDS.—No entity that receives a grant under this section shall use more than 5 percent of the funds made available through the grant for the administration of a program under this chapter carried out under the grant.

[SEC. 2314. EVALUATION AND ACCOUNTABILITY FOR RECRUITING AND RETAINING TEACHERS.

[(a) EVALUATION.—Each entity that receives a grant under this chapter shall conduct—

[(1) an interim evaluation of the program funded under the grant at the end of the third year of the grant period; and

[(2) a final evaluation of the program at the end of the fifth year of the grant period.

[(b) CONTENTS.—In conducting the evaluation, the entity shall describe the extent to which local educational agencies that received funds through the grant have met the goals relating to teacher recruitment and retention described in the application.

[(c) REPORTS.—The entity shall prepare and submit to the Secretary and to Congress interim and final reports containing the results of the interim and final evaluations, respectively.

[(d) REVOCATION.—If the Secretary determines that the recipient of a grant under this chapter has not made substantial progress in meeting such goals and the objectives of the grant by the end of the third year of the grant period, the Secretary—

[(1) shall revoke the payment made for the fourth year of the grant period; and

[(2) shall not make a payment for the fifth year of the grant period.

[CHAPTER C—GENERAL PROVISIONS

[SEC. 2321. AUTHORIZATION OF APPROPRIATIONS.

[(a) IN GENERAL.—There are authorized to be appropriated to carry out this subpart $150,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) RESERVATION.—From the funds appropriated to carry out this subpart for fiscal year 2002, the Secretary shall reserve not more than $30,000,000 to carry out chapter A.

[Subpart 2—National Writing Project

[SEC. 2331. PURPOSES.

[The purposes of this subpart are—

[(1) to support and promote the expansion of the National Writing Project network of sites so that teachers in every region of the United States will have access to a National Writing Project program;

[(2) to ensure the consistent high quality of the sites through ongoing review, evaluation, and technical assistance;

[(3) to support and promote the establishment of programs to disseminate effective practices and research findings about the teaching of writing; and

[(4) to coordinate activities assisted under this subpart with activities assisted under this Act.

[SEC. 2332. NATIONAL WRITING PROJECT.

[(a) AUTHORIZATION.—The Secretary is authorized to award a grant to the National Writing Project, a nonprofit educational organization that has as its primary purpose the improvement of the quality of student writing and learning (hereafter in this section referred to as the "grantee") to improve the teaching of writing and the use of writing as a part of the learning process in our Nation's classrooms.

[(b) REQUIREMENTS OF GRANT.—The grant shall provide that—

[(1) the grantee will enter into contracts with institutions of higher education or other nonprofit educational providers (hereafter in this section referred to as "contractors") under which the contractors will agree to establish, operate, and provide the non-Federal share of the cost of teacher training programs in effective approaches and processes for the teaching of writing;

[(2) funds made available by the Secretary to the grantee pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating teacher training programs as provided in paragraph (1); and

[(3) the grantee will meet such other conditions and standards as the Secretary determines to be necessary to assure compliance with the provisions of this section and will provide such technical assistance as may be necessary to carry out the provisions of this section.

[(c) TEACHER TRAINING PROGRAMS.—The teacher training programs authorized in subsection (a) shall—

[(1) be conducted during the school year and during the summer months;

[(2) train teachers who teach grades kindergarten through college;

[(3) select teachers to become members of a National Writing Project teacher network whose members will conduct writing workshops for other teachers in the area served by each National Writing Project site; and

[(4) encourage teachers from all disciplines to participate in such teacher training programs.

[(d) FEDERAL SHARE.—

[(1) IN GENERAL.—Except as provided in paragraph (2) or (3) and for purposes of subsection (a), the term "Federal share" means, with respect to the costs of teacher training programs authorized in subsection (a), 50 percent of such costs to the contractor.

[(2) WAIVER.—The Secretary may waive the provisions of paragraph (1) on a case-by-case basis if the National Advisory Board described in subsection (e) determines, on the basis of financial need, that such waiver is necessary.

[(3) MAXIMUM.—The Federal share of the costs of teacher training programs conducted pursuant to subsection (a) may

not exceed $100,000 for any one contractor, or $200,000 for a statewide program administered by any one contractor in at least five sites throughout the State.

[(e) NATIONAL ADVISORY BOARD.—

[(1) ESTABLISHMENT.—The National Writing Project shall establish and operate a National Advisory Board.

[(2) COMPOSITION.—The National Advisory Board established pursuant to paragraph (1) shall consist of—

[(A) national educational leaders;

[(B) leaders in the field of writing; and

[(C) such other individuals as the National Writing Project determines necessary.

[(3) DUTIES.—The National Advisory Board established pursuant to paragraph (1) shall—

[(A) advise the National Writing Project on national issues related to student writing and the teaching of writing;

[(B) review the activities and programs of the National Writing Project; and

[(C) support the continued development of the National Writing Project.

[(f) EVALUATION.—

[(1) IN GENERAL.—The Secretary shall conduct an independent evaluation by grant or contract of the teacher training programs administered pursuant to this subpart. Such evaluation shall specify the amount of funds expended by the National Writing Project and each contractor receiving assistance under this section for administrative costs. The results of such evaluation shall be made available to the appropriate committees of Congress.

[(2) FUNDING LIMITATION.—The Secretary shall reserve not more than $150,000 from the total amount appropriated pursuant to the authority of subsection (h) for fiscal year 2002 and each of the 5 succeeding fiscal years to conduct the evaluation described in paragraph (1).

[(g) APPLICATION REVIEW.—

[(1) REVIEW BOARD.—The National Writing Project shall establish and operate a National Review Board that shall consist of—

[(A) leaders in the field of research in writing; and

[(B) such other individuals as the National Writing Project deems necessary.

[(2) DUTIES.—The National Review Board shall—

[(A) review all applications for assistance under this subsection; and

[(B) recommend applications for assistance under this subsection for funding by the National Writing Project.

[(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this subpart $15,000,000 as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[Subpart 3—Civic Education

[SEC. 2341. SHORT TITLE.

[This subpart may be cited as the "Education for Democracy Act".

[SEC. 2342. PURPOSE.

[It is the purpose of this subpart—

[(1) to improve the quality of civics and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights;

[(2) to foster civic competence and responsibility; and

[(3) to improve the quality of civic education and economic education through cooperative civic education and economic education exchange programs with emerging democracies.

[SEC. 2343. GENERAL AUTHORITY.

[(a) AUTHORITY.—The Secretary is authorized to award grants to, or enter into contracts with—

[(1) the Center for Civic Education, to carry out civic education activities under sections 2344 and 2345;

[(2) the National Council on Economic Education, to carry out economic education activities under section 2345; and

[(3) organizations experienced in the development of curricula and programs in civics and government education and economic education for students in elementary schools and secondary schools in countries other than the United States, to carry out civic education activities under section 2345.

[(b) DISTRIBUTION FOR COOPERATIVE CIVIC EDUCATION AND ECONOMIC EDUCATION EXCHANGE PROGRAMS.—

[(1) LIMITATION.—Not more than 40 percent of the amount appropriated under section 2346 for a fiscal year shall be used to carry out section 2345.

[(2) DISTRIBUTION.—Of the amount used to carry out section 2345 for a fiscal year (consistent with paragraph (1)), the Secretary shall use—

[(A) 37.5 percent for a grant or contract for the Center for Civic Education;

[(B) 37.5 percent for a grant or contract for the National Council on Economic Education; and

[(C) 25 percent for not less than 1, but not more than 3, grants or contracts for organizations described in subsection (a)(3).

[SEC. 2344. WE THE PEOPLE PROGRAM.

[(a) THE CITIZEN AND THE CONSTITUTION.—

[(1) EDUCATIONAL ACTIVITIES.—The Center for Civic Education—

[(A) shall use funds made available under grants or contracts under section 2343(a)(1)—

[(i) to continue and expand the educational activities of the program entitled the "We the People... The Citizen and the Constitution" program administered by such center;

[(ii) to carry out activities to enhance student attainment of challenging academic content standards in civics and government;

[(iii) to provide a course of instruction on the basic principles of the Nation's constitutional democracy and the history of the Constitution of the United States, including the Bill of Rights;

[(iv) to provide, at the request of a participating school, school and community simulated congressional hearings following the course of instruction described in clause (iii); and

[(v) to provide an annual national competition of simulated congressional hearings for secondary school students who wish to participate in such a program; and

[(B) may use funds made available under grants or contracts under section 2343(a)(1)—

[(i) to provide advanced, sustained, and ongoing training of teachers about the Constitution of the United States and the political system of the United States;

[(ii) to provide materials and methods of instruction, including teacher training, that utilize the latest advancements in educational technology; and

[(iii) to provide civic education materials and services to address specific problems such as the prevention of school violence and the abuse of drugs and alcohol.

[(2) AVAILABILITY OF PROGRAM.—The education program authorized under this subsection shall be made available to public and private elementary schools and secondary schools, including Bureau funded schools, in the 435 congressional districts, and in the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

[(b) PROJECT CITIZEN.—

[(1) EDUCATIONAL ACTIVITIES.—The Center for Civic Education—

[(A) shall use funds made available under grants or contracts under section 2343(a)(1)—

[(i) to continue and expand the educational activities of the program entitled the "We the People... Project Citizen" program administered by the Center;

[(ii) to carry out activities to enhance student attainment of challenging academic content standards in civics and government;

[(iii) to provide a course of instruction at the middle school level on the roles of State and local governments in the Federal system established by the Constitution of the United States; and

[(iv) to provide an annual national showcase or competition; and

[(B) may use funds made available under grants or contracts under section 2343(a)(1)—

[(i) to provide optional school and community simulated State legislative hearings;

[(ii) to provide advanced, sustained, and ongoing training of teachers on the roles of State and local governments in the Federal system established by the Constitution of the United States;

[(iii) to provide materials and methods of instruction, including teacher training, that utilize the latest advancements in educational technology; and

[(iv) to provide civic education materials and services to address specific problems such as the prevention of school violence and the abuse of drugs and alcohol.

[(2) AVAILABILITY OF PROGRAM.—The education program authorized under this subsection shall be made available to public and private middle schools, including Bureau funded schools, in the 50 States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

[(c) BUREAU-FUNDED SCHOOL DEFINED.—In this section, the term "Bureau-funded school" has the meaning given such term in section 1146 of the Education Amendments of 1978 (25 U.S.C. 2026).

[SEC. 2345. COOPERATIVE CIVIC EDUCATION AND ECONOMIC EDUCATION EXCHANGE PROGRAMS.

[(a) COOPERATIVE EDUCATION EXCHANGE PROGRAMS.—The Center for Civic Education, the National Council on Economic Education, and organizations described in section 2343(a)(3) shall use funds made available under grants or contracts under section 2343 to carry out cooperative education exchange programs in accordance with this section.

[(b) PURPOSE.—The purpose of the cooperative education exchange programs carried out under this section shall be—

[(1) to make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education, and economics education, developed in the United States;

[(2) to assist eligible countries in the adaptation, implementation, and institutionalization of such programs;

[(3) to create and implement civics and government education, and economic education, programs for students that draw upon the experiences of the participating eligible countries;

[(4) to provide a means for the exchange of ideas and experiences in civics and government education, and economic education, among political, educational, governmental, and private sector leaders of participating eligible countries; and

[(5) to provide support for—

[(A) independent research and evaluation to determine the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

[(B) effective participation in, and the preservation and improvement of, an efficient market economy.

[(c) ACTIVITIES.—In carrying out the cooperative education exchange programs assisted under this section, the Center for Civic Education, the National Council on Economic Education, and organizations described in section 2343(a)(3) shall—

[(1) provide to the participants from eligible countries—

[(A) seminars on the basic principles of United States constitutional democracy and economic system, including seminars on the major governmental and economic institutions and systems in the United States, and visits to such institutions;

[(B) visits to school systems, institutions of higher education, and nonprofit organizations conducting exemplary programs in civics and government education, and economic education, in the United States;

[(C) translations and adaptations with respect to United States civics and government education, and economic education, curricular programs for students and teachers, and in the case of training programs for teachers, translations and adaptations into forms useful in schools in eligible countries, and joint research projects in such areas; and

[(D) independent research and evaluation assistance—

[(i) to determine the effects of the cooperative education exchange programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

[(ii) to identify effective participation in, and the preservation and improvement of, an efficient market economy;

[(2) provide to the participants from the United States—

[(A) seminars on the histories, economies, and systems of government of eligible countries;

[(B) visits to school systems, institutions of higher education, and organizations conducting exemplary programs in civics and government education, and economic education, located in eligible countries;

[(C) assistance from educators and scholars in eligible countries in the development of curricular materials on the history, government, and economy of such countries that are useful in United States classrooms;

[(D) opportunities to provide onsite demonstrations of United States curricula and pedagogy for educational leaders in eligible countries; and

[(E) independent research and evaluation assistance to determine—

[(i) the effects of the cooperative education exchange programs assisted under this section on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

[(ii) effective participation in, and improvement of, an efficient market economy; and

[(3) assist participants from eligible countries and the United States to participate in international conferences on civics and government education, and economic education, for educational leaders, teacher trainers, scholars in related disciplines, and educational policymakers.

[(d) PARTICIPANTS.—The primary participants in the cooperative education exchange programs assisted under this section shall be educational leaders in the areas of civics and government education, and economic education, including teachers, curriculum and teacher training specialists, scholars in relevant disciplines, and educational policymakers, and government and private sector leaders from the United States and eligible countries.

[(e) CONSULTATION.—The Secretary may award a grant to, or enter into a contract with, the entities described in section 2343 to carry out programs assisted under this section only if the Secretary of State concurs with the Secretary that such grant, or contract, respectively, is consistent with the foreign policy of the United States.

[(f) AVOIDANCE OF DUPLICATION.—With the concurrence of the Secretary of State, the Secretary shall ensure that—

[(1) the activities carried out under the programs assisted under this section are not duplicative of other activities conducted in eligible countries; and

[(2) any institutions in eligible countries, with which the Center for Civic Education, the National Council on Economic Education, or organizations described in section 2343(a)(3) may work in conducting such activities, are creditable.

[(g) ELIGIBLE COUNTRY DEFINED.—In this section, the term "eligible country" means a Central European country, an Eastern European country, Lithuania, Latvia, Estonia, the independent states of the former Soviet Union as defined in section 3 of the FREEDOM Support Act (22 U.S.C. 5801), the Republic of Ireland, the province of Northern Ireland in the United Kingdom, and any developing country (as such term is defined in section 209(d) of the Education for the Deaf Act) if the Secretary, with the concurrence of the Secretary of State, determines that such developing country has a democratic form of government.

[SEC. 2346. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this subpart $30,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[Subpart 4—Teaching of Traditional American History

[SEC. 2351. ESTABLISHMENT OF PROGRAM.

[(a) IN GENERAL.—The Secretary may establish and implement a program to be known as the "Teaching American History Grant Program", under which the Secretary shall award grants on a competitive basis to local educational agencies—

[(1) to carry out activities to promote the teaching of traditional American history in elementary schools and secondary schools as a separate academic subject (not as a component of social studies); and

[(2) for the development, implementation, and strengthening of programs to teach traditional American history as a separate academic subject (not as a component of social studies) within elementary school and secondary school curricula, including the implementation of activities—

[(A) to improve the quality of instruction; and

[(B) to provide professional development and teacher education activities with respect to American history.

[(b) REQUIRED PARTNERSHIP.—A local educational agency that receives a grant under subsection (a) shall carry out activities under the grant in partnership with one or more of the following:

[(1) An institution of higher education.

[(2) A nonprofit history or humanities organization.

[(3) A library or museum.

[(c) APPLICATION.—To be eligible to receive an grant under this section, a local educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[SEC. 2352. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this subpart such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.]

[Subpart 5—Teacher Liability Protection]

[SEC. 2361. SHORT TITLE.

[This subpart may be cited as the "Paul D. Coverdell Teacher Protection Act of 2001".]

SEC. [2362.] *2361.* PURPOSE.

The purpose of this subpart is to provide teachers, [principals] *school leaders*, and other school professionals the tools they need to undertake reasonable actions to maintain order, discipline, and an appropriate educational environment.

SEC. [2364.] *2362.* APPLICABILITY.

This subpart shall only apply to States that receive funds under this Act, and shall apply to such a State as a condition of receiving such funds.

SEC. [2365.] *2363.* PREEMPTION AND ELECTION OF STATE NON-APPLICABILITY.

(a) * * *

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SEC. [2366.] *2364.* LIMITATION ON LIABILITY FOR TEACHERS.

(a) * * *

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(b) EXCEPTIONS TO TEACHER LIABILITY PROTECTION.—If the laws of a State limit teacher liability subject to one or more of the following conditions, such conditions shall not be construed as inconsistent with this section:

(1) * * *

* * * * * * *

[ate law] *(3) A State law* that makes a limitation of liability inapplicable if the civil action was brought by an officer of a State or local government pursuant to State or local law.

* * * * * * *

SEC. [2367.] *2365.* ALLOCATION OF RESPONSIBILITY FOR NON-ECONOMIC LOSS.

(a) * * *

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SEC. [2363.] *2366.* DEFINITIONS.

For purposes of this subpart:

(1) * * *

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(6) TEACHER.—The term "teacher" means—

(A) a teacher, instructor, [principal] *school leader*, or administrator;

* * * * * * *

[SEC. 2368. EFFECTIVE DATE.

[(a) IN GENERAL.—This subpart shall take effect 90 days after the date of enactment of the No Child Left Behind Act of 2001.

[(b) APPLICATION.—This subpart applies to any claim for harm caused by an act or omission of a teacher if that claim is filed on or after the effective date of the No Child Left Behind Act of 2001 without regard to whether the harm that is the subject of the claim or the conduct that caused the harm occurred before such effective date.

[PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY

[SEC. 2401. SHORT TITLE.

[This part may be cited as the "Enhancing Education Through Technology Act of 2001".

[SEC. 2402. PURPOSES AND GOALS.

[(a) PURPOSES.—The purposes of this part are the following:

[(1) To provide assistance to States and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.

[(2) To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.

[(3) To assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.

[(4) To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student

academic achievement standards, through such means as high-quality professional development programs.

[(5) To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.

[(6) To support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.

[(7) To support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and ensure that timely information on the results of such evaluations is widely accessible through electronic means.

[(8) To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

[(b) GOALS.—

[(1) PRIMARY GOAL.—The primary goal of this part is to improve student academic achievement through the use of technology in elementary schools and secondary schools.

[(2) ADDITIONAL GOALS.—The additional goals of this part are the following:

[(A) To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

[(B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

[SEC. 2403. DEFINITIONS.

[In this part:

[(1) ELIGIBLE LOCAL ENTITY.—The term "eligible local entity" means—

[(A) a high-need local educational agency; or

[(B) an eligible local partnership.

[(2) ELIGIBLE LOCAL PARTNERSHIP.—The term "eligible local partnership" means a partnership that—

[(A) shall include at least one high-need local educational agency and at least one—

[(i) local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in—

[(I) classroom instruction in the core academic subjects; and

[(II) the preparation of students to meet challenging State academic content and student academic achievement standards;

[(ii) institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;

[(iii) for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or has substantial expertise in the application of technology in instruction; or

[(iv) public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and

[(B) may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

[(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term "high-need local educational agency" means a local educational agency that—

[(A) is among the local educational agencies in a State with the highest numbers or percentages of children from families with incomes below the poverty line; and

[(B)(i) operates one or more schools identified under section 1116; or

[(ii) has a substantial need for assistance in acquiring and using technology.

[SEC. 2404. AUTHORIZATION OF APPROPRIATIONS.

[(a) IN GENERAL.—There are authorized to be appropriated to carry out subparts 1 and 2, $1,000,000,000 for fiscal year 2002, and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) ALLOCATION OF FUNDS BETWEEN STATE AND LOCAL AND NATIONAL INITIATIVES.—The amount of funds made available under subsection (a) for a fiscal year shall be allocated so that—

[(1) not less than 98 percent is made available to carry out subpart 1; and

[(2) not more than 2 percent is made available to carry out subpart 2.

[(c) ALLOCATION OF FUNDS FOR STUDY.—Of the total amount of funds allocated under subsection (b)(2) for fiscal years 2002 through 2007, not more than $15,000,000 may be used to carry out section 2421(a).

[(d) LIMITATION.—Of the amount of funds made available to a recipient of funds under this part for a fiscal year, not more than 5 percent may be used by the recipient for administrative costs or technical assistance, of which not more than 60 percent may be used by the recipient for administrative costs.

[Subpart 1—State and Local Technology Grants

[SEC. 2411. ALLOTMENT AND REALLOTMENT.

[(a) RESERVATIONS AND ALLOTMENT.—From the amount made available to carry out this subpart under section 2404(b)(1) for a fiscal year—

[(1) the Secretary shall reserve—

[(A) three-fourths of 1 percent for the Secretary of the Interior for programs under this subpart for schools operated or funded by the Bureau of Indian Affairs;

[(B) one-half of 1 percent to provide assistance under this subpart to the outlying areas; and

[(C) such sums as may be necessary for continuation awards on grants awarded under section 3136 prior to the date of enactment of the No Child Left Behind Act of 2001; and

[(2) from the remainder of such amount and subject to subsection (b), the Secretary shall make grants by allotting to each eligible State educational agency under this subpart an amount that bears the same relationship to such remainder for such year as the amount received under part A of title I for such year by such State educational agency bears to the amount received under such part for such year by all State educational agencies.

[(b) MINIMUM ALLOTMENT.—The amount of any State educational agency's allotment under subsection (a)(2) for any fiscal year may not be less than one-half of 1 percent of the amount made available for allotments to States under this part for such year.

[(c) REALLOTMENT OF UNUSED FUNDS.—If any State educational agency does not apply for an allotment under this subpart for a fiscal year, or does not use its entire allotment under this subpart for that fiscal year, the Secretary shall reallot the amount of the State educational agency's allotment, or the unused portion of the allotment, to the remaining State educational agencies that use their entire allotments under this subpart in accordance with this section.

[(d) STATE EDUCATIONAL AGENCY DEFINED.—In this section, the term "State educational agency" does not include an agency of an outlying area or the Bureau of Indian Affairs.

[SEC. 2412. USE OF ALLOTMENT BY STATE.

[(a) IN GENERAL.—Of the amount provided to a State educational agency (from the agency's allotment under section 2411(a)(2)) for a fiscal year—

[(1) the State educational agency may use not more than 5 percent to carry out activities under section 2415; and

[(2) the State educational agency shall distribute the remainder as follows:

[(A) From 50 percent of the remainder, the State educational agency shall award subgrants by allocating to each eligible local educational agency that has submitted an application to the State educational agency under section 2414, for the activities described in section 2416, an amount that bears the same relationship to 50 percent of the remainder for such year as the amount received under

part A of title I for such year by such local educational agency bears to the amount received under such part for such year by all local educational agencies within the State.

[(B) From 50 percent of the remainder and subject to subsection (b), the State educational agency shall award subgrants, through a State-determined competitive process, to eligible local entities that have submitted applications to the State educational agency under section 2414, for the activities described in section 2416.

[(b) SUFFICIENT AMOUNTS.—

[(1) SPECIAL RULE.—In awarding a subgrant under subsection (a)(2)(B), the State educational agency shall—

[(A) determine the local educational agencies that—

[(i) received allocations under subsection (a)(2)(A) that are not of sufficient size to be effective, consistent with the purposes of this part; and

[(ii) are eligible local entities;

[(B) give priority to applications submitted by eligible local educational agencies described in subparagraph (A); and

[(C) determine the minimum amount for awards under subsection (a)(2)(B) to ensure that subgrants awarded under that subsection are of sufficient size to be effective.

[(2) SUFFICIENCY.—In awarding subgrants under subsection (a)(2)(B), each State educational agency shall ensure that each subgrant is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.

[(3) DISTRIBUTION.—In awarding subgrants under subsection (a)(2)(B), each State educational agency shall ensure an equitable distribution of assistance under this subpart among urban and rural areas of the State, according to the demonstrated need of those local educational agencies serving the areas.

[(c) FISCAL AGENT.—If an eligible local partnership receives a subgrant under subsection (a)(2)(B), a local educational agency in the partnership shall serve as the fiscal agent for the partnership.

[(d) TECHNICAL ASSISTANCE.—Each State educational agency receiving a grant under section 2411(a) shall—

[(1) identify the local educational agencies served by the State educational agency that—

[(A) have the highest numbers or percentages of children from families with incomes below the poverty line; and

[(B) demonstrate to such State educational agency the greatest need for technical assistance in developing an application under section 2414; and

[(2) offer the technical assistance described in paragraph (1)(B) to those local educational agencies.

[SEC. 2413. STATE APPLICATIONS.

[(a) IN GENERAL.—To be eligible to receive a grant under this subpart, a State educational agency shall submit to the Secretary, at such time and in such manner as the Secretary may specify, an application containing a new or updated statewide long-range stra-

tegic educational technology plan (which shall address the educational technology needs of local educational agencies) and such other information as the Secretary may reasonably require.

[(b) CONTENTS.—Each State application submitted under subsection (a) shall include each of the following:

[(1) An outline of the State educational agency's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in classrooms throughout the State, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction.

[(2) A description of the State educational agency's goals for using advanced technology to improve student academic achievement, and how those goals are aligned with challenging State academic content and student academic achievement standards.

[(3) A description of how the State educational agency will take steps to ensure that all students and teachers in the State, particularly students and teachers in districts served by high-need local educational agencies, have increased access to technology.

[(4) A description of the process and accountability measures that the State educational agency will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction.

[(5) A description of how the State educational agency will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas of the State that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

[(6) An assurance that financial assistance provided under this subpart will supplement, and not supplant, State and local funds.

[(7) A description of how the plan incorporates teacher education, professional development, and curriculum development, and how the State educational agency will work to ensure that teachers and principals in a State receiving funds under this part are technologically literate.

[(8) A description of—

[(A) how the State educational agency will provide technical assistance to applicants under section 2414, especially to those applicants serving the highest numbers or percentages of children in poverty or with the greatest need for technical assistance; and

[(B) the capacity of the State educational agency to provide such assistance.

[(9) A description of technology resources and systems that the State will provide for the purpose of establishing best practices that can be widely replicated by State educational agencies and local educational agencies in the State and in other States.

[(10) A description of the State's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology.

[(11) A description of the State's strategies for using technology to increase parental involvement.

[(12) A description of how the State educational agency will ensure that each subgrant awarded under section 2412(a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.

[(13) A description of how the State educational agency will ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the State, so that technology will be fully integrated into the curricula and instruction of the schools by December 31, 2006.

[(14) A description of how the local educational agencies in the State will provide incentives to teachers who are technologically literate and teaching in rural or urban areas, to encourage such teachers to remain in those areas.

[(15) A description of how public and private entities will participate in the implementation and support of the plan.

[(c) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

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

[(e) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

[(1) give the State educational agency notice and an opportunity for a hearing; and

[(2) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

[(A) cite the specific provisions in the application that are not in compliance; and

[(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

[(f) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (e)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (e)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

[(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

[(2) the expiration of the 120-day period described in subsection (c).

[(g) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (e)(2) during the 45-day period beginning on the date on which the

agency received the notification, such application shall be deemed to be disapproved.

[SEC. 2414. LOCAL APPLICATIONS.

[(a) IN GENERAL.—To be eligible to receive a subgrant from a State educational agency under this subpart, a local educational agency or eligible local entity shall submit to the State educational agency an application containing a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan described in section 2413(a), and such other information as the State educational agency may reasonably require, at such time and in such manner as the State educational agency may require.

[(b) CONTENTS.—The application shall include each of the following:

[(1) A description of how the applicant will use Federal funds under this subpart to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

[(2) A description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards.

[(3) A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that—

[(A) students in high-poverty and high-needs schools, or schools identified under section 1116, have access to technology; and

[(B) teachers are prepared to integrate technology effectively into curricula and instruction.

[(4) A description of how the applicant will—

[(A) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and

[(B) provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

[(5) A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

[(6) A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other Federal, State, and local sources.

[(7) A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

[(8) A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

[(9) A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

[(10) A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

[(11) A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

[(12) A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

[(c) COMBINED APPLICATIONS.—A local educational agency that is an eligible local entity and submits an application to the State educational agency under this section for funds awarded under section 2412(a)(2)(A) may combine the agency's application for funds awarded under that section with an application for funds awarded under section 2412(a)(2)(B).

[(d) SPECIAL RULE.—

[(1) CONSORTIUM APPLICATIONS.—

[(A) IN GENERAL.—For any fiscal year, a local educational agency applying for financial assistance described in section 2412(a)(2)(A) may apply as part of a consortium that includes other local educational agencies, institutions of higher education, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

[(B) FISCAL AGENT.—If a local educational agency applies for and receives financial assistance described in section 2412(a)(2)(A) as part of a consortium, the local educational agency shall serve as the fiscal agent for the consortium.

[(2) STATE EDUCATIONAL AGENCY ASSISTANCE.—At the request of a local educational agency, a State educational agency may assist the local educational agency in the formation of a consortium described in paragraph (1) to provide services for the teachers and students served by the local educational agency.

[SEC. 2415. STATE ACTIVITIES.

[From funds made available under section 2412(a)(1), a State educational agency shall carry out activities and assist local efforts to carry out the purposes of this part, which may include the following activities:

[(1) Developing, or assisting applicants or recipients of funds under this subpart in the development and utilization of, innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, and providing other technical assistance to such applicants or recipients throughout the State, with priority given to high-need local educational agencies.

[(2) Establishing or supporting public-private initiatives (such as interest-free or reduced-cost loans) for the acquisition of educational technology for high-need local educational agencies and students attending schools served by such agencies.

[(3) Assisting recipients of funds under this subpart in providing sustained and intensive, high-quality professional development based on a review of relevant research in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, including training in the use of technology to—

[(A) access data and resources to develop curricula and instructional materials;

[(B) enable teachers—

[(i) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and

[(ii) to retrieve Internet-based learning resources; and

[(C) lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards and student academic achievement standards.

[(4) Assisting recipients of funds under this subpart in providing all students (including students with disabilities and students with limited English proficiency) and teachers with access to educational technology.

[(5) Developing performance measurement systems to determine the effectiveness of educational technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

[(6) Collaborating with other State educational agencies on distance learning, including making specialized or rigorous academic courses and curricula available to students in areas that would not otherwise have access to such courses and curricula.

[SEC. 2416. LOCAL ACTIVITIES.

[(a) PROFESSIONAL DEVELOPMENT.—

[(1) IN GENERAL.—A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—

[(A) to access data and resources to develop curricula and instructional materials;

[(B) to enable teachers—

[(i) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and

[(ii) to retrieve Internet-based learning resources; and

[(C) to lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards.

[(2) WAIVERS.—Paragraph (1) shall not apply to a recipient of funds made available under section 2412(a)(2) that demonstrates, to the satisfaction of the State educational agency involved, that the recipient already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

[(b) OTHER ACTIVITIES.—In addition to the activities described in subsection (a), a recipient of funds made available by a State educational agency under section 2412(a)(2) shall use such funds to carry out other activities consistent with this subpart, which may include the following:

[(1) Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.

[(2) Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy—

[(A) through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards; and

[(B) by the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.

[(3) Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.

[(4) Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.

[(5) Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.

[(6) Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.

[(7) Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.

[(8) Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.

[(9) Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

[(10) Developing, enhancing, or implementing information technology courses.

[Subpart 2—National Technology Activities

[SEC. 2421. NATIONAL ACTIVITIES.

[(a) STUDY.—Using funds made available under section 2404(b)(2), the Secretary—

[(1) shall conduct an independent, long-term study, utilizing scientifically based research methods and control groups or control conditions—

[(A) on the conditions and practices under which educational technology is effective in increasing student academic achievement; and

[(B) on the conditions and practices that increase the ability of teachers to integrate technology effectively into curricula and instruction, that enhance the learning environment and opportunities, and that increase student academic achievement, including technology literacy;

[(2) shall establish an independent review panel to advise the Secretary on methodological and other issues that arise in conducting the long-term study;

[(3) shall consult with other interested Federal departments or agencies, State and local educational practitioners and policymakers (including teachers, principals, and superintendents), and experts in technology, regarding the study; and

[(4) shall submit to Congress interim reports, when appropriate, and a final report, to be submitted not later than April 1, 2006, on the findings of the study.

[(b) DISSEMINATION.—Using funds made available under section 2404(b)(2), the Secretary shall make widely available, including through dissemination on the Internet and to all State educational agencies and other recipients of funds under this part, findings identified through activities carried out under this section regarding the conditions and practices under which educational technology is effective in increasing student academic achievement.

[(c) TECHNICAL ASSISTANCE.—Using funds made available under section 2404(b)(2), the Secretary may provide technical assistance (directly or through the competitive award of grants or contracts) to State educational agencies, local educational agencies, and other recipients of funds, particularly in rural areas, under this part, in order to assist such State educational agencies, local educational agencies, and other recipients to achieve the purposes of this part.

[SEC. 2422. NATIONAL EDUCATION TECHNOLOGY PLAN.

[(a) IN GENERAL.—Based on the Nation's progress and an assessment by the Secretary of the continuing and future needs of the Nation's schools in effectively using technology to provide all students the opportunity to meet challenging State academic content and student academic achievement standards, the Secretary shall update and publish, in a form readily accessible to the public, a national long-range technology plan, by not later than 12 months after the date of enactment of the No Child Left Behind Act of 2001.

[(b) CONTENTS.—The plan referred to in subsection (a) shall include each of the following:

[(1) A description of the manner in which the Secretary will promote—

[(A) higher student academic achievement through the integration of advanced technologies, including emerging technologies, into curricula and instruction;

[(B) increased access to technology for teaching and learning for schools with a high number or percentage of children from families with incomes below the poverty line; and

[(C) the use of technology to assist in the implementation of State systemic reform strategies.

[(2) A description of joint activities of the Department of Education and other Federal departments or agencies that will promote the use of technology in education.

[Subpart 3—Ready-to-Learn Television

[SEC. 2431. READY-TO-LEARN TELEVISION.

[(a) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, eligible entities described in paragraph (3) to enable such entities—

[(A) to develop, produce, and distribute educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement;

[(B) to facilitate the development, directly or through contracts with producers of children and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming;

[(C) to facilitate the development of programming and digital content containing Ready-to-Learn-based children's programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet;

[(D) to contract with entities (such as public telecommunications entities) so that programs developed under this section are disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies; and

[(E) to develop and disseminate education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed—

[(i) to promote school readiness; and

[(ii) to promote the effective use of materials developed under subparagraphs (B) and (C) among parents, teachers, Head Start providers, Even Start providers, providers of family literacy services, child care providers, early childhood development personnel, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children.

[(2) AVAILABILITY.—In awarding grants, contracts, or cooperative agreements under this section, the Secretary shall ensure that eligible entities make programming widely available, with support materials as appropriate, to young children, parents, child care workers, Head Start providers, Even Start providers, and providers of family literacy services to increase the effective use of such programming.

[(3) ELIGIBLE ENTITIES.—To be eligible to receive a grant, contract, or cooperative agreements under this section, an entity shall be a public telecommunications entity that is able to demonstrate each of the following:

[(A) A capacity for the development and national distribution of educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children.

[(B) A capacity to contract with the producers of children's television programming for the purpose of developing educational television programming of high quality.

[(C) A capacity, consistent with the entity's mission and nonprofit nature, to negotiate such contracts in a manner that returns to the entity an appropriate share of any ancillary income from sales of any program-related products.

[(D) A capacity to localize programming and materials to meet specific State and local needs and to provide educational outreach at the local level.

[(4) COORDINATION OF ACTIVITIES.—An entity receiving a grant, contract, or cooperative agreement under this section shall consult with the Secretary and the Secretary of Health and Human Services—

[(A) to maximize the utilization of quality educational programming by preschool and elementary school children, and make such programming widely available to federally funded programs serving such populations; and

[(B) to coordinate activities with Federal programs that have major training components for early childhood development, including programs under the Head Start Act (42 U.S.C. 9831 et seq.) and Even Start, and State training activities funded under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), regarding the availability and utilization of materials developed under paragraph (1)(E) to enhance parent and child care provider skills in early childhood development and education.

[(b) APPLICATIONS.—To be eligible to receive a grant, contract, or cooperative agreement under subsection (a), an entity shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may reasonably require.

[(c) REPORTS AND EVALUATIONS.—

[(1) ANNUAL REPORT TO THE SECRETARY.—An entity receiving a grant, contract, or cooperative agreement under this section shall prepare and submit to the Secretary an annual report that contains such information as the Secretary may require. At a minimum, the report shall describe the program activities undertaken with funds received under the grant, contract, or cooperative agreement, including each of the following:

[(A) The programming that has been developed, directly or indirectly, by the eligible entity, and the target population of the programs developed.

[(B) The support and training materials that have been developed to accompany the programming, and the method by which the materials are distributed to consumers and users of the programming.

[(C) The means by which programming developed under this section has been distributed, including the distance learning technologies that have been utilized to make programming available, and the geographic distribution achieved through such technologies.

[(D) The initiatives undertaken by the entity to develop public-private partnerships to secure non-Federal support for the development, distribution, and broadcast of educational and instructional programming.

[(2) REPORT TO CONGRESS.—The Secretary shall prepare and submit to the relevant committees of Congress a biannual report that includes the following:

[(A) A summary of the activities assisted under subsection (a).

[(B) A description of the education and training materials made available under subsection (a)(1)(E), the manner in which outreach has been conducted to inform parents and child care providers of the availability of such materials, and the manner in which such materials have been distributed in accordance with such subsection.

[(d) ADMINISTRATIVE COSTS.—An entity that receives a grant, contract, or cooperative agreement under this section may use up to 5 percent of the amount received under the grant, contract, or agreement for the normal and customary expenses of administering the grant, contract, or agreement.

[(e) AUTHORIZATION OF APPROPRIATIONS.—

[(1) IN GENERAL.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2002, and for each of the 5 succeeding fiscal years.

[(2) FUNDING RULE.—Not less than 60 percent of the amount appropriated under paragraph (1) for each fiscal year shall be used to carry out activities under subparagraphs (B) through (D) of subsection (a)(1).

[Subpart 4—Limitation on Availability of Certain Funds for Schools

[SEC. 2441. INTERNET SAFETY.

[(a) IN GENERAL.—No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

[(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that

protects against access through such computers to visual depictions that are—

[(i) obscene;

[(ii) child pornography; or

[(iii) harmful to minors; and

[(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

[(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

[(i) obscene; or

[(ii) child pornography; and

[(B) is enforcing the operation of such technology protection measure during any use of such computers.

[(b) TIMING AND APPLICABILITY OF IMPLEMENTATION.—

[(1) IN GENERAL.—The local educational agency with responsibility for a school covered by subsection (a) shall certify the compliance of such school with the requirements of subsection (a) as part of the application process for the next program funding year under this Act following December 21, 2000, and for each subsequent program funding year thereafter.

[(2) PROCESS.—

[(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

[(B) SCHOOLS WITHOUT INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—

[(i) CERTIFICATION.—A local educational agency with responsibility for a school covered by subsection (a) that does not have in place an Internet safety policy meeting the requirements of subsection (a)—

[(I) for the first program year after December 21, 2000, in which the local educational agency is applying for funds for such school under this Act, shall certify that it is undertaking such actions, including any necessary procurement procedures, to put in place an Internet safety policy that meets such requirements; and

[(II) for the second program year after December 21, 2000, in which the local educational agency is applying for funds for such school under this Act, shall certify that such school is in compliance with such requirements.

[(ii) INELIGIBILITY.—Any school covered by subsection (a) for which the local educational agency concerned is unable to certify compliance with such requirements in such second program year shall be ineligible for all funding under this part for such second program year and all subsequent program years until

such time as such school comes into compliance with such requirements.

[(C) WAIVERS.—Any school subject to a certification under subparagraph (B)(i)(II) for which the local educational agency concerned cannot make the certification otherwise required by that subparagraph may seek a waiver of that subparagraph if State or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification otherwise required by that subparagraph. The local educational agency concerned shall notify the Secretary of the applicability of that subparagraph to the school. Such notice shall certify that the school will be brought into compliance with the requirements in subsection (a) before the start of the third program year after December 21, 2000, in which the school is applying for funds under this part.

[(c) DISABLING DURING CERTAIN USE.—An administrator, supervisor, or person authorized by the responsible authority under subsection (a) may disable the technology protection measure concerned to enable access for bona fide research or other lawful purposes.

[(d) NONCOMPLIANCE.—

[(1) USE OF GENERAL EDUCATION PROVISIONS ACT REMEDIES.—Whenever the Secretary has reason to believe that any recipient of funds under this part is failing to comply substantially with the requirements of this section, the Secretary may—

[(A) withhold further payments to the recipient under this part;

[(B) issue a complaint to compel compliance of the recipient through a cease and desist order; or

[(C) enter into a compliance agreement with a recipient to bring it into compliance with such requirements,

in same manner as the Secretary is authorized to take such actions under sections 455, 456, and 457, respectively, of the General Education Provisions Act.

[(2) RECOVERY OF FUNDS PROHIBITED.—The actions authorized by paragraph (1) are the exclusive remedies available with respect to the failure of a school to comply substantially with a provision of this section, and the Secretary shall not seek a recovery of funds from the recipient for such failure.

[(3) RECOMMENCEMENT OF PAYMENTS.—Whenever the Secretary determines (whether by certification or other appropriate evidence) that a recipient of funds who is subject to the withholding of payments under paragraph (1)(A) has cured the failure providing the basis for the withholding of payments, the Secretary shall cease the withholding of payments to the recipient under that paragraph.

[(e) DEFINITIONS.—In this subpart:

[(1) COMPUTER.—The term "computer" includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.

[(2) ACCESS TO INTERNET.—A computer shall be considered to have access to the Internet if such computer is equipped

with a modem or is connected to a computer network that has access to the Internet.

[(3) ACQUISITION OR OPERATION.—An elementary school or secondary school shall be considered to have received funds under this part for the acquisition or operation of any computer if such funds are used in any manner, directly or indirectly—

[(A) to purchase, lease, or otherwise acquire or obtain the use of such computer; or

[(B) to obtain services, supplies, software, or other actions or materials to support, or in connection with, the operation of such computer.

[(4) MINOR.—The term "minor" means an individual who has not attained the age of 17.

[(5) CHILD PORNOGRAPHY.—The term "child pornography" has the meaning given that term in section 2256 of title 18, United States Code.

[(6) HARMFUL TO MINORS.—The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that—

[(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

[(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

[(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

[(7) OBSCENE.—The term "obscene" has the meaning applicable to that term under section 1460 of title 18, United States Code.

[(8) SEXUAL ACT AND SEXUAL CONTACT.—The terms "sexual act" and "sexual contact" have the meanings given those terms in section 2246 of title 18, United States Code.

[(f) SEVERABILITY.—If any provision of this section is held invalid, the remainder of this section shall not be affected thereby.]

PART D—GENERAL PROVISIONS

SEC. 2401. INCLUSION OF CHARTER SCHOOLS.

In this title, the term "local educational agency" includes a charter school (as defined in section 5101) that, in the absence of this section, would not have received funds under this title.

SEC. 2402. PARENTS' RIGHT TO KNOW.

At the beginning of each school year, a local educational agency that receives funds under this title shall notify the parents of each student attending any school receiving funds under this title that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers.

SEC. 2403. SUPPLEMENT, NOT SUPPLANT.

Funds received under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

[TITLE III—LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

[SEC. 3001. AUTHORIZATIONS OF APPROPRIATIONS; CONDITION ON EFFECTIVENESS OF PARTS.

[(a) AUTHORIZATIONS OF APPROPRIATIONS.—

[(1) IN GENERAL.—Subject to subsection (b), there are authorized to be appropriated to carry out this title, except for subpart 4 of part B, $750,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(2) EMERGENCY IMMIGRANT EDUCATION PROGRAM.—There are authorized to be appropriated to carry out subpart 4 of part B (when such part is in effect) such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[(b) CONDITIONS ON EFFECTIVENESS OF PARTS A AND B.—

[(1) PART A.—Part A shall be in effect for any fiscal year for which the amount appropriated under paragraphs (1) and (2) of subsection (a) equals or exceeds $650,000,000.

[(2) PART B.—Part B shall be in effect only for a fiscal year for which part A is not in effect.

[(c) REFERENCES.—In any fiscal year for which part A is in effect, references in Federal law (other than this title) to part B shall be considered to be references to part A. In any fiscal year for which part B is in effect, references in Federal law (other than this title) to part A shall be considered to be references to part B.

[PART A—ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

[SEC. 3101. SHORT TITLE.

[This part may be cited as the "English Language Acquisition, Language Enhancement, and Academic Achievement Act".

[SEC. 3102. PURPOSES.

[The purposes of this part are—

[(1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

[(2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student aca-

demic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);

[(3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

[(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;

[(5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;

[(6) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;

[(7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;

[(8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring—

[(A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and

[(B) adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); and

[(9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

[Subpart 1—Grants and Subgrants for English Language Acquisition and Language Enhancement

[SEC. 3111. FORMULA GRANTS TO STATES.

[(a) IN GENERAL.—In the case of each State educational agency having a plan approved by the Secretary for a fiscal year under section 3113, the Secretary shall make a grant for the year to the agency for the purposes specified in subsection (b). The grant shall consist of the allotment determined for the State educational agency under subsection (c).

[(b) USE OF FUNDS.—

[(1) SUBGRANTS TO ELIGIBLE ENTITIES.—The Secretary may make a grant under subsection (a) only if the State educational agency involved agrees to expend at least 95 percent of the State educational agency's allotment under subsection (c) for a fiscal year—

[(A) to award subgrants, from allocations under section 3114, to eligible entities to carry out the activities described in section 3115 (other than subsection (e)); and

[(B) to award subgrants under section 3114(d)(1) to eligible entities that are described in that section to carry out the activities described in section 3115(e).

[(2) STATE ACTIVITIES.—Subject to paragraph (3), each State educational agency receiving a grant under subsection (a) may reserve not more than 5 percent of the agency's allotment under subsection (c) to carry out one or more of the following activities:

[(A) Professional development activities, and other activities, that assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children.

[(B) Planning, evaluation, administration, and interagency coordination related to the subgrants referred to in paragraph (1).

[(C) Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, including assistance in—

[(i) identifying and implementing language instruction educational programs and curricula that are based on scientifically based research on teaching limited English proficient children;

[(ii) helping limited English proficient children meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

[(iii) identifying or developing, and implementing, measures of English proficiency; and

[(iv) promoting parental and community participation in programs that serve limited English proficient children.

[(D) Providing recognition, which may include providing financial awards, to subgrantees that have exceeded their annual measurable achievement objectives pursuant to section 3122.

[(3) ADMINISTRATIVE EXPENSES.—From the amount reserved under paragraph (2), a State educational agency may use not more than 60 percent of such amount or $175,000, whichever is greater, for the planning and administrative costs of carrying out paragraphs (1) and (2).

[(c) RESERVATIONS AND ALLOTMENTS.—

[(1) RESERVATIONS.—From the amount appropriated under section 3001(a) for each fiscal year, the Secretary shall reserve—

[(A) 0.5 percent or $5,000,000 of such amount, whichever is greater, for payments to eligible entities that are defined under section 3112(a) for activities, approved by the Secretary, consistent with this subpart;

[(B) 0.5 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs for assistance under this subpart, as determined by the Secretary, for activities, approved by the Secretary, consistent with this subpart;

[(C) 6.5 percent of such amount for national activities under sections 3131 and 3303, except that not more than 0.5 percent of such amount shall be reserved for evaluation activities conducted by the Secretary and not more than $2,000,000 of such amount may be reserved for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs described in section 3303; and

[(D) such sums as may be necessary to make continuation awards under paragraph (2).

[(2) CONTINUATION AWARDS.—

[(A) IN GENERAL.—Before making allotments to State educational agencies under paragraph (3) for any fiscal year, the Secretary shall use the sums reserved under paragraph (1)(D) to make continuation awards to recipients who received grants or fellowships for the fiscal year preceding any fiscal year described in section 3001(b)(1)(A) under—

[(i) subparts 1 and 3 of part A of title VII (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); or

[(ii) subparts 1 and 3 of part B of this title.

[(B) USE OF FUNDS.—The Secretary shall make the awards in order to allow such recipients to receive awards for the complete period of their grants or fellowships under the appropriate subparts.

[(3) STATE ALLOTMENTS.—

[(A) IN GENERAL.—Except as provided in subparagraph (B), from the amount appropriated under section 3001(a) for each fiscal year that remains after making the reservations under paragraph (1), the Secretary shall allot to each State educational agency having a plan approved under section 3113(c)—

[(i) an amount that bears the same relationship to 80 percent of the remainder as the number of limited English proficient children in the State bears to the number of such children in all States; and

[(ii) an amount that bears the same relationship to 20 percent of the remainder as the number of immigrant children and youth in the State bears to the number of such children and youth in all States.

[(B) MINIMUM ALLOTMENTS.—No State educational agency shall receive an allotment under this paragraph that is less than $500,000.

[(C) REALLOTMENT.—If any State educational agency described in subparagraph (A) does not submit a plan to the

Secretary for a fiscal year, or submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of this subpart, the Secretary—

[(i) shall endeavor to make the State's allotment available on a competitive basis to specially qualified agencies within the State to satisfy the requirements of section 3115 (and any additional requirements that the Secretary may impose), consistent with the purposes of such section, and to carry out required and authorized activities under such section; and

[(ii) shall reallot any portion of such allotment remaining after the application of clause (i) to the remaining State educational agencies in accordance with subparagraph (A).

[(D) SPECIAL RULE FOR PUERTO RICO.—The total amount allotted to Puerto Rico for any fiscal year under subparagraph (A) shall not exceed 0.5 percent of the total amount allotted to all States for that fiscal year.

[(4) USE OF DATA FOR DETERMINATIONS.—

[(A) IN GENERAL.—In making State allotments under paragraph (3), for the purpose of determining the number of limited English proficient children in a State and in all States, and the number of immigrant children and youth in a State and in all States, for each fiscal year, the Secretary shall use data that will yield the most accurate, up-to-date numbers of such children and youth.

[(B) SPECIAL RULE.—

[(i) FIRST 2 YEARS.—In making determinations under subparagraph (A) for the 2 fiscal years following the date of enactment of the No Child Left Behind Act of 2001, the Secretary shall determine the number of limited English proficient children in a State and in all States, and the number of immigrant children and youth in a State and in all States, using data available from the Bureau of Census or submitted by the States to the Secretary.

[(ii) SUBSEQUENT YEARS.—For subsequent fiscal years, the Secretary shall determine the number of limited English proficient children in a State and in all States, and the number of immigrant children and youth in a State and in all States, using the more accurate of—

[(I) the data available from the American Community Survey available from the Department of Commerce; or

[(II) the number of children being assessed for English proficiency in a State as required under section 1111(b)(7).

[SEC. 3112. NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL.

[(a) ELIGIBLE ENTITIES.—For the purpose of carrying out programs under this part for individuals served by elementary schools, secondary schools, and postsecondary schools operated predomi-

nately for Native American children (including Alaska Native children), the following shall be considered to be an eligible entity:

[(1) An Indian tribe.

[(2) A tribally sanctioned educational authority.

[(3) A Native Hawaiian or Native American Pacific Islander native language educational organization.

[(4) An elementary school or secondary school that is operated or funded by the Bureau of Indian Affairs, or a consortium of such schools.

[(5) An elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Affairs, in consortium with another such school or a tribal or community organization.

[(6) An elementary school or secondary school operated by the Bureau of Indian Affairs and an institution of higher education, in consortium with an elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Affairs or a tribal or community organization.

[(b) SUBMISSION OF APPLICATIONS FOR ASSISTANCE.—Notwithstanding any other provision of this part, an entity that is considered to be an eligible entity under subsection (a), and that desires to receive Federal financial assistance under this subpart, shall submit an application to the Secretary.

[(c) SPECIAL RULE.—An eligible entity described in subsection (a) that receives Federal financial assistance pursuant to this section shall not be eligible to receive a subgrant under section 3114.

[SEC. 3113. STATE AND SPECIALLY QUALIFIED AGENCY PLANS.

[(a) PLAN REQUIRED.—Each State educational agency and specially qualified agency desiring a grant under this subpart shall submit a plan to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(b) CONTENTS.—Each plan submitted under subsection (a) shall—

[(1) describe the process that the agency will use in making subgrants to eligible entities under section 3114(d)(1);

[(2) describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1);

[(3) contain an assurance that—

[(A) in the case of a State educational agency, the agency consulted with local educational agencies, education-related community groups and nonprofit organizations, parents, teachers, school administrators, and researchers, in developing the annual measurable achievement objectives described in section 3122;

[(B) in the case of a specially qualified agency, the agency consulted with education-related community groups and nonprofit organizations, parents, teachers, and researchers, in developing the annual measurable achievement objectives described in section 3122;

[(C) the agency will ensure that eligible entities receiving a subgrant under this subpart comply with the re-

quirement in section 1111(b)(7) to annually assess in English children who have been in the United States for 3 or more consecutive years;

[(D) the agency will ensure that eligible entities receiving a subgrant under this subpart annually assess the English proficiency of all limited English proficient children participating in a program funded under this subpart, consistent with section 1111(b)(7);

[(E) in awarding subgrants under section 3114, the agency will address the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools;

[(F) subgrants to eligible entities under section 3114(d)(1) will be of sufficient size and scope to allow such entities to carry out high-quality language instruction educational programs for limited English proficient children; and

[(G) the agency will require an eligible entity receiving a subgrant under this subpart to use the subgrant in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs that assist limited English proficient children in meeting challenging State academic content and student academic achievement standards once assistance under this subpart is no longer available;

[(4) describe how the agency will coordinate its programs and activities under this subpart with its other programs and activities under this Act and other Acts, as appropriate;

[(5) describe how the agency will hold local educational agencies, eligible entities, elementary schools, and secondary schools accountable for—

[(A) meeting all annual measurable achievement objectives described in section 3122;

[(B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and

[(C) achieving the purposes of this part; and

[(6) describe how eligible entities in the State will be given the flexibility to teach limited English proficient children—

[(A) using a language instruction curriculum that is tied to scientifically based research on teaching limited English proficient children and that has been demonstrated to be effective; and

[(B) in the manner the eligible entities determine to be the most effective.

[(c) APPROVAL.—The Secretary, after using a peer review process, shall approve a plan submitted under subsection (a) if the plan meets the requirements of this section.

[(d) DURATION OF PLAN.—

[(1) IN GENERAL.—Each plan submitted by a State educational agency or specially qualified agency and approved under subsection (c) shall—

[(A) remain in effect for the duration of the agency's participation under this part; and

[(B) be periodically reviewed and revised by the agency, as necessary, to reflect changes to the agency's strategies and programs carried out under this part.

[(2) ADDITIONAL INFORMATION.—

[(A) AMENDMENTS.—If the State educational agency or specially qualified agency amends the plan, the agency shall submit such amendment to the Secretary.

[(B) APPROVAL.—The Secretary shall approve such amendment to an approved plan, unless the Secretary determines that the amendment will result in the agency not meeting the requirements, or fulfilling the purposes, of this part.

[(e) CONSOLIDATED PLAN.—A plan submitted under subsection (a) may be submitted as part of a consolidated plan under section 9302.

[(f) SECRETARY ASSISTANCE.—The Secretary shall provide technical assistance, if requested, in the development of English proficiency standards, objectives, and assessments.

[SEC. 3114. WITHIN-STATE ALLOCATIONS.

[(a) IN GENERAL.—After making the reservation required under subsection (d)(1), each State educational agency receiving a grant under section 3111(c)(3) shall award subgrants for a fiscal year by allocating to each eligible entity in the State having a plan approved under section 3116 an amount that bears the same relationship to the amount received under the grant and remaining after making such reservation as the population of limited English proficient children in schools served by the eligible entity bears to the population of limited English proficient children in schools served by all eligible entities in the State.

[(b) LIMITATION.—A State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant would be less than $10,000.

[(c) REALLOCATION.—Whenever a State educational agency determines that an amount from an allocation made to an eligible entity under subsection (a) for a fiscal year will not be used by the entity for the purpose for which the allocation was made, the agency shall, in accordance with such rules as it determines to be appropriate, reallocate such amount, consistent with such subsection, to other eligible entities in the State that the agency determines will use the amount to carry out that purpose.

[(d) REQUIRED RESERVATION.—A State educational agency receiving a grant under this subpart for a fiscal year—

[(1) shall reserve not more than 15 percent of the agency's allotment under section 3111(c)(3) to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities; and

[(2) in awarding subgrants under paragraph (1)—

[(A) shall equally consider eligible entities that satisfy the requirement of such paragraph but have limited or no experience in serving immigrant children and youth; and

[(B) shall consider the quality of each local plan under section 3116 and ensure that each subgrant is of sufficient size and scope to meet the purposes of this part.

[SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.

[(a) PURPOSES OF SUBGRANTS.—A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. In carrying out activities with such funds, the entity shall use approaches and methodologies based on scientifically based research on teaching limited English proficient children and immigrant children and youth for the following purposes:

[(1) Developing and implementing new language instruction educational programs and academic content instruction programs for such children, and such children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.

[(2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for such children, and such children and youth.

[(3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children, and such children and youth.

[(4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children, and such children and youth.

[(b) ADMINISTRATIVE EXPENSES.—Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart.

[(c) REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 3114(a) shall use the funds—

[(1) to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing—

[(A) English proficiency; and

[(B) student academic achievement in the core academic subjects; and

[(2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational

programs), principals, administrators, and other school or community-based organizational personnel, that is—

[(A) designed to improve the instruction and assessment of limited English proficient children;

[(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;

[(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

[(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

[(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—Subject to subsection (c), an eligible entity receiving funds under section 3114(a) may use the funds to achieve one of the purposes described in subsection (a) by undertaking one or more of the following activities:

[(1) Upgrading program objectives and effective instruction strategies.

[(2) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.

[(3) Providing—

[(A) tutorials and academic or vocational education for limited English proficient children; and

[(B) intensified instruction.

[(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

[(5) Improving the English proficiency and academic achievement of limited English proficient children.

[(6) Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families—

[(A) to improve the English language skills of limited English proficient children; and

[(B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

[(7) Improving the instruction of limited English proficient children by providing for—

[(A) the acquisition or development of educational technology or instructional materials;

[(B) access to, and participation in, electronic networks for materials, training, and communication; and

[(C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.

[(8) Carrying out other activities that are consistent with the purposes of this section.

[(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

[(1) IN GENERAL.—An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

[(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

[(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

[(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

[(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

[(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

[(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

[(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

[(2) DURATION OF SUBGRANTS.—The duration of a subgrant made by a State educational agency under section 3114(d)(1) shall be determined by the agency in its discretion.

[(f) SELECTION OF METHOD OF INSTRUCTION.—

[(1) IN GENERAL.—To receive a subgrant from a State educational agency under this subpart, an eligible entity shall select one or more methods or forms of instruction to be used in the programs and activities undertaken by the entity to assist limited English proficient children to attain English proficiency and meet challenging State academic content and student academic achievement standards.

[(2) CONSISTENCY.—Such selection shall be consistent with sections 3125 through 3127.

[(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this subpart shall be used so as to supplement the level of

Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

[SEC. 3116. LOCAL PLANS.

[(a) PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

[(b) CONTENTS.—Each plan submitted under subsection (a) shall—

[(1) describe the programs and activities proposed to be developed, implemented, and administered under the subgrant;

[(2) describe how the eligible entity will use the subgrant funds to meet all annual measurable achievement objectives described in section 3122;

[(3) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this subpart accountable for—

[(A) meeting the annual measurable achievement objectives described in section 3122;

[(B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and

[(C) annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content and student academic achievement standards as required by section 1111(b)(1);

[(4) describe how the eligible entity will promote parental and community participation in programs for limited English proficient children;

[(5) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing such plan; and

[(6) describe how language instruction educational programs carried out under the subgrant will ensure that limited English proficient children being served by the programs develop English proficiency.

[(c) TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

[(d) OTHER REQUIREMENTS FOR APPROVAL.—Each local plan shall also contain assurances that—

[(1) each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;

[(2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;

[(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;

[(4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and

[(5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

[Subpart 2—Accountability and Administration

[SEC. 3121. EVALUATIONS.

[(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—

[(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the two immediately preceding fiscal years;

[(2) a description of the progress made by children in learning the English language and meeting challenging State academic content and student academic achievement standards;

[(3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and

[(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

[(b) USE OF EVALUATION.—An evaluation provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency—

[(1) for improvement of programs and activities;

[(2) to determine the effectiveness of programs and activities in assisting children who are limited English proficient to attain English proficiency (as measured consistent with subsection (d)) and meet challenging State academic content and student academic achievement standards; and

[(3) in determining whether or not to continue funding for specific programs or activities.

[(c) EVALUATION COMPONENTS.—An evaluation provided by an eligible entity under subsection (a) shall—

[(1) provide an evaluation of children enrolled in a program or activity conducted by the entity using funds under subpart 1 (including the percentage of children) who—

[(A) are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency;

[(B) have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children;

[(C) are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet; and

[(D) are not receiving waivers for the reading or language arts assessments under section 1111(b)(3)(C); and

[(2) include such other information as the State educational agency may require.

[(d) EVALUATION MEASURES.—A State shall approve evaluation measures for use under subsection (c) that are designed to assess—

[(1) the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English;

[(2) student attainment of challenging State student academic achievement standards on assessments described in section 1111(b)(3); and

[(3) progress in meeting the annual measurable achievement objectives described in section 3122.

[(e) SPECIAL RULE FOR SPECIALLY QUALIFIED AGENCIES.—Each specially qualified agency receiving a grant under this part shall provide the evaluations described in subsection (a) to the Secretary subject to the same requirements as apply to eligible entities providing such evaluations to State educational agencies under such subsection.

[SEC. 3122. ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY.

[(a) ACHIEVEMENT OBJECTIVES.—

[(1) IN GENERAL.—Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1).

[(2) DEVELOPMENT OF OBJECTIVES.—Such annual measurable achievement objectives shall be developed in a manner that—

[(A) reflects the amount of time an individual child has been enrolled in a language instruction educational program; and

[(B) uses consistent methods and measurements to reflect the increases described in subparagraphs (A)(i), (A)(ii), and (B) of paragraph (3).

[(3) CONTENTS.—Such annual measurable achievement objectives—

[(A) shall include—

[(i) at a minimum, annual increases in the number or percentage of children making progress in learning English;

[(ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and

[(iii) making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B); and

[(B) at the discretion of the agency, may include the number or percentage of children not receiving waivers for reading or language arts assessments under section 1111(b)(3)(C), but this achievement objective shall not be applied to an eligible entity that, in a given school year—

[(i) has experienced a large increase in limited English proficient children or immigrant children and youth;

[(ii) enrolls a statistically significant number of immigrant children and youth from countries where such children and youth had little or no access to formal education; or

[(iii) has a statistically significant number of immigrant children and youth who have fled from war or natural disaster.

[(b) ACCOUNTABILITY.—

[(1) FOR STATES.—Each State educational agency receiving a grant under subpart 1 shall hold eligible entities receiving a subgrant under such subpart accountable for meeting the annual measurable achievement objectives under subsection (a), including making adequate yearly progress for limited English proficient children.

[(2) IMPROVEMENT PLAN.—If a State educational agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.

[(3) TECHNICAL ASSISTANCE.—During the development of the improvement plan described in paragraph (2), and throughout its implementation, the State educational agency shall—

[(A) provide technical assistance to the eligible entity;

[(B) provide technical assistance, if applicable, to schools served by such entity under subpart 1 that need assistance to enable the schools to meet the annual measurable achievement objectives described in subsection (a);

[(C) develop, in consultation with the entity, professional development strategies and activities, based on scientifically based research, that the agency will use to meet such objectives;

[(D) require such entity to utilize such strategies and activities; and

[(E) develop, in consultation with the entity, a plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to limited English proficient children.

[(4) ACCOUNTABILITY.—If a State educational agency determines that an eligible entity has failed to meet the annual measurable achievement objectives described in subsection (a) for 4 consecutive years, the agency shall—

[(A) require such entity to modify the entity's curriculum, program, and method of instruction; or

[(B)(i) make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; and

[(ii) require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

[(c) SPECIAL RULE FOR SPECIALLY QUALIFIED AGENCIES.—The Secretary shall hold specially qualified agencies receiving a grant under this subpart accountable for meeting the annual measurable achievement objectives described in subsection (a) in the same manner as State educational agencies hold eligible entities accountable under subsection (b).

[SEC. 3123. REPORTING REQUIREMENTS.

[(a) STATES.—Based upon the evaluations provided to a State educational agency under section 3121, each such agency that receives a grant under this part shall prepare and submit every second year to the Secretary a report on programs and activities carried out by the State educational agency under this part and the effectiveness of such programs and activities in improving the education provided to children who are limited English proficient.

[(b) SECRETARY.—Every second year, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

[(1) on programs and activities carried out to serve limited English proficient children under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient;

[(2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this part to teach limited English proficient children;

[(3) containing a critical synthesis of data reported by eligible entities to States under section 3121(a);

[(4) containing a description of technical assistance and other assistance provided by State educational agencies under section 3111(b)(2)(C);

[(5) containing an estimate of the number of certified or licensed teachers working in language instruction educational programs and educating limited English proficient children, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;

[(6) containing the major findings of scientifically based research carried out under this part;

[(7) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;

[(8) containing the number of limited English proficient children served by eligible entities receiving funding under this part who were transitioned out of language instruction educational programs funded under this part into classrooms where instruction is not tailored for limited English proficient children; and

[(9) containing other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary under this title when applicable.

[SEC. 3124. COORDINATION WITH RELATED PROGRAMS.

[In order to maximize Federal efforts aimed at serving the educational needs of children of limited English proficiency, the Secretary shall coordinate and ensure close cooperation with other entities carrying out programs serving language-minority and limited English proficient children that are administered by the Department and other agencies.

[SEC. 3125. RULES OF CONSTRUCTION.

[Nothing in this part shall be construed—

[(1) to prohibit a local educational agency from serving limited English proficient children simultaneously with children with similar educational needs, in the same educational settings where appropriate;

[(2) to require a State or a local educational agency to establish, continue, or eliminate any particular type of instructional program for limited English proficient children; or

[(3) to limit the preservation or use of Native American languages.

[SEC. 3126. LEGAL AUTHORITY UNDER STATE LAW.

[Nothing in this part shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over programs that are under the jurisdiction of the State agency, entity, or official.

[SEC. 3127. CIVIL RIGHTS.

[Nothing in this part shall be construed in a manner inconsistent with any Federal law guaranteeing a civil right.

[SEC. 3128. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

[Notwithstanding any other provision of this part, programs authorized under this part that serve Native American (including Native American Pacific Islander) children and children in the Commonwealth of Puerto Rico may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.

[SEC. 3129. PROHIBITION.

[In carrying out this part, the Secretary shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating limited English proficient children.

[Subpart 3—National Activities

[SEC. 3131. NATIONAL PROFESSIONAL DEVELOPMENT PROJECT.

[The Secretary shall use funds made available under section 3111(c)(1)(C) to award grants on a competitive basis, for a period of not more than 5 years, to institutions of higher education (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for limited English proficient children and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve limited English proficient children. Grants awarded under this subsection may be used—

[(1) for preservice professional development programs that will assist local schools and institutions of higher education to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals;

[(2) for the development of curricula appropriate to the needs of the consortia participants involved; and

[(3) in conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve limited English proficient children.

[Subpart 4—Definitions

[SEC. 3141. ELIGIBLE ENTITY.

[In this part, the term "eligible entity" means—

[(1) one or more local educational agencies; or

[(2) one or more local educational agencies, in collaboration with an institution of higher education, community-based organization, or State educational agency.

[PART B—IMPROVING LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

[SEC. 3201. SHORT TITLE.

[This part may be cited as the "Improving Language Instruction Educational Programs For Academic Achievement Act".

[SEC. 3202. PURPOSE.

[The purpose of this part is to help ensure that limited English proficient children master English and meet the same rigorous standards for academic achievement as all children are expected to

meet, including meeting challenging State academic content and student academic achievement standards by—

[(1) promoting systemic improvement and reform of, and developing accountability systems for, educational programs serving limited English proficient children;

[(2) developing language skills and multicultural understanding;

[(3) developing the English proficiency of limited English proficient children and, to the extent possible, the native language skills of such children;

[(4) providing similar assistance to Native Americans with certain modifications relative to the unique status of Native American languages under Federal law;

[(5) developing data collection and dissemination, research, materials, and technical assistance that are focused on school improvement for limited English proficient children; and

[(6) developing programs that strengthen and improve the professional training of educational personnel who work with limited English proficient children.

[SEC. 3203. NATIVE AMERICAN CHILDREN IN SCHOOL.

[(a) ELIGIBLE ENTITIES.—For the purpose of carrying out programs under this part for individuals served by elementary schools, secondary schools, and postsecondary schools operated predominately for Native American (including Alaska Native) children and youth, an Indian tribe, a tribally sanctioned educational authority, a Native Hawaiian or Native American Pacific Islander native language education organization, or an elementary school or secondary school that is operated or funded by the Bureau of Indian Affairs shall be considered to be a local educational agency.

[(b) APPLICATION.—Notwithstanding any other provision of this part, each tribe, authority, organization, or school described in subsection (a) shall submit any application for assistance under this part directly to the Secretary along with timely comments on the need for the program proposed in the application.

[SEC. 3204. RESIDENTS OF THE TERRITORIES AND FREELY ASSOCIATED STATES.

[For the purpose of carrying out programs under this part in the outlying areas, the term "local educational agency" includes public institutions or agencies whose mission is the preservation and maintenance of native languages.

[Subpart 1—Program Development and Enhancement

[SEC. 3211. FINANCIAL ASSISTANCE FOR LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS.

[The purpose of this subpart is to assist local educational agencies, institutions of higher education, and community-based organizations, through the grants authorized under sections 3212 and 3213—

[(1) to develop and enhance their capacity to provide high-quality instruction through language instruction educational programs or special alternative instruction programs to limited English proficient children; and

[(2) to help such children—

[(A) develop English proficiency and, to the extent possible, proficiency in their native language; and

[(B) meet the same challenging State academic content and student academic achievement standards as all children are expected to meet under section 1111(b)(1).

[SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.

[(a) PROGRAM AUTHORIZED.—

[(1) AUTHORITY.—

[(A) IN GENERAL.—The Secretary is authorized to award grants to eligible entities having applications approved under section 3214 to enable such entities to provide innovative, locally designed, high-quality instruction to limited English proficient children, by expanding, developing, or strengthening language instruction educational programs or special alternative instruction programs.

[(B) PERIOD.—Each grant awarded under this section shall be awarded for a period of 3 years.

[(2) AUTHORIZED ACTIVITIES.—

[(A) MANDATORY ACTIVITIES.—Grants awarded under this section shall be used for—

[(i) developing, implementing, expanding, or enhancing comprehensive preschool, elementary, or secondary education programs for limited English proficient children, that are—

[(I) aligned with State and local academic content and student academic achievement standards, and local school reform efforts; and

[(II) coordinated with related academic services for children;

[(ii) providing high-quality professional development to classroom teachers, administrators, and other school or community-based organization personnel to improve the instruction and assessment of limited English proficient children; and

[(iii) annually assessing the English proficiency of all limited English proficient children served by activities carried out under this section.

[(B) PERMISSIBLE ACTIVITIES.—Grants awarded under this section may be used for—

[(i) implementing programs to upgrade the reading and other academic skills of limited English proficient children;

[(ii) developing accountability systems to monitor the academic progress of limited English proficient and formerly limited English proficient children;

[(iii) implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;

[(iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instruction materials (including materials provided through technology), and

assessments that are all aligned with State and local standards;

[(v) providing intensified instruction, including tutorials and academic, or vocational and technical, training, for limited English proficient children;

[(vi) adapting best practice models for meeting the needs of limited English proficient children;

[(vii) assisting limited English proficient children with disabilities;

[(viii) implementing applied learning activities such as service learning to enhance and support comprehensive elementary and secondary language instruction educational programs;

[(ix) acquiring or developing education technology or instruction materials for limited English proficient children, including materials in languages other than English;

[(x) participating in electronic networks for materials, training, and communication, and incorporating information derived from such participation in curricula and programs; and

[(xi) carrying out such other activities related to the purpose of this part as the Secretary may approve.

[(b) PRIORITY.—In awarding grants under this section, the Secretary may give priority to an entity that—

[(1) serves a school district—

[(A) that has a total district enrollment that is less than 10,000 students; or

[(B) with a large percentage or number of limited English proficient children; and

[(2) has limited or no experience in serving limited English proficient children.

[(c) ELIGIBLE ENTITY.—In this section, the term "eligible entity" means—

[(1) one or more local educational agencies;

[(2) one or more local educational agencies in collaboration with an institution of higher education, community-based organization, or State educational agency; or

[(3) a community-based organization or an institution of higher education that has an application approved by the local educational agency to participate in programs carried out under this subpart by enhancing early childhood education or family education programs or conducting instruction programs that supplement the educational services provided by a local educational agency.

[SEC. 3213. COMPREHENSIVE SCHOOL AND SYSTEMWIDE IMPROVEMENT ACTIVITIES.

[(a) PROGRAM AUTHORIZED.—

[(1) AUTHORITY.—The Secretary is authorized to award grants to eligible entities having applications approved under section 3214 to enable such entities to develop and implement language instruction educational programs, and improve, reform, or upgrade programs or operations that serve significant percentages or numbers of limited English proficient children.

[(2) MANDATORY ACTIVITIES.—Grants awarded under this section shall be used for—

[(A) improving instruction programs for limited English proficient children by acquiring and upgrading curricula and related instruction materials;

[(B) aligning the activities carried out under this section with State and local school reform efforts;

[(C) providing training, aligned with State and local standards, to school personnel and participating community-based organization personnel to improve the instruction and assessment of limited English proficient children;

[(D) developing and implementing plans, coordinated with plans for programs carried out under title II of the Higher Education Act of 1965 (where applicable), and title II of this Act (where applicable), to recruit teachers trained to serve limited English proficient children;

[(E) implementing culturally and linguistically appropriate family education programs, or parent outreach and training activities, that are designed to assist parents of limited English proficient children to become active participants in the education of their children;

[(F) coordinating the activities carried out under this section with other programs, such as programs carried out under this title;

[(G) providing services to meet the full range of the educational needs of limited English proficient children;

[(H) annually assessing the English proficiency of all limited English proficient children served by the activities carried out under this section; and

[(I) developing or improving accountability systems to monitor the academic progress of limited English proficient children.

[(3) PERMISSIBLE ACTIVITIES.—Grants awarded under this section may be used for—

[(A) implementing programs to upgrade reading and other academic skills of limited English proficient children;

[(B) developing and using educational technology to improve learning, assessments, and accountability to meet the needs of limited English proficient children;

[(C) implementing scientifically based research programs to meet the needs of limited English proficient children;

[(D) providing tutorials and academic, or vocational and technical, training for limited English proficient children;

[(E) developing and implementing State and local academic content and student academic achievement standards for learning English as a second language, as well as for learning other languages;

[(F) developing and implementing programs for limited English proficient children to meet the needs of changing populations of such children;

[(G) implementing policies to ensure that limited English proficient children have access to other education programs (other than programs designed to address limited English proficiency);

[(H) assisting limited English proficient children with disabilities;

[(I) developing and implementing programs to help children become proficient in English and other languages;

[(J) acquiring or developing education technology or instruction materials for limited English proficient children, including materials in languages other than English;

[(K) participating in electronic networks for materials, training, and communication and incorporating information derived from such participation in curricula and programs; and

[(L) carrying out such other activities related to the purpose of this part as the Secretary may approve.

[(4) SPECIAL RULE.—

[(A) PLANNING.—A recipient of a grant under this section, before carrying out activities under this section, shall plan, train personnel, develop curricula, and acquire or develop materials, but shall not use funds made available under this section for planning purposes for more than 45 days.

[(B) COMMENCEMENT OF ACTIVITIES.—The recipient shall commence carrying out activities under this section not later than the later of—

[(i) the beginning of the first school year that begins after the grant is received; or

[(ii) 30 days after the date of receipt of the grant.

[(b) AVAILABILITY OF APPROPRIATIONS.—

[(1) RESERVATION OF FUNDS FOR CONTINUED PAYMENTS.—

[(A) COVERED GRANT.—In this paragraph, the term "covered grant" means a grant—

[(i) that was awarded under section 7112, 7113, 7114, or 7115 (as such sections were in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

[(ii) for which the grant period has not ended.

[(B) RESERVATION.—For any fiscal year that is part of the grant period of a covered grant, the Secretary shall reserve funds for the payments described in subparagraph (C) from the amount appropriated for the fiscal year under section 3001(a) and made available for carrying out this section.

[(C) PAYMENTS.—The Secretary shall continue to make grant payments to each entity that received a covered grant, in accordance with the terms of that grant, for the duration of the grant period of the grant, to carry out activities in accordance with the appropriate section described in subparagraph (A)(i).

[(2) AVAILABILITY.—Of the amount appropriated for a fiscal year under section 3001(a) that is made available to carry out this section, and that remains after the Secretary reserves funds for payments under paragraph (1)—

[(A) not less than one-third of the remainder shall be used to award grants to eligible entities for activities carried out within an entire school district; and

[(B) not less than two-thirds of the remainder shall be used to award grants to eligible entities for activities carried out within individual schools.

[(c) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an applicant that—

[(1) experiences a significant increase in the number or percentage of limited English proficient children enrolled in the applicant's programs and has limited or no experience in serving limited English proficient children;

[(2) is a local educational agency that serves a school district that has a total district enrollment that is less than 10,000 students;

[(3) demonstrates that the applicant has a proven track record of success in helping limited English proficient children learn English and meet high academic standards; or

[(4) serves a school district with a large number or percentage of limited English proficient children.

[(d) ELIGIBLE ENTITIES.—In this section, the term "eligible entity" means—

[(1) one or more local educational agencies; or

[(2) one or more local educational agencies, in collaboration with an institution of higher education, community-based organization, or State educational agency.

[SEC. 3214. APPLICATIONS.

[(a) IN GENERAL.—

[(1) SECRETARY.—To receive a grant under this subpart, an eligible entity described in section 3212 or 3213 shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

[(2) STATE EDUCATIONAL AGENCY.—The eligible entity, with the exception of schools funded by the Bureau of Indian Affairs, shall submit a copy of the application submitted by the entity under this section to the State educational agency.

[(b) STATE REVIEW AND COMMENTS.—

[(1) DEADLINE.—The State educational agency, not later than 45 days after receipt of an application under this section, shall review the application and submit the written comments of the agency regarding the application to the Secretary.

[(2) COMMENTS.—

[(A) SUBMISSION OF COMMENTS.—Regarding applications submitted under this subpart, the State educational agency shall—

[(i) submit to the Secretary written comments regarding all such applications; and

[(ii) submit to each eligible entity the comments that pertain to such entity.

[(B) SUBJECT.—For purposes of this subpart, such comments shall address—

[(i) how the activities to be carried out under the grant will further the academic achievement and English proficiency of limited English proficient children served under the grant; and

[(ii) how the grant application is consistent with the State plan required under section 1111.

[(c) ELIGIBLE ENTITY COMMENTS.—An eligible entity may submit to the Secretary comments that address the comments submitted by the State educational agency.

[(d) COMMENT CONSIDERATION.—In making grants under this subpart, the Secretary shall take into consideration comments made by State educational agencies.

[(e) WAIVER.—Notwithstanding subsection (b), the Secretary is authorized to waive the review requirement specified in subsection (b) if a State educational agency can demonstrate that such review requirement may impede such agency's ability to fulfill the requirements of participation in the program authorized in section 3224, particularly such agency's ability to carry out data collection efforts and such agency's ability to provide technical assistance to local educational agencies not receiving funds under this subpart.

[(f) REQUIRED DOCUMENTATION.—Such application shall include documentation that—

[(1) the applicant has the qualified personnel required to develop, administer, and implement the program proposed in the application; and

[(2) the leadership personnel of each school participating in the program have been involved in the development and planning of the program in the school.

[(g) CONTENTS.—

[(1) IN GENERAL.—An application for a grant under this subpart shall contain the following:

[(A) A description of the need for the proposed program, including—

[(i) data on the number of limited English proficient children in the school or school district to be served;

[(ii) information on the characteristics of the children, including—

[(I) the native languages of the children;

[(II) the proficiency of the children in English and their native language;

[(III) achievement data (current as of the date of submission of the application) for the limited English proficient children in—

[(aa) reading or language arts (in English and in the native language, if applicable); and

[(bb) mathematics;

[(IV) a comparison of that data for the children with that data for the English proficient peers of the children; and

[(V) the previous schooling experiences of the children;

[(iii) the professional development needs of the instruction personnel who will provide services for the limited English proficient children under the proposed program; and

[(iv) how the services provided through the grant will supplement the basic services provided to limited English proficient children.

[(B) A description of the program to be implemented and how such program's design—

[(i) relates to the linguistic and academic needs of the limited English proficient children to be served;

[(ii) will ensure that the services provided through the program will supplement the basic services the applicant provides to limited English proficient children;

[(iii) will ensure that the program is coordinated with other programs under this Act and other Acts;

[(iv) involves the parents of the limited English proficient children to be served;

[(v) ensures accountability in achieving high academic standards; and

[(vi) promotes coordination of services for the limited English proficient children to be served and their families.

[(C) A description, if appropriate, of the applicant's collaborative activities with institutions of higher education, community-based organizations, local educational agencies or State educational agencies, private schools, nonprofit organizations, or businesses in carrying out the proposed program.

[(D) An assurance that the applicant will not reduce the level of State and local funds that the applicant expends for language instruction educational programs or special alternative instruction programs if the applicant receives an award under this subpart.

[(E) An assurance that the applicant will employ teachers in the proposed program who, individually or in combination, are proficient in—

[(i) English, with respect to written, as well as oral, communication skills; and

[(ii) the native language of the majority of the children who the teachers teach, if instruction in the program is in the native language as well as English.

[(F) A budget for the grant funds.

[(2) ADDITIONAL INFORMATION.—Each application for a grant under section 3213 shall—

[(A) describe—

[(i) current services (as of the date of submission of the application) the applicant provides to limited English proficient children;

[(ii) what services limited English proficient children will receive under the grant that such children will not otherwise receive;

[(iii) how funds received under this subpart will be integrated with all other Federal, State, local, and private resources that may be used to serve limited English proficient children;

[(iv) specific achievement and school retention goals for the children to be served by the proposed program and how progress toward achieving such goals will be measured; and

[(v) the current family education programs (as of the date of submission of the application) of the eligible entity, if applicable; and

[(B) provide assurances that—

[(i) the program funded with the grant will be integrated with the overall educational program of the children served through the proposed program; and

[(ii) the application has been developed in consultation with parents and other representatives of the children to be served in such program.

[(h) APPROVAL OF APPLICATIONS.—An application for a grant under this subpart may be approved only if the Secretary determines that—

[(1) the program proposed in the application will use qualified personnel, including personnel who are proficient in the language or languages used for instruction;

[(2) in designing the program, the eligible entity has, after consultation with appropriate private school officials—

[(A) taken into account the needs of children in nonprofit private elementary schools and secondary schools; and

[(B) in a manner consistent with the number of such children enrolled in such schools in the area to be served, whose educational needs are of the type and whose language, and grade levels are of a similar type to the needs, language, and grade levels that the program is intended to address, provided for the participation of such children on a basis comparable to the basis on which public school children participate;

[(3)(A) student evaluation and assessment procedures in the program are valid and reliable for limited English proficient children; and

[(B) limited English proficient children with disabilities will be identified and served through the program in accordance with the requirements of the Individuals with Disabilities Education Act;

[(4) Federal funds made available for the program will be used to supplement the State and local funds that, in the absence of such Federal funds, would be expended for special programs for children of limited English proficient individuals, and in no case to supplant such State and local funds, except that nothing in this paragraph shall be construed to preclude a local educational agency from using funds made available under this subpart—

[(A) for activities carried out under an order of a Federal or State court respecting services to be provided to such children; or

[(B) to carry out a plan approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 with respect to services to be provided to such children;

[(5)(A) the assistance provided through the grant will contribute toward building the capacity of the eligible entity to provide a program on a regular basis, similar to the proposed program, that will be of sufficient size, scope, and quality to promise significant improvement in the education of limited English proficient children; and

[(B) the eligible entity will have the resources and commitment to continue the program of sufficient size, scope, and

quality when assistance under this subpart is reduced or no longer available; and

[(6) the eligible entity will use State and national dissemination sources for program design and dissemination of results and products.

[(i) CONSIDERATION.—In determining whether to approve an application under this subpart, the Secretary shall give consideration to—

[(1) the degree to which the program for which assistance is sought involves the collaborative efforts of institutions of higher education, community-based organizations, the appropriate local educational agency and State educational agency, or businesses; and

[(2) whether the application provides for training for personnel participating in, or preparing to participate in, a program that will assist such personnel in meeting State and local certification requirements.

[SEC. 3215. CAPACITY BUILDING.

[Each recipient of a grant under this subpart shall use the grant in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs and special alternative instruction programs to limited English proficient children after Federal assistance is reduced or eliminated.

[SEC. 3216. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.

[Notwithstanding any other provision of this part, programs authorized under this subpart that serve Native American (including Native American Pacific Islander) children and children in the Commonwealth of Puerto Rico may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.

[SEC. 3217. EVALUATIONS.

[(a) EVALUATION.—Each recipient of funds under this subpart for a program shall annually conduct an evaluation of the program and submit to the Secretary a report concerning the evaluation, in the form prescribed by the Secretary.

[(b) USE OF EVALUATION.—Such evaluation shall be used by the grant recipient—

[(1) for program improvement;

[(2) to further define the program's goals and objectives; and

[(3) to determine program effectiveness.

[(c) EVALUATION REPORT COMPONENTS.—In preparing the evaluation reports, the recipient shall—

[(1) use the data provided in the application submitted by the recipient under section 3214 as baseline data against which to report academic achievement and gains in English proficiency for children in the program;

[(2) disaggregate the results of the evaluation by gender, native languages spoken by children, socioeconomic status, and whether the children have disabilities;

[(3) include data on the progress of the recipient in achieving the objectives of the program, including data dem-

onstrating the extent to which children served by the program are meeting the challenging State academic content and student academic achievement standards, and including data comparing limited English proficient children with English proficient children with regard to school retention and academic achievement concerning—

[(A) reading and language arts;

[(B) English proficiency;

[(C) mathematics; and

[(D) the native language of the children, if the program develops native language proficiency;

[(4) include information on the extent that professional development activities carried out through the program have resulted in improved classroom practices and improved student academic achievement;lude a description of how the activities carried out through the program are coordinated and integrated with the other Federal, State, or local programs serving limited English proficient children; and

[(6) include such other information as the Secretary may require.

[SEC. 3218. CONSTRUCTION.

[Nothing in this subpart shall be construed to prohibit a local educational agency from serving limited English proficient children simultaneously with children with similar educational needs, in the same educational settings where appropriate.

[Subpart 2—Research, Evaluation, and Dissemination

[SEC. 3221. AUTHORITY.

[(a) IN GENERAL.—The Secretary is authorized to conduct data collection, dissemination, research, and ongoing program evaluation activities in accordance with the provisions of this subpart for the purpose of improving language instruction educational programs and special alternative instruction programs for limited English proficient children.

[(b) COMPETITIVE AWARDS.—Research and program evaluation activities carried out under this subpart shall be supported through competitive grants, contracts, and cooperative agreements awarded to institutions of higher education, nonprofit organizations, State educational agencies, and local educational agencies.

[(c) ADMINISTRATION.—The Secretary shall conduct data collection, dissemination, and ongoing program evaluation activities authorized by this subpart through the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students.

[SEC. 3222. RESEARCH.

[(a) ADMINISTRATION.—The Secretary shall conduct research activities authorized by this subpart through the Institute of Education Sciences in coordination and collaboration with the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students.

[(b) REQUIREMENTS.—Such research activities—

[(1) shall have a practical application to teachers, counselors, paraprofessionals, school administrators, parents, and others involved in improving the education of limited English proficient children and their families;

[(2) may include research on effective instruction practices for multilingual classes, and on effective instruction strategies to be used by a teacher or other staff member who does not know the native language of a limited English proficient child in the teacher's or staff member's classroom;

[(3) may include establishing (through the National Center for Education Statistics in consultation with experts in second language acquisition and scientifically based research on teaching limited English proficient children) a common definition of "limited English proficient child" for purposes of national data collection; and

[(4) shall be administered by individuals with expertise in second language acquisition, scientifically based research on teaching limited English proficient children, and the needs of limited English proficient children and their families.

[(c) FIELD-INITIATED RESEARCH.—

[(1) IN GENERAL.—The Secretary shall reserve not less than 5 percent of the funds made available to carry out this section for field-initiated research conducted by recipients of grants under subpart 1 or this subpart who have received such grants within the previous 5 years. Such research may provide for longitudinal studies of limited English proficient children or teachers who serve such children, monitoring the education of such children from entry into language instruction educational programs through secondary school completion.

[(2) APPLICATIONS.—An applicant for assistance under this subsection may submit an application for such assistance to the Secretary at the same time as the applicant submits another application under subpart 1 or this subpart. The Secretary shall complete a review of such applications on a timely basis to allow the activities carried out under research and program grants to be coordinated when recipients are awarded two or more of such grants.

[(d) CONSULTATION.—The Secretary shall consult with agencies, organizations, and individuals that are engaged in research and practice on the education of limited English proficient children, language instruction educational programs, or related research, to identify areas of study and activities to be funded under this section.

[(e) DATA COLLECTION.—The Secretary shall provide for the collection of data on limited English proficient children as part of the data systems operated by the Department.

[SEC. 3223. ACADEMIC EXCELLENCE AWARDS.

[(a) AUTHORITY.—The Secretary may make grants to State educational agencies to assist the agencies in recognizing local educational agencies and other public and nonprofit entities whose programs have—

[(1) demonstrated significant progress in assisting limited English proficient children to learn English according to age appropriate and developmentally appropriate standards; and

[(2) demonstrated significant progress in assisting limited English proficient children to meet, according to age appropriate and developmentally appropriate standards, the same challenging State academic content and student academic achievement standards as all children are expected to meet.

[(b) APPLICATIONS.—A State educational agency desiring a grant under this section shall include an application for such grant in the application submitted by the agency under section 3224(e).

[SEC. 3224. STATE GRANT PROGRAM.

[(a) STATE GRANT PROGRAM.—The Secretary is authorized to make an award to a State educational agency that demonstrates, to the satisfaction of the Secretary, that such agency, through such agency's programs and other Federal education programs, effectively provides for the education of limited English proficient children within the State.

[(b) PAYMENTS.—The amount paid to a State educational agency under subsection (a) shall not exceed 5 percent of the total amount awarded to local educational agencies and entities within the State under subpart 1 for the previous fiscal year, except that in no case shall the amount paid by the Secretary to any State educational agency under this subsection for any fiscal year be less than $100,000.

[(c) USE OF FUNDS.—

[(1) IN GENERAL.—A State educational agency shall use funds awarded under this section—

[(A) to assist local educational agencies in the State with activities that—

[(i) consist of program design, capacity building, assessment of student academic achievement, program evaluation, and development of data collection and accountability systems for limited English proficient children; and

[(ii) are aligned with State reform efforts; and

[(B) to collect data on the State's limited English proficient populations and document the services available to all such populations.

[(2) TRAINING.—The State educational agency may also use funds provided under this section for the training of State educational agency personnel in educational issues affecting limited English proficient children.

[(3) SPECIAL RULE.—Recipients of funds under this section shall not restrict the provision of services under this section to federally funded programs.

[(d) STATE CONSULTATION.—A State educational agency receiving funds under this section shall consult with recipients of grants under this subpart and other individuals or organizations involved in the development or operation of programs serving limited English proficient children to ensure that such funds are used in a manner consistent with the requirements of this subpart.

[(e) APPLICATIONS.—A State educational agency desiring to receive funds under this section shall submit an application to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require.

[(f) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this section for any fiscal year shall be used by the State

educational agency to supplement and, to the extent practical, to increase the State funds that, in the absence of such Federal funds, would be made available for the purposes described in this section, and in no case to supplant such State funds.

[(g) REPORT TO THE SECRETARY.—A State educational agency receiving an award under this section shall provide for the annual submission of a summary report to the Secretary describing such State's use of the funds made available through the award.

[SEC. 3225. INSTRUCTION MATERIALS DEVELOPMENT.

[(a) IN GENERAL.—The Secretary may make grants for the development, publication, and dissemination of high-quality instruction materials—

[(1) in Native American languages (including Native Hawaiian languages and the language of Native American Pacific Islanders), and the language of natives of the outlying areas, for which instruction materials are not readily available; and

[(2) in other low-incidence languages in the United States for which instruction materials are not readily available.

[(b) PRIORITY.—In making the grants, the Secretary shall give priority to applicants for the grants who propose—

[(1) to develop instruction materials in languages indigenous to the United States or the outlying areas; and

[(2) to develop and evaluate materials, in collaboration with entities carrying out activities assisted under subpart 1 and this subpart, that are consistent with challenging State academic content and student academic achievement standards.

[Subpart 3—Professional Development

[SEC. 3231. PROFESSIONAL DEVELOPMENT GRANTS.

[(a) PURPOSE.—The purpose of this section is to provide assistance to prepare educators to improve educational services for limited English proficient children by—

[(1) supporting professional development programs and activities to prepare teachers, pupil service personnel, administrators, and other educational personnel working in language instruction educational programs to provide effective services to limited English proficient children;

[(2) incorporating curricula and resources concerning appropriate and effective instruction and assessment methodologies specific to limited English proficient children into preservice and inservice professional development programs;

[(3) upgrading the qualifications and skills of non-certified educational personnel, including paraprofessionals, to enable such personnel to meet high professional standards for educating limited English proficient children;

[(4) improving the quality of professional development programs in schools or departments of education at institutions of higher education, for educational personnel serving, or preparing to serve, limited English proficient children; and

[(5) supporting the recruitment and training of prospective educational personnel to serve limited English proficient children by providing fellowships for undergraduate, graduate,

doctoral, and post-doctoral study related to the instruction of such children.

[(b) AUTHORIZATION.—

[(1) IN GENERAL.—The Secretary is authorized to award grants under this section to—

[(A) State educational agencies;

[(B) local educational agencies;

[(C) institutions of higher education; or

[(D) consortia of one or more local educational agencies, State educational agencies, institutions of higher education, for-profit organizations, or nonprofit organizations.

[(2) DURATION.—Each grant awarded under this section shall be awarded for a period of not more than 4 years.

[(c) AUTHORIZED ACTIVITIES.—Grants awarded under this section shall be used to conduct high-quality professional development programs and effective activities to improve the quality of instruction and services provided to limited English proficient children, including—

[(1) implementing preservice and inservice professional development programs for teachers who serve limited English proficient children, administrators, and other educational personnel who are preparing to provide educational services for limited English proficient children, including professional development programs that assist limited English proficient children to attain English proficiency;

[(2) implementing school-based collaborative efforts among teachers to improve instruction in core academic subjects, especially reading, for limited English proficient children;

[(3) developing and implementing programs to assist beginning teachers who serve limited English proficient children with transitioning to the teaching profession, including programs that provide mentoring and team teaching with trained and experienced teachers;

[(4) implementing programs that support effective teacher use of education technologies to improve instruction and assessment;

[(5) developing curricular materials and assessments for teachers that are appropriate to the needs of limited English proficient children, and that are aligned with challenging State academic content and student academic achievement standards, including materials and assessments that ensure limited English proficient children attain English proficiency;

[(6) integrating and coordinating activities with entities carrying out other programs consistent with the purpose of this section and supported under this Act, or other Acts as appropriate;

[(7) developing and implementing career ladder programs to upgrade the qualifications and skills of non-certified educational personnel working in, or preparing to work in, language instruction educational programs to enable such personnel to meet high professional standards, including standards for certification and licensure as teachers;

[(8) developing and implementing activities to help recruit and train secondary school students as teachers who serve limited English proficient children;

[(9) providing fellowships and assistance for costs related to enrollment in a course of study at an institution of higher education that addresses the instruction of limited English proficient children in such areas as teacher training, program administration, research, evaluation, and curriculum development, and for the support of dissertation research related to such study, except that any person receiving such a fellowship or assistance shall agree to—

[(A) work in an activity related to improving the educational services for limited English proficient children authorized under this subpart, including work as a teacher that serves limited English proficient children, for a period of time equivalent to the period of time during which such person receives assistance under this paragraph; or

[(B) repay such assistance; and

[(10) carrying out such other activities as are consistent with the purpose of this section.

[(d) APPLICATION.—

[(1) IN GENERAL.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

[(2) CONTENTS.—Each application shall—

[(A) describe the programs and activities proposed to be developed, implemented, and administered under the award;

[(B) describe how the applicant has consulted with, and assessed the needs of, public and private schools serving limited English proficient children to determine such schools' need for, and the design of, the program for which funds are sought; and

[(C) describe how the programs and activities to be carried out under the award will be used to ensure that limited English proficient children meet challenging State academic content and student academic achievement standards and attain English proficiency.

[(3) SPECIAL RULE.—An eligible entity that proposes to conduct a master's-level or doctoral-level program with funds received under this section shall include in the entity's application an assurance that such program will include a training practicum in a local elementary school or secondary school program serving limited English proficient children.

[(4) OUTREACH AND TECHNICAL ASSISTANCE.—The Secretary shall provide for outreach and technical assistance to institutions of higher education eligible for assistance under title III of the Higher Education Act of 1965, and institutions of higher education that are operated or funded by the Bureau of Indian Affairs, to facilitate the participation of such institutions in programs and activities under this section.

[(5) DISTRIBUTION RULE.—In making awards under this section, the Secretary shall ensure adequate representation of Hispanic-serving institutions that demonstrate competence and experience in carrying out the programs and activities authorized under this section and that are otherwise qualified.

[(e) PRIORITIES IN AWARDING GRANTS.—

[(1) GRANTS TO AGENCIES.—In awarding grants to State educational agencies and local educational agencies under this section, the Secretary shall give priority to agencies that propose programs and activities designed to implement professional development programs for teachers and educational personnel who are providing or preparing to provide educational services for limited English proficient children, including services provided through language instruction educational programs, that ensure such children attain English proficiency and meet challenging State academic content and student academic achievement standards.

[(2) GRANTS TO INSTITUTIONS OF HIGHER EDUCATION.—In awarding grants to institutions of higher education under this section, the Secretary shall give priority to institutions that propose programs and activities to recruit and upgrade the qualifications and skills of certified and non-certified educational personnel by offering degree programs that prepare beginning teachers to serve limited English proficient children.

[(f) PROGRAM EVALUATIONS.—Each recipient of an award under this section for a program or activity shall annually conduct an independent evaluation of the program or activity and submit to the Secretary a report containing such evaluation. Such report shall include information on—

[(1) the program or activity conducted by the recipient to provide high-quality professional development to participants in such program or activity;

[(2) the number of participants served through the program or activity, the number of participants who completed the requirements of the program or activity, and the number of participants who took positions in an instruction setting with limited English proficient children;

[(3) the effectiveness of the program or activity in imparting the professional skills necessary for participants to achieve the objectives of the program or activity; and

[(4) the teaching effectiveness of graduates of the program or activity or other participants who have completed the program or activity.

[Subpart 4—Emergency Immigrant Education Program

[SEC. 3241. PURPOSE.

[The purpose of this subpart is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration—

[(1) to provide high-quality instruction to immigrant children and youth; and

[(2) to help such children and youth—

[(A) with their transition into American society; and

[(B) meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

[SEC. 3242. STATE ADMINISTRATIVE COSTS.

[For any fiscal year, a State educational agency may reserve not more than 1.5 percent (2 percent if the State educational agency distributes funds received under this subpart to local educational agencies on a competitive basis) of the amount allotted to such agency under section 3244 to pay the costs of performing such agency's administrative functions under this subpart.

[SEC. 3243. WITHHOLDING.

[Whenever the Secretary, after providing reasonable notice and opportunity for a hearing to any State educational agency, finds that there is a failure to comply with a requirement of any provision of this subpart, the Secretary shall notify that agency that further payments will not be made to the agency under this subpart or, in the discretion of the Secretary, that the State educational agency shall not make further payments under this subpart to specified local educational agencies whose actions cause or are involved in such failure until the Secretary is satisfied that there is no longer any such failure to comply. Until the Secretary is so satisfied, no further payments shall be made to the State educational agency under this subpart, or payments by the State educational agency under this subpart shall be limited to local educational agencies whose actions did not cause or were not involved in the failure, as the case may be.

[SEC. 3244. STATE ALLOTMENTS.

[(a) PAYMENTS.—The Secretary shall, in accordance with the provisions of this section, make payments to State educational agencies for each of the fiscal years 2002 through 2008 for the purpose set forth in section 3241.

[(b) ALLOTMENTS.—

[(1) IN GENERAL.—Except as provided in subsections (c) and (d), of the amount appropriated for each fiscal year for this subpart, each State participating in the program assisted under this subpart shall receive an allotment equal to the proportion of the number of immigrant children and youth who are enrolled in public elementary schools or secondary schools under the jurisdiction of each local educational agency described in paragraph (2), and in nonpublic elementary schools or secondary schools within the district served by each such local educational agency within such State, relative to the total number of immigrant children and youth so enrolled in all the States participating in the program assisted under this subpart.

[(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency referred to in paragraph (1) is a local educational agency for which the sum of the number of immigrant children and youth who are enrolled in public elementary schools or secondary schools under the jurisdiction of such agency, and in nonpublic elementary schools or secondary schools within the district served by such agency, during the fiscal year for which the payments are to be made under this subpart, is equal to at least—

[(A) 500; or

[(B) 3 percent of the total number of children enrolled in such public or nonpublic schools during such fiscal year,

whichever is less.

[(c) DETERMINATIONS OF NUMBER OF CHILDREN AND YOUTH.—

[(1) IN GENERAL.—Determinations by the Secretary under this section for any period with respect to the number of immigrant children and youth shall be made on the basis of data or estimates provided to the Secretary by each State educational agency in accordance with criteria established by the Secretary, unless the Secretary determines, after notice and opportunity for a hearing to the affected State educational agency, that such data or estimates are clearly erroneous.

[(2) SPECIAL RULE.—No such determination with respect to the number of immigrant children and youth shall operate because of an underestimate or overestimate to deprive any State educational agency of the allotment under this section that such State would otherwise have received had such determination been made on the basis of accurate data.

[(d) REALLOTMENT.—

[(1) IN GENERAL.—Whenever the Secretary determines that any amount of a payment made to a State under this subpart for a fiscal year will not be used by such State for carrying out the purpose for which the payment was made, the Secretary shall make such amount available for carrying out such purpose to one or more other States to the extent the Secretary determines that such other States will be able to use such additional amount for carrying out such purpose.

[(2) FISCAL YEAR.—Any amount made available to a State from any appropriation for a fiscal year in accordance with paragraph (1) shall, for purposes of this subpart, be regarded as part of such State's payment (as determined under subsection (b)) for such year, but shall remain available until the end of the succeeding fiscal year.

[(e) RESERVATION OF FUNDS.—

[(1) IN GENERAL.—Notwithstanding any other provision of this subpart, if the amount appropriated to carry out this subpart exceeds $50,000,000 for a fiscal year, a State educational agency may reserve not more than 20 percent of such agency's payment under this subpart for such year to award grants, on a competitive basis, to local educational agencies within the State as follows:

[(A) AGENCIES WITH IMMIGRANT CHILDREN AND YOUTH.—At least ½ of the funds reserved under this paragraph shall be made available to eligible local educational agencies (as described in subsection (b)(2)) within the State with the highest numbers and percentages of immigrant children and youth.

[(B) AGENCIES WITH A SUDDEN INFLUX OF CHILDREN AND YOUTH.—Funds reserved under this paragraph and not made available under subparagraph (A) may be distributed to local educational agencies within the State that are experiencing a sudden influx of immigrant children and youth and that are otherwise not eligible for assistance under this subpart.

[(2) USE OF GRANT FUNDS.—Each local educational agency receiving a grant under paragraph (1) shall use such grant funds to carry out the activities described in section 3247.

[(3) INFORMATION.—Local educational agencies receiving funds under paragraph (1) with the highest number of immigrant children and youth may make information available on serving immigrant children and youth to local educational agencies in the State with sparse numbers of such children and youth.

[SEC. 3245. STATE APPLICATIONS.

[(a) SUBMISSION.—No State educational agency shall receive any payment under this subpart for any fiscal year unless such agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information, as the Secretary may reasonably require. Each such application shall—

[(1) provide that the educational programs, services, and activities for which payments under this subpart are made will be administered by or under the supervision of the agency;

[(2) provide assurances that payments under this subpart will be used for purposes set forth in sections 3241 and 3247, including a description of how local educational agencies receiving funds under this subpart will use such funds to meet such purposes and will coordinate with entities carrying out other programs and activities assisted under this Act, and other Acts as appropriate;

[(3) provide an assurance that local educational agencies receiving funds under this subpart will coordinate the use of such funds with entities carrying out programs and activities assisted under part A of title I;

[(4) provide assurances that such payments, with the exception of payments reserved under section 3244(e), will be distributed among local educational agencies within that State on the basis of the number of immigrant children and youth counted with respect to each such local educational agency under section 3244(b)(1);

[(5) provide assurances that the State educational agency will not finally disapprove in whole or in part any application for funds received under this subpart without first affording the local educational agency submitting an application for such funds reasonable notice and opportunity for a hearing;

[(6) provide for making such reports as the Secretary may reasonably require to perform the Secretary's functions under this subpart;

[(7) provide assurances—

[(A) that to the extent consistent with the number of immigrant children and youth enrolled in the nonpublic elementary schools or secondary schools within the district served by a local educational agency, such agency, after consultation with appropriate officials of such schools, shall provide for the benefit of such children and youth secular, neutral, and nonideological services, materials, and equipment necessary for the education of such children and youth;

[(B) that the control of funds provided under this subpart for any materials or equipment, or property repaired, remodeled, or constructed with those funds shall be in a public agency for the uses and purpose provided in this

subpart, and a public agency shall administer such funds and property; and

[(C) that the provision of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, association, agency, or corporation who or which, in the provision of such services, is independent of such nonpublic elementary school or secondary school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this paragraph shall not be commingled with State or local funds;

[(8) provide that funds reserved under section 3244(e) be awarded on a competitive basis based on merit and need in accordance with such section; and

[(9) provide an assurance that the State educational agency and local educational agencies in the State receiving funds under this subpart will comply with the requirements of section 1120(b).

[(b) APPLICATION REVIEW.—

[(1) IN GENERAL.—The Secretary shall review all applications submitted pursuant to this section by State educational agencies.

[(2) APPROVAL.—The Secretary shall approve any application submitted by a State educational agency that meets the requirements of this section.

[(3) DISAPPROVAL.—The Secretary shall disapprove any application submitted by a State educational agency that does not meet the requirements of this section, but shall not finally disapprove an application except after providing reasonable notice, technical assistance, and an opportunity for a hearing to the State educational agency.

[SEC. 3246. ADMINISTRATIVE PROVISIONS.

[(a) NOTIFICATION OF AMOUNT.—The Secretary, not later than June 1 of each year, shall notify each State educational agency that has an application approved under section 3245 of the amount of such agency's allotment under section 3244 for the succeeding year.

[(b) SERVICES TO IMMIGRANT CHILDREN AND YOUTH ENROLLED IN NONPUBLIC SCHOOLS.—If by reason of any provision of law a local educational agency is prohibited from providing educational services for immigrant children and youth enrolled in nonpublic elementary schools and secondary schools, as required by section 3245(a)(7), or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for the participation on an equitable basis of such children and youth enrolled in such schools, the Secretary may waive such requirement and shall arrange for the provision of services, subject to the requirements of this subpart, to such children and youth. Such waivers shall be subject to consultation, withholding, notice, and judicial review requirements in accordance with the provisions of title I.

[SEC. 3247. USES OF FUNDS.

[(a) USE OF FUNDS.—Funds awarded under this subpart shall be used to pay for enhanced instructional opportunities for immigrant children and youth, which may include—

[(1) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

[(2) support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

[(3) tutorials, mentoring, and academic or career counseling for immigrant children and youth;

[(4) identification and acquisition of curricular materials, educational software, and technologies;

[(5) the provision of basic instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; and

[(6) such other activities, related to the purpose of this subpart, as the Secretary may authorize.

[(b) CONSORTIA.—A local educational agency that receives a grant under this subpart may collaborate or form a consortium with one or more local educational agencies, institutions of higher education, and nonprofit organizations to carry out a program described in an application approved under this subpart.

[(c) SUBGRANTS.—A local educational agency that receives a grant under this subpart may, with the approval of the Secretary, make a subgrant to, or enter into a contract with, an institution of higher education, a nonprofit organization, or a consortium of such institutions or organizations to carry out a program described in an application approved under this subpart, including a program to serve out-of-school youth.

[(d) CONSTRUCTION.—Nothing in this subpart shall be construed to prohibit a local educational agency from serving immigrant children and youth simultaneously with children and youth with similar educational needs, in the same educational settings where appropriate.

[SEC. 3248. REPORTS.

[(a) BIENNIAL REPORT.—Each State educational agency receiving funds under this subpart shall submit, once every 2 years, a report to the Secretary concerning the expenditure of funds by local educational agencies under this subpart. Each local educational agency receiving funds under this subpart shall submit to the State educational agency such information as may be necessary for such report.

[(b) REPORT TO CONGRESS.—The Secretary shall submit, once every 2 years, a report to the appropriate committees of Congress concerning programs assisted under this subpart.

[Subpart 5—Administration

[SEC. 3251. RELEASE TIME.

[The Secretary shall allow entities carrying out professional development programs funded under this part to use funds provided under this part for professional release time to enable individuals to participate in programs assisted under this part.

[SEC. 3252. NOTIFICATION.

[A State educational agency, and when applicable, the State board for postsecondary education, shall be notified within 3 working days after the date an award under this part is made to an eligible entity within the State.

[SEC. 3253. COORDINATION AND REPORTING REQUIREMENTS.

[(a) COORDINATION WITH RELATED PROGRAMS.—In order to maximize Federal efforts aimed at serving the educational needs of children and youth of limited English proficiency, the Secretary shall coordinate and ensure close cooperation with other programs serving language-minority and limited English proficient children that are administered by the Department and other agencies. The Secretary shall consult with the Secretary of Labor, the Secretary of Health and Human Services, the Secretary of Agriculture, the Attorney General, and the heads of other relevant agencies to identify and eliminate barriers to appropriate coordination of programs that affect language-minority and limited English proficient children and their families. The Secretary shall provide for continuing consultation and collaboration, between the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students and relevant programs operated by the Department, including programs under this part and other programs under this Act, in planning, contracts, providing joint technical assistance, providing joint field monitoring activities and in other relevant activities to ensure effective program coordination to provide high-quality educational opportunities to all language-minority and limited English proficient children.

[(b) DATA.—The Secretary shall, to the extent feasible, ensure that all data collected by the Department shall include the collection and reporting of data on limited English proficient children.

[(c) PUBLICATION OF PROPOSALS.—The Secretary shall publish and disseminate all requests for proposals for programs funded under this part.

[(d) REPORT.—The Director shall prepare and, not later than February 1 of every other year, shall submit to the Secretary, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

[(1) on programs and activities carried out to serve limited English proficient children under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient;

[(2) containing a critical synthesis of data reported by States under section 3224, when applicable;

[(3) containing an estimate of the number of certified or licensed teachers working in language instruction educational

programs and educating limited English proficient children, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;

[(4) containing the major findings of scientifically based research carried out under this part; and

[(5) containing other information gathered from the reports submitted to the Secretary under this title when applicable.

[PART C—GENERAL PROVISIONS

[SEC. 3301. DEFINITIONS.

[Except as otherwise provided, in this title:

[(1) CHILD.—The term "child" means any individual aged 3 through 21.

[(2) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.

[(3) COMMUNITY COLLEGE.—The term "community college" means an institution of higher education as defined in section 101 of the Higher Education Act of 1965 that provides not less than a 2-year program that is acceptable for full credit toward a bachelor's degree, including institutions receiving assistance under the Tribally Controlled Colleges and Universities Assistance Act of 1978.

[(4) DIRECTOR.—The term "Director" means the Director of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students established under section 209 of the Department of Education Organization Act.

[(5) FAMILY EDUCATION PROGRAM.—The term "family education program" means a language instruction educational program or special alternative instruction program that—

[(A) is designed—

[(i) to help limited English proficient adults and out-of-school youths achieve English proficiency; and

[(ii) to provide instruction on how parents and family members can facilitate the educational achievement of their children;

[(B) when feasible, uses instructional programs based on models developed under the Even Start Family Literacy Programs, which promote adult literacy and train parents to support the educational growth of their children, the Parents as Teachers Program, and the Home Instruction Program for Preschool Youngsters; and

[(C) gives preference to participation by parents and immediate family members of children attending school.

[(6) IMMIGRANT CHILDREN AND YOUTH.—The term "immigrant children and youth" means individuals who—

[(A) are aged 3 through 21;

[(B) were not born in any State; and

[(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

[(7) INDIAN TRIBE.—The term "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

[(8) LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM.—The term "language instruction educational program" means an instruction course—

[(A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and

[(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

[(9) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms "Native American" and "Native American language" shall have the meanings given such terms in section 103 of the Native American Languages Act.

[(10) NATIVE HAWAIIAN OR NATIVE AMERICAN PACIFIC ISLANDER NATIVE LANGUAGE EDUCATIONAL ORGANIZATION.—The term "Native Hawaiian or Native American Pacific Islander native language educational organization" means a nonprofit organization with—

[(A) a majority of its governing board and employees consisting of fluent speakers of the traditional Native American languages used in the organization's educational programs; and

[(B) not less than 5 years successful experience in providing educational services in traditional Native American languages.

[(11) NATIVE LANGUAGE.—The term "native language", when used with reference to an individual of limited English proficiency, means—

[(A) the language normally used by such individual; or

[(B) in the case of a child or youth, the language normally used by the parents of the child or youth.

[(12) PARAPROFESSIONAL.—The term "paraprofessional" means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

[(13) SPECIALLY QUALIFIED AGENCY.—The term "specially qualified agency" means an eligible entity, as defined in section 3141, in a State whose State educational agency—

[(A) does not participate in a program under subpart 1 of part A for a fiscal year; or

[(B) submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of such subpart.

[(14) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[(15) TRIBALLY SANCTIONED EDUCATIONAL AUTHORITY.—The term "tribally sanctioned educational authority" means—

[(A) any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe; and

[(B) any nonprofit institution or organization that is—

[(i) chartered by the governing body of an Indian tribe to operate a school described in section 3112(a) or otherwise to oversee the delivery of educational services to members of the tribe; and

[(ii) approved by the Secretary for the purpose of carrying out programs under subpart 1 of part A for individuals served by a school described in section 3112(a).

[SEC. 3302. PARENTAL NOTIFICATION.

[(a) IN GENERAL.—Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program of—

[(1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

[(2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

[(3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

[(4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;

[(5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;

[(6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;

[(7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and

[(8) information pertaining to parental rights that includes written guidance—

[(A) detailing—

[(i) the right that parents have to have their child immediately removed from such program upon their request; and

[(ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

[(B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

[(b) SEPARATE NOTIFICATION.—In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

[(c) RECEIPT OF INFORMATION.—The information required to be provided under subsections (a) and (b) to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

[(d) SPECIAL RULE APPLICABLE DURING SCHOOL YEAR.—For a child who has not been identified for participation in a language instruction educational program prior to the beginning of the school year, the eligible entity shall carry out subsections (a) through (c) with respect to the parents of the child within 2 weeks of the child being placed in such a program.

[(e) PARENTAL PARTICIPATION.—

[(1) IN GENERAL.—Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can—

[(A) be involved in the education of their children; and

[(B) be active participants in assisting their children—

[(i) to learn English;

[(ii) to achieve at high levels in core academic subjects; and

[(iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

[(2) RECEIPT OF RECOMMENDATIONS.—The outreach described in paragraph (1) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents described in such paragraph.

[(f) BASIS FOR ADMISSION OR EXCLUSION.—A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

[SEC. 3303. NATIONAL CLEARINGHOUSE.

[The Secretary shall establish and support the operation of a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, which shall collect, analyze, synthesize, and disseminate information about language instruction educational programs for limited English proficient children, and related programs. The National Clearinghouse shall—

[(1) be administered as an adjunct clearinghouse of the Educational Resources Information Center Clearinghouses system supported by the Institute of Education Sciences;

[(2) coordinate activities with Federal data and information clearinghouses and entities operating Federal dissemination networks and systems;

[(3) develop a system for improving the operation and effectiveness of federally funded language instruction educational programs;

[(4) collect and disseminate information on—

[(A) educational research and processes related to the education of limited English proficient children; and

[(B) accountability systems that monitor the academic progress of limited English proficient children in language instruction educational programs, including information on academic content and English proficiency assessments for language instruction educational programs; and

[(5) publish, on an annual basis, a list of grant recipients under this title.

[SEC. 3304. REGULATIONS.

[In developing regulations under this title, the Secretary shall consult with State educational agencies and local educational agencies, organizations representing limited English proficient individuals, and organizations representing teachers and other personnel involved in the education of limited English proficient children.

[TITLE IV—21ST CENTURY SCHOOLS

[PART A—SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

[SEC. 4001. SHORT TITLE.

[This part may be cited as the "Safe and Drug-Free Schools and Communities Act".

[SEC. 4002. PURPOSE.

[The purpose of this part is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement, through the provision of Federal assistance to—

[(1) States for grants to local educational agencies and consortia of such agencies to establish, operate, and improve local programs of school drug and violence prevention and early intervention;

[(2) States for grants to, and contracts with, community-based organizations and public and private entities for programs of drug and violence prevention and early intervention, including community-wide drug and violence prevention planning and organizing activities;

[(3) States for development, training, technical assistance, and coordination activities; and

[(4) public and private entities to provide technical assistance; conduct training, demonstrations, and evaluation; and to provide supplementary services and community-wide drug and violence prevention planning and organizing activities for the prevention of drug use and violence among students and youth.

[SEC. 4003. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated—

[(1) $650,000,000 for fiscal year 2002, and such sums as may be necessary for each of the 5 succeeding fiscal years, for State grants under subpart 1; and

[(2) such sums for fiscal year 2002, and for each of the 5 succeeding fiscal years, for national programs under subpart 2.

[Subpart 1—State Grants

[SEC. 4111. RESERVATIONS AND ALLOTMENTS.

[(a) RESERVATIONS.—

[(1) IN GENERAL.—From the amount made available under section 4003(1) to carry out this subpart for each fiscal year, the Secretary—

[(A) shall reserve 1 percent or $4,750,000 (whichever is greater) of such amount for grants to Guam, American Samoa, the United States Virgin Islands, and the Commonwealth of the Northern Mariana Islands, to be allotted in accordance with the Secretary's determination of their respective needs and to carry out programs described in this subpart;

[(B) shall reserve 1 percent or $4,750,000 (whichever is greater) of such amount for the Secretary of the Interior to carry out programs described in this subpart for Indian youth; and

[(C) shall reserve 0.2 percent of such amount for Native Hawaiians to be used under section 4117 to carry out programs described in this subpart.

[(2) OTHER RESERVATIONS.—From the amount made available under section 4003(2) to carry out subpart 2 for each fiscal year, the Secretary—

[(A) may reserve not more than $2,000,000 for the national impact evaluation required by section 4122(a);

[(B) notwithstanding section 3 of the No Child Left Behind Act of 2001, shall reserve an amount necessary to make continuation grants to grantees under the Safe

Schools/Healthy Students initiative (under the same terms and conditions as provided for in the grants involved).

[(b) STATE ALLOTMENTS.—

[(1) IN GENERAL.—Except as provided in paragraph (2), the Secretary shall, for each fiscal year, allot among the States—

[(A) one-half of the remainder not reserved under subsection (a) according to the ratio between the school-aged population of each State and the school-aged population of all the States; and

[(B) one-half of such remainder according to the ratio between the amount each State received under section 1124A for the preceding year and the sum of such amounts received by all the States.

[(2) MINIMUM.—For any fiscal year, no State shall be allotted under this subsection an amount that is less than the greater of—

[(A) one-half of 1 percent of the total amount allotted to all the States under this subsection; or

[(B) the amount such State received for fiscal year 2001 under section 4111 as such section was in effect the day preceding the date of enactment of the No Child Left Behind Act of 2001.

[(3) REALLOTMENT.—

[(A) REALLOTMENT FOR FAILURE TO APPLY.—If any State does not apply for an allotment under this subpart for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

[(B) REALLOTMENT OF UNUSED FUNDS.—The Secretary may reallot any amount of any allotment to a State if the Secretary determines that the State will be unable to use such amount within 2 years of such allotment. Such reallotments shall be made on the same basis as allotments are made under paragraph (1).

[(4) DEFINITION.—In this section the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[(c) LIMITATION.—Amounts appropriated under section 4003(2) for a fiscal year may not be increased above the amounts appropriated under such section for the previous fiscal year unless the amounts appropriated under section 4003(1) for the fiscal year involved are at least 10 percent greater that the amounts appropriated under such section 4003(1) for the previous fiscal year.

[SEC. 4112. RESERVATION OF STATE FUNDS FOR SAFE AND DRUG-FREE SCHOOLS.

[(a) STATE RESERVATION FOR THE CHIEF EXECUTIVE OFFICER OF A STATE.—

[(1) IN GENERAL.—The chief executive officer of a State may reserve not more than 20 percent of the total amount allocated to a State under section 4111(b) for each fiscal year to award competitive grants and contracts to local educational agencies, community-based organizations (including community anti-drug coalitions) other public entities and private organizations, and consortia thereof. Such grants and contracts shall be used to carry out the comprehensive State plan described in section

4113(a) through programs or activities that complement and support activities of local educational agencies described in section 4115(b). Such officer shall award grants based on—

[(A) the quality of the program or activity proposed; and

[(B) how the program or activity meets the principles of effectiveness described in section 4115(a).

[(2) PRIORITY.—In making such grants and contracts under this section, a chief executive officer shall give priority to programs and activities that prevent illegal drug use and violence for—

[(A) children and youth who are not normally served by State educational agencies or local educational agencies; or

[(B) populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts).

[(3) SPECIAL CONSIDERATION.—In awarding funds under paragraph (1), a chief executive officer shall give special consideration to grantees that pursue a comprehensive approach to drug and violence prevention that includes providing and incorporating mental health services related to drug and violence prevention in their program.

[(4) PEER REVIEW.—Grants or contracts awarded under this section shall be subject to a peer review process.

[(5) USE OF FUNDS.—Grants and contracts under this section shall be used to implement drug and violence prevention activities, including—

[(A) activities that complement and support local educational agency activities under section 4115, including developing and implementing activities to prevent and reduce violence associated with prejudice and intolerance;

[(B) dissemination of information about drug and violence prevention; and

[(C) development and implementation of community-wide drug and violence prevention planning and organizing.

[(6) ADMINISTRATIVE COSTS.—The chief executive officer of a State may use not more than 3 percent of the amount described in paragraph (1) for the administrative costs incurred in carrying out the duties of such officer under this section.

[(b) IN STATE DISTRIBUTION.—

[(1) IN GENERAL.—A State educational agency shall distribute not less than 93 percent of the amount made available to the State under section 4111(b), less the amount reserved under subsection (a) of this section, to its local educational agencies.

[(2) STATE ADMINISTRATION COSTS.—

[(A) IN GENERAL.—A State educational agency may use not more than 3 percent of the amount made available to the State under section 4111(b) for each fiscal year less the amount reserved under subsection (a) of this section, for State educational agency administrative costs, including the implementation of the uniform management information and reporting system as provided for under subsection (c)(3).

[(B) ADDITIONAL AMOUNTS FOR THE UNIFORM MANAGEMENT INFORMATION SYSTEM.—In the case of fiscal year 2002, a State educational agency may, in addition to amounts provided for in subparagraph (A), use 1 percent of the amount made available to the State educational agency under section 4111(b) for each fiscal year less the amount reserved under subsection (a) of this section, for implementation of the uniform management information and reporting system as provided for under subsection (c)(3).

[(c) STATE ACTIVITIES.—

[(1) IN GENERAL.—A State educational agency may use not more than 5 percent of the amount made available to the State under section 4111(b) for each fiscal year less the amount reserved under subsection (a) of this section, for activities described in this subsection.

[(2) ACTIVITIES.—A State educational agency shall use the amounts described in paragraph (1), either directly, or through grants and contracts, to plan, develop, and implement capacity building, technical assistance and training, evaluation, program improvement services, and coordination activities for local educational agencies, community-based organizations, and other public and private entities. Such uses—

[(A) shall meet the principles of effectiveness described in section 4115(a);

[(B) shall complement and support local uses of funds under section 4115(b);

[(C) shall be in accordance with the purposes of this part; and

[(D) may include, among others activities—

[(i) identification, development, evaluation, and dissemination of drug and violence prevention strategies, programs, activities, and other information;

[(ii) training, technical assistance, and demonstration projects to address violence that is associated with prejudice and intolerance; and

[(iii) financial assistance to enhance drug and violence prevention resources available in areas that serve large numbers of low-income children, are sparsely populated, or have other special needs.

[(3) UNIFORM MANAGEMENT INFORMATION AND REPORTING SYSTEM.—

[(A) INFORMATION AND STATISTICS.—A State shall establish a uniform management information and reporting system.

[(B) USES OF FUNDS.—A State may use funds described in subparagraphs (A) and (B) of subsection (b)(2), either directly or through grants and contracts, to implement the uniform management information and reporting system described in subparagraph (A), for the collection of information on—

[(i) truancy rates;

[(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspen-

sions and expulsions in elementary schools and secondary schools in the State;

[(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

[(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.

[(C) COMPILATION OF STATISTICS.—In compiling the statistics required for the uniform management information and reporting system, the offenses described in subparagraph (B)(ii) shall be defined pursuant to the State's criminal code, but shall not identify victims of crimes or persons accused of crimes. The collected data shall include incident reports by school officials, anonymous student surveys, and anonymous teacher surveys.

[(D) REPORTING.—The information described under subparagraph (B) shall be reported to the public and the data referenced in clauses (i) and (ii) of such subparagraph shall be reported to the State on a school-by-school basis.

[(E) LIMITATION.—Nothing in this subsection shall be construed to authorize the Secretary to require particular policies, procedures, or practices with respect to crimes committed on school property or school security.

[SEC. 4113. STATE APPLICATION.

[(a) IN GENERAL.—In order to receive an allotment under section 4111(b) for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

[(1) contains a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part;

[(2) describes how activities funded under this subpart will foster a safe and drug-free learning environment that supports academic achievement;

[(3) provides an assurance that the application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State criminal justice planning agency, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations;

[(4) describes how the State educational agency will coordinate such agency's activities under this subpart with the chief executive officer's drug and violence prevention programs under this subpart and with the prevention efforts of other

State agencies and other programs, as appropriate, in accordance with the provisions in section 9306;

[(5) provides an assurance that funds reserved under section 4112(a) will not duplicate the efforts of the State educational agency and local educational agencies with regard to the provision of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth;

[(6) provides an assurance that the State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122;

[(7) provides an assurance that the local educational agencies in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this subpart;

[(8) provides an assurance that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds;

[(9) contains the results of a needs assessment conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on—

[(A) the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth;

[(B) the prevalence of risk factors, including high or increasing rates of reported cases of child abuse or domestic violence;

[(C) the prevalence of protective factors, buffers, or assets; and

[(D) other variables in the school and community identified through scientifically based research;

[(10) provides a statement of the State's performance measures for drug and violence prevention programs and activities to be funded under this subpart that will be focused on student behavior and attitudes, derived from the needs assessment described in paragraph (9), and be developed in consultation between the State and local officials, and that consist of—

[(A) performance indicators for drug and violence prevention programs and activities; and

[(B) levels of performance for each performance indicator;

[(11) describes the procedures the State will use for assessing and publicly reporting progress toward meeting the performance measures described in paragraph (10);

[(12) provides an assurance that the State application will be available for public review after submission of the application;

[(13) describes the special outreach activities that will be carried out by the State educational agency and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities;

[(14) describes how funds will be used by the State educational agency and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities;

[(15) describes how input from parents will be sought regarding the use of funds by the State educational agency and the chief executive officer of the State;

[(16) describes how the State educational agency will review applications from local educational agencies, including how the agency will receive input from parents in such review;

[(17) describes how the State educational agency will monitor the implementation of activities under this subpart, and provide technical assistance for local educational agencies, community-based organizations, other public entities, and private organizations;

[(18) describes how the chief executive officer of the State will award funds under section 4112(a) and implement a plan for monitoring the performance of, and providing technical assistance to, recipients of such funds; and

[(19) includes any other information the Secretary may require.

[(b) INTERIM APPLICATION.—

[(1) AUTHORITY.—Notwithstanding any other provision of this section, a State may submit for fiscal year 2002 a 1-year interim application and plan for the use of funds under this subpart that is consistent with the requirements of this section and contains such information as the Secretary may specify in regulations.

[(2) PURPOSE.—The purpose of such interim application and plan shall be to afford the State the opportunity to fully develop and review such State's application and comprehensive plan otherwise required by this section.

[(3) EXCEPTION.—A State may not receive a grant under this subpart for a fiscal year after fiscal year 2002 unless the Secretary has approved such State's application and comprehensive plan as described in subsection (a).

[(c) APPROVAL PROCESS.—

[(1) DEEMED APPROVAL.—An application submitted by a State pursuant to this section shall undergo peer review by the Secretary and shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this subpart.

[(2) DISAPPROVAL.—The Secretary shall not finally disapprove the application, except after giving the State educational agency and the chief executive officer of the State notice and an opportunity for a hearing.

[(3) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this subpart, the Secretary shall—

[(A) give the State educational agency and the chief executive officer of the State notice and an opportunity for a hearing; and

[(B) notify the State educational agency and the chief executive officer of the State of the finding of noncompliance, and in such notification, shall—

[(i) cite the specific provisions in the application that are not in compliance; and

[(ii) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

[(4) RESPONSE.—If the State educational agency and the chief executive officer of the State respond to the Secretary's notification described in paragraph (3)(B) during the 45-day period beginning on the date on which the agency received the notification, and resubmit the application with the requested information described in paragraph (3)(B)(ii), the Secretary shall approve or disapprove such application prior to the later of—

[(A) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

[(B) the expiration of the 120-day period described in paragraph (1).

[(5) FAILURE TO RESPOND.—If the State educational agency and the chief executive officer of the State do not respond to the Secretary's notification described in paragraph (3)(B) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

[SEC. 4114. LOCAL EDUCATIONAL AGENCY PROGRAM.

[(a) IN GENERAL.—

[(1) FUNDS TO LOCAL EDUCATIONAL AGENCIES.—A State shall provide the amount made available to the State under this subpart, less the amounts reserved under section 4112 to local educational agencies for drug and violence prevention and education programs and activities as follows:

[(A) 60 percent of such amount based on the relative amount such agencies received under part A of title I for the preceding fiscal year.

[(B) 40 percent of such amount based on the relative enrollments in public and private nonprofit elementary schools and secondary schools within the boundaries of such agencies.

[(2) ADMINISTRATIVE COSTS.—Of the amount received under paragraph (1), a local educational agency may use not more than 2 percent for the administrative costs of carrying out its responsibilities under this subpart.

[(3) RETURN OF FUNDS TO STATE; REALLOCATION.—

[(A) RETURN.—Except as provided in subparagraph (B), upon the expiration of the 1-year period beginning on the date on which a local educational agency receives its allocation under this subpart—

[(i) such agency shall return to the State educational agency any funds from such allocation that remain unobligated; and

[(ii) the State educational agency shall reallocate any such amount to local educational agencies that have submitted plans for using such amount for programs or activities on a timely basis.

[(B) CARRYOVER.—In any fiscal year, a local educational agency, may retain for obligation in the succeeding fiscal year—

[(i) an amount equal to not more than 25 percent of the allocation it received under this subpart for such fiscal year; or

[(ii) upon a demonstration of good cause by such agency and approval by the State educational agency, an amount that exceeds 25 percent of such allocation.

[(C) REALLOCATION.—If a local educational agency chooses not to apply to receive the amount allocated to such agency under this subsection, or if such agency's application under subsection (d) is disapproved by the State educational agency, the State educational agency shall reallocate such amount to one or more of its other local educational agencies.

[(b) ELIGIBILITY.—To be eligible to receive a subgrant under this subpart, a local educational agency desiring a subgrant shall submit an application to the State educational agency in accordance with subsection (d). Such an application shall be amended, as necessary, to reflect changes in the activities and programs of the local educational agency.

[(c) DEVELOPMENT.—

[(1) CONSULTATION.—

[(A) IN GENERAL.—A local educational agency shall develop its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

[(B) CONTINUED CONSULTATION.—On an ongoing basis, the local educational agency shall consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community.

[(2) DESIGN AND DEVELOPMENT.—To ensure timely and meaningful consultation under paragraph (1), a local educational agency at the initial stages of design and development of a program or activity shall consult, in accordance with this subsection, with appropriate entities and persons on issues re-

garding the design and development of the program or activity, including efforts to meet the principles of effectiveness described in section 4115(a).

[(d) CONTENTS OF APPLICATIONS.—An application submitted by a local educational agency under this section shall contain—

[(1) an assurance that the activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement;

[(2) a detailed explanation of the local educational agency's comprehensive plan for drug and violence prevention, including a description of—

[(A) how the plan will be coordinated with programs under this Act, and other Federal, State, and local programs for drug and violence prevention, in accordance with section 9306;

[(B) the local educational agency's performance measures for drug and violence prevention programs and activities, that shall consist of—

[(i) performance indicators for drug and violence prevention programs and activities; including—

[(I) specific reductions in the prevalence of identified risk factors; and

[(II) specific increases in the prevalence of protective factors, buffers, or assets if any have been identified; and

[(ii) levels of performance for each performance indicator;

[(C) how such agency will assess and publicly report progress toward attaining its performance measures;

[(D) the drug and violence prevention activity or program to be funded, including how the activity or program will meet the principles of effectiveness described in section 4115(a), and the means of evaluating such activity or program; and

[(E) how the services will be targeted to schools and students with the greatest need;

[(3) a description for how the results of the evaluations of the effectiveness of the program will be used to refine, improve, and strengthen the program;

[(4) an assurance that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds;

[(5) a description of the mechanisms used to provide effective notice to the community of an intention to submit an application under this subpart;

[(6) an assurance that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;

[(7) an assurance that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes—

[(A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;

[(B) security procedures at school and while students are on the way to and from school;

[(C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;

[(D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and

[(E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that—

[(i) allows a teacher to communicate effectively with all students in the class;

[(ii) allows all students in the class to learn;

[(iii) has consequences that are fair, and developmentally appropriate;

[(iv) considers the student and the circumstances of the situation; and

[(v) is enforced accordingly;

[(8) an assurance that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application; and

[(9) such other assurances, goals, and objectives identified through scientifically based research that the State may reasonably require in accordance with the purpose of this part.

[(e) REVIEW OF APPLICATION.—

[(1) IN GENERAL.—In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

[(2) CONSIDERATIONS.—In determining whether to approve the application of a local educational agency under this section, a State educational agency shall consider the quality of application and the extent to which the application meets the principles of effectiveness described in section 4115(a).

[(f) APPROVAL PROCESS.—

[(1) DEEMED APPROVAL.—An application submitted by a local educational agency pursuant to this section shall be deemed to be approved by the State educational agency unless the State educational agency makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the State educational agency received the application, that the application is not in compliance with this subpart.

[(2) DISAPPROVAL.—The State educational agency shall not finally disapprove the application, except after giving the local educational agency notice and opportunity for a hearing.

[(3) NOTIFICATION.—If the State educational agency finds that the application is not in compliance, in whole or in part, with this subpart, the State educational agency shall—

[(A) give the local educational agency notice and an opportunity for a hearing; and

[(B) notify the local educational agency of the finding of noncompliance, and in such notification, shall—

[(i) cite the specific provisions in the application that are not in compliance; and

[(ii) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

[(4) RESPONSE.—If the local educational agency responds to the State educational agency's notification described in paragraph (3)(B) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in paragraph (3)(B)(ii), the State educational agency shall approve or disapprove such application prior to the later of—

[(A) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

[(B) the expiration of the 120-day period described in paragraph (1).

[(5) FAILURE TO RESPOND.—If the local educational agency does not respond to the State educational agency's notification described in paragraph (3)(B) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

[SEC. 4115. AUTHORIZED ACTIVITIES.

[(a) PRINCIPLES OF EFFECTIVENESS.—

[(1) IN GENERAL.—For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall—

[(A) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;

[(B) be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;

[(C) be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;

[(D) be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and

[(E) include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

[(2) PERIODIC EVALUATION.—

[(A) REQUIREMENT.—The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in section 4114(d)(2)(B).

[(B) USE OF RESULTS.—The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

[(3) WAIVER.—A local educational agency may apply to the State for a waiver of the requirement of subsection (a)(1)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success.

[(b) LOCAL EDUCATIONAL AGENCY ACTIVITIES.—

[(1) PROGRAM REQUIREMENTS.—A local educational agency shall use funds made available under section 4114 to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs, that shall—

[(A) foster a safe and drug-free learning environment that supports academic achievement;

[(B) be consistent with the principles of effectiveness described in subsection (a)(1);

[(C) be designed to—

[(i) prevent or reduce violence; the use, possession and distribution of illegal drugs; and delinquency; and

[(ii) create a well disciplined environment conducive to learning, which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts; and

[(D) include activities to—

[(i) promote the involvement of parents in the activity or program;

[(ii) promote coordination with community groups and coalitions, and government agencies; and

[(iii) distribute information about the local educational agency's needs, goals, and programs under this subpart.

[(2) AUTHORIZED ACTIVITIES.—Each local educational agency, or consortium of such agencies, that receives a subgrant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness described in subsection (a), such as the following:

[(A) Age appropriate and developmentally based activities that—

[(i) address the consequences of violence and the illegal use of drugs, as appropriate;

[(ii) promote a sense of individual responsibility;

[(iii) teach students that most people do not illegally use drugs;

[(iv) teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;

[(v) teach students about the dangers of emerging drugs;

[(vi) engage students in the learning process; and

[(vii) incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.

[(B) Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.

[(C) Dissemination of drug and violence prevention information to schools and the community.

[(D) Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.

[(E) Drug and violence prevention activities that may include the following:

[(i) Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.

[(ii) Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.

[(iii) Reporting criminal offenses committed on school property.

[(iv) Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.

[(v) Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.

[(vi) The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school.

[(vii) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal

drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

[(viii) Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

[(ix) Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.

[(x) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

[(xi) Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

[(xii) Drug and violence prevention activities designed to reduce truancy.

[(xiii) Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.

[(xiv) Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects to so test or inspect.

[(xv) Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.

[(xvi) Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local educational agency to any public or private elementary school or secondary school.

[(xvii) Developing and implementing character education programs, as a component of drug and violence

prevention programs, that take into account the views of parents of the students for whom the program is intended and such students, such as a program described in subpart 3 of part D of title V.

[(xviii) Establishing and maintaining a school safety hotline.

[(xix) Community service, including community service performed by expelled students, and service-learning projects.

[(xx) Conducting a nationwide background check of each local educational agency employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness—

[(I) to be responsible for the safety or well-being of children;

[(II) to serve in the particular capacity in which the employee or prospective employee is or will be employed; or

[(III) to otherwise be employed by the local educational agency.

[(xxi) Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.

[(xxii) Programs that respond to the needs of students who are faced with domestic violence or child abuse.

[(F) The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

[(c) LIMITATION.—

[(1) IN GENERAL.—Except as provided in paragraph (2), not more than 40 percent of the funds available to a local educational agency under this subpart may be used to carry out the activities described in clauses (ii) through (vi) of subsection (b)(2)(E), of which not more than 50 percent of such amount may be used to carry out the activities described in clauses (ii) through (v) of such subsection.

[(2) EXCEPTION.—A local educational agency may use funds under this subpart for activities described in clauses (ii) through (v) of subsection (b)(2)(E) only if funding for these activities is not received from other Federal agencies.

[(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit the use of funds under this subpart by any local educational agency or school for the establishment or implementation of a school uniform policy if such policy is part of the overall comprehensive drug and violence prevention plan of the State involved and is supported by the State's needs assessment and other scientifically based research information.

[SEC. 4116. REPORTING.

[(a) STATE REPORT.—

[(1) IN GENERAL.—By December 1, 2003, and every 2 years thereafter, the chief executive officer of the State, in cooperation with the State educational agency, shall submit to the Secretary a report—

[(A) on the implementation and outcomes of State programs under section 4112(a)(1) and section 4112(c) and local educational agency programs under section 4115(b), as well as an assessment of their effectiveness;

[(B) on the State's progress toward attaining its performance measures for drug and violence prevention under section 4113(a)(10); and

[(C) on the State's efforts to inform parents of, and include parents in, violence and drug prevention efforts.

[(2) SPECIAL RULE.—The report required by this subsection shall be—

[(A) in the form specified by the Secretary;

[(B) based on the State's ongoing evaluation activities, and shall include data on the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities; and

[(C) made readily available to the public.

[(b) LOCAL EDUCATIONAL AGENCY REPORT.—

[(1) IN GENERAL.—Each local educational agency receiving funds under this subpart shall submit to the State educational agency such information that the State requires to complete the State report required by subsection (a), including a description of how parents were informed of, and participated in, violence and drug prevention efforts.

[(2) AVAILABILITY.—Information under paragraph (1) shall be made readily available to the public.

[(3) PROVISION OF DOCUMENTATION.—Not later than January 1 of each year that a State is required to report under subsection (a), the Secretary shall provide to the State educational agency all of the necessary documentation required for compliance with this section.

[SEC. 4117. PROGRAMS FOR NATIVE HAWAIIANS.

[(a) GENERAL AUTHORITY.—From the funds made available pursuant to section 4111(a)(1)(C) to carry out this section, the Secretary shall make grants to or enter into cooperative agreements or contracts with organizations primarily serving and representing Native Hawaiians for the benefit of Native Hawaiians to plan, conduct, and administer programs, or portions thereof, that are authorized by and consistent with the provisions of this subpart.

[(b) DEFINITION OF NATIVE HAWAIIAN.—For the purposes of this section, the term "Native Hawaiian" means any individual any of whose ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.

[Subpart 2—National Programs

[SEC. 4121. FEDERAL ACTIVITIES.

[(a) PROGRAM AUTHORIZED.—From funds made available to carry out this subpart under section 4003(2), the Secretary, in consulta-

tion with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private entities and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include—

[(1) the development and demonstration of innovative strategies for the training of school personnel, parents, and members of the community for drug and violence prevention activities based on State and local needs;

[(2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include—

[(A) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible;

[(B) community service and service-learning projects, designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility;

[(C) video-based projects developed by noncommercial telecommunications entities that provide young people with models for conflict resolution and responsible decisionmaking; and

[(D) child abuse education and prevention programs for elementary and secondary students;

[(3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination;

[(4) the provision of information on violence prevention and education and school safety to the Department of Justice for dissemination;

[(5) technical assistance to chief executive officers, State agencies, local educational agencies, and other recipients of funding under this part to build capacity to develop and implement high-quality, effective drug and violence prevention programs consistent with the principles of effectiveness in section 4115(a);

[(6) assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate response efforts to crisis situations;

[(7) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes;

[(8) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems; and

[(9) other activities in accordance with the purpose of this part, based on State and local needs.

[(b) PEER REVIEW.—The Secretary shall use a peer review process in reviewing applications for funds under this section.

[SEC. 4122. IMPACT EVALUATION.

[(a) BIENNIAL EVALUATION.—The Secretary, in consultation with the Safe and Drug-Free Schools and Communities Advisory Committee described in section 4124, shall conduct an independent biennial evaluation of the impact of programs assisted under this subpart and of other recent and new initiatives to combat violence and illegal drug use in schools. The evaluation shall report on whether community and local educational agency programs funded under this subpart—

[(1) comply with the principles of effectiveness described in section 4115(a);

[(2) have appreciably reduced the level of illegal drug, alcohol, and tobacco use, and school violence and the illegal presence of weapons at schools; and

[(3) have conducted effective parent involvement and training programs.

[(b) DATA COLLECTION.—The National Center for Education Statistics shall collect data, that is subject to independent review, to determine the incidence and prevalence of illegal drug use and violence in elementary schools and secondary schools in the States. The collected data shall include incident reports by schools officials, anonymous student surveys, and anonymous teacher surveys.

[(c) BIENNIAL REPORT.—Not later than January 1, 2003, and every 2 years thereafter, the Secretary shall submit to the President and Congress a report on the findings of the evaluation conducted under subsection (a) together with the data collected under subsection (b) and data available from other sources on the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence in elementary schools and secondary schools in the States. The Secretary shall include data submitted by the States pursuant to subsection 4116(a).

[SEC. 4123. HATE CRIME PREVENTION.

[(a) GRANT AUTHORIZATION.—From funds made available to carry out this subpart under section 4003(2) the Secretary may make grants to local educational agencies and community-based organizations for the purpose of providing assistance to localities most directly affected by hate crimes.

[(b) USE OF FUNDS.—

[(1) PROGRAM DEVELOPMENT.—Grants under this section may be used to improve elementary and secondary educational efforts, including—

[(A) development of education and training programs designed to prevent and to reduce the incidence of crimes and conflicts motivated by hate;

[(B) development of curricula for the purpose of improving conflict or dispute resolution skills of students, teachers, and administrators;

[(C) development and acquisition of equipment and instructional materials to meet the needs of, or otherwise be part of, hate crime or conflict programs; and

[(D) professional training and development for teachers and administrators on the causes, effects, and resolutions of hate crimes or hate-based conflicts.

[(2) APPLICATION.—In order to be eligible to receive a grant under this section for any fiscal year, a local educational agency, or a local educational agency in conjunction with a community-based organization, shall submit an application to the Secretary in such form and containing such information as the Secretary may reasonably require.

[(3) REQUIREMENTS.—Each application under paragraph (2) shall include—

[(A) a request for funds for the purpose described in this section;

[(B) a description of the schools and communities to be served by the grants; and

[(C) assurances that Federal funds received under this section shall be used to supplement, and not supplant, non-Federal funds.

[(4) COMPREHENSIVE PLAN.—Each application shall include a comprehensive plan that contains—

[(A) a description of the hate crime or conflict problems within the schools or the community targeted for assistance;

[(B) a description of the program to be developed or augmented by such Federal and matching funds;

[(C) assurances that such program or activity shall be administered by or under the supervision of the applicant;

[(D) procedures for the proper and efficient administration of such program; and

[(E) fiscal control and fund accounting procedures as may be necessary to ensure prudent use, proper disbursement, and accurate accounting of funds received under this section.

[(c) AWARD OF GRANTS.—

[(1) SELECTION OF RECIPIENTS.—The Secretary shall consider the incidence of crimes and conflicts motivated by bias in the targeted schools and communities in awarding grants under this section.

[(2) GEOGRAPHIC DISTRIBUTION.—The Secretary shall attempt, to the extent practicable, to achieve an equitable geographic distribution of grant awards.

[(3) DISSEMINATION OF INFORMATION.—The Secretary shall attempt, to the extent practicable, to make available information regarding successful hate crime prevention programs, including programs established or expanded with grants under this section.

[(d) REPORTS.—The Secretary shall submit to Congress a report every 2 years that shall contain a detailed statement regarding

grants and awards, activities of grant recipients, and an evaluation of programs established under this section.

[SEC. 4124. SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ADVISORY COMMITTEE.

[(a) ESTABLISHMENT.—

[(1) IN GENERAL.—There is hereby established an advisory committee to be known as the "Safe and Drug Free Schools and Communities Advisory Committee" (referred to in this section as the "Advisory Committee") to—

[(A) consult with the Secretary under subsection (b);

[(B) coordinate Federal school- and community-based substance abuse and violence prevention programs and reduce duplicative research or services;

[(C) develop core data sets and evaluation protocols for safe and drug-free school- and community-based programs;

[(D) provide technical assistance and training for safe and drug-free school- and community-based programs;

[(E) provide for the diffusion of scientifically based research to safe and drug-free school- and community-based programs; and

[(F) review other regulations and standards developed under this title.

[(2) COMPOSITION.—The Advisory Committee shall be composed of representatives from—

[(A) the Department of Education;

[(B) the Centers for Disease Control and Prevention;

[(C) the National Institute on Drug Abuse;

[(D) the National Institute on Alcoholism and Alcohol Abuse;

[(E) the Center for Substance Abuse Prevention;

[(F) the Center for Mental Health Services;

[(G) the Office of Juvenile Justice and Delinquency Prevention;

[(H) the Office of National Drug Control Policy;

[(I) State and local governments, including education agencies; and

[(J) researchers and expert practitioners.

[(3) CONSULTATION.—In carrying out its duties under this section, the Advisory Committee shall annually consult with interested State and local coordinators of school- and community-based substance abuse and violence prevention programs and other interested groups.

[(b) PROGRAMS.—

[(1) IN GENERAL.—From amounts made available under section 4003(2) to carry out this subpart, the Secretary, in consultation with the Advisory Committee, shall carry out scientifically based research programs to strengthen the accountability and effectiveness of the State, chief executive officer's, and national programs under this part.

[(2) GRANTS, CONTRACTS OR COOPERATIVE AGREEMENTS.—The Secretary shall carry out paragraph (1) directly or through grants, contracts, or cooperative agreements with public and private entities and individuals or through agreements with other Federal agencies.

[(3) COORDINATION.—The Secretary shall coordinate programs under this section with other appropriate Federal activities.

[(4) ACTIVITIES.—Activities that may be carried out under programs funded under this section may include—

[(A) the provision of technical assistance and training, in collaboration with other Federal agencies utilizing their expertise and national and regional training systems, for Governors, State educational agencies and local educational agencies to support high quality, effective programs that—

[(i) provide a thorough assessment of the substance abuse and violence problem;

[(ii) utilize objective data and the knowledge of a wide range of community members;

[(iii) develop measurable goals and objectives; and

[(iv) implement scientifically based research activities that have been shown to be effective and that meet identified needs;

[(B) the provision of technical assistance and training to foster program accountability;

[(C) the diffusion and dissemination of best practices and programs;

[(D) the development of core data sets and evaluation tools;

[(E) program evaluations;

[(F) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination by the clearinghouse for alcohol and drug abuse information established under section 501(d)(16) of the Public Health Service Act; and

[(G) other activities that meet unmet needs related to the purpose of this part and that are undertaken in consultation with the Advisory Committee.

[SEC. 4125. NATIONAL COORDINATOR PROGRAM.

[(a) IN GENERAL.—From funds made available to carry out this subpart under section 4003(2), the Secretary may provide for the establishment of a National Coordinator Program under which the Secretary shall award grants to local educational agencies for the hiring of drug prevention and school safety program coordinators.

[(b) USE OF FUNDS.—Amounts received under a grant under subsection (a) shall be used by local educational agencies to recruit, hire, and train individuals to serve as drug prevention and school safety program coordinators in schools with significant drug and school safety problems. Such coordinators shall be responsible for developing, conducting, and analyzing assessments of drug and crime problems at their schools, and administering the safe and drug-free grant program at such schools.

[SEC. 4126. COMMUNITY SERVICE GRANT PROGRAM.

[(a) IN GENERAL.—From funds made available to carry out this subpart under section 4003(2), the Secretary may make grants to States to carry out programs under which students expelled or suspended from school are required to perform community service.

[(b) ALLOCATION.—From the amount described in subsection (a), the Secretary shall allocate among the States—

[(1) one-half according to the ratio between the school-aged population of each State and the school-aged population of all the States; and

[(2) one-half according to the ratio between the amount each State received under section 1124A for the preceding year and the sum of such amounts received by all the States.

[(c) MINIMUM.—For any fiscal year, no State shall be allotted under this section an amount that is less than one-half of 1 percent of the total amount allotted to all the States under this section.

[(d) REALLOTMENT.—The Secretary may reallot any amount of any allotment to a State if the Secretary determines that the State will be unable to use such amount within 2 years of such allotment. Such reallotments shall be made on the same basis as allotments are made under subsection (b).

[(e) DEFINITION.—In this section, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[SEC. 4127. SCHOOL SECURITY TECHNOLOGY AND RESOURCE CENTER.

[(a) CENTER.—From funds made available to carry out this subpart under section 4003(2), the Secretary, the Attorney General, and the Secretary of Energy may enter into an agreement for the establishment at the Sandia National Laboratories, in partnership with the National Law Enforcement and Corrections Technology Center—Southeast and the National Center for Rural Law Enforcement in Little Rock, Arkansas, of a center to be known as the "School Security Technology and Resource Center" (hereafter in this section "the Center").

[(b) ADMINISTRATION.—The Center established under subsection (a) shall be administered by the Attorney General.

[(c) FUNCTIONS.—The center established under subsection (a) shall be a resource to local educational agencies for school security assessments, security technology development, evaluation and implementation, and technical assistance relating to improving school security. The Center will also conduct and publish school violence research, coalesce data from victim communities, and monitor and report on schools that implement school security strategies.

[SEC. 4128. NATIONAL CENTER FOR SCHOOL AND YOUTH SAFETY.

[(a) ESTABLISHMENT.—From funds made available to carry out this subpart under section 4003(2), the Secretary of Education and the Attorney General may jointly establish a National Center for School and Youth Safety (in this section referred to as the "Center"). The Secretary of Education and the Attorney General may establish the Center at an existing facility, if the facility has a history of performing two or more of the duties described in subsection (b). The Secretary of Education and the Attorney General shall jointly appoint a Director of the Center to oversee the operation of the Center.

[(b) DUTIES.—The Center shall carry out emergency response, anonymous student hotline, consultation, and information and outreach activities with respect to elementary and secondary school safety, including the following:

[(1) EMERGENCY RESPONSE.—The staff of the Center, and such temporary contract employees as the Director of the Center shall determine necessary, shall offer emergency assistance to local communities to respond to school safety crises. Such assistance shall include counseling for victims and the community, assistance to law enforcement to address short-term security concerns, and advice on how to enhance school safety, prevent future incidents, and respond to future incidents.

[(2) ANONYMOUS STUDENT HOTLINE.—The Center shall establish a toll-free telephone number for students to report criminal activity, threats of criminal activity, and other high-risk behaviors such as substance abuse, gang or cult affiliation, depression, or other warning signs of potentially violent behavior. The Center shall relay the reports, without attribution, to local law enforcement or appropriate school hotlines. The Director of the Center shall work with the Attorney General to establish guidelines for Center staff to work with law enforcement around the Nation to relay information reported through the hotline.

[(3) CONSULTATION.—The Center shall establish a toll-free number for the public to contact staff of the Center for consultation regarding school safety. The Director of the Center shall hire administrative staff and individuals with expertise in enhancing school safety, including individuals with backgrounds in counseling and psychology, education, law enforcement and criminal justice, and community development to assist in the consultation.

[(4) INFORMATION AND OUTREACH.—The Center shall compile information about the best practices in school violence prevention, intervention, and crisis management, and shall serve as a clearinghouse for model school safety program information. The staff of the Center shall work to ensure local governments, school officials, parents, students, and law enforcement officials and agencies are aware of the resources, grants, and expertise available to enhance school safety and prevent school crime. The staff of the Center shall give special attention to providing outreach to rural and impoverished communities.

[SEC. 4129. GRANTS TO REDUCE ALCOHOL ABUSE.

[(a) IN GENERAL.—The Secretary, in consultation with the Administrator of the Substance Abuse and Mental Health Services Administration, may award grants from funds made available to carry out this subpart under section 4003(2), on a competitive basis, to local educational agencies to enable such agencies to develop and implement innovative and effective programs to reduce alcohol abuse in secondary schools.

[(b) ELIGIBILITY.—To be eligible to receive a grant under subsection (a), a local educational agency shall prepare and submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require, including—

[(1) a description of the activities to be carried out under the grant;

[(2) an assurance that such activities will include one or more of the proven strategies for reducing underage alcohol

abuse as determined by the Substance Abuse and Mental Health Services Administration;

[(3) an explanation of how activities to be carried out under the grant that are not described in paragraph (2) will be effective in reducing underage alcohol abuse, including references to the past effectiveness of such activities;

[(4) an assurance that the applicant will submit to the Secretary an annual report concerning the effectiveness of the programs and activities funded under the grant; and

[(5) such other information as the Secretary determines appropriate.

[(c) STREAMLINING OF PROCESS FOR LOW-INCOME AND RURAL LEAS.—The Secretary, in consultation with the Administrator of the Substance Abuse and Mental Health Services Administration, shall develop procedures to make the application process for grants under this section more user-friendly, particularly for low-income and rural local educational agencies.

[(d) RESERVATIONS.—

[(1) SAMHSA.—The Secretary may reserve 20 percent of any amount used to carry out this section to enable the Administrator of the Substance Abuse and Mental Health Services Administration to provide alcohol abuse resources and start-up assistance to local educational agencies receiving grants under this section.

[(2) LOW-INCOME AND RURAL AREAS.—The Secretary may reserve 25 percent of any amount used to carry out this section to award grants to low-income and rural local educational agencies.

[SEC. 4130. MENTORING PROGRAMS.

[(a) PURPOSE; DEFINITIONS.—

[(1) PURPOSE.—The purpose of this section is to make assistance available to promote mentoring programs for children with greatest need—

[(A) to assist such children in receiving support and guidance from a mentor;

[(B) to improve the academic achievement of such children;

[(C) to improve interpersonal relationships between such children and their peers, teachers, other adults, and family members;

[(D) to reduce the dropout rate of such children; and

[(E) to reduce juvenile delinquency and involvement in gangs by such children.

[(2) DEFINITIONS.—In this part:

[(A) CHILD WITH GREATEST NEED.—The term "child with greatest need" means a child who is at risk of educational failure, dropping out of school, or involvement in criminal or delinquent activities, or who lacks strong positive role models.

[(B) ELIGIBLE ENTITY.—The term "eligible entity" means—

[(i) a local educational agency;

[(ii) a nonprofit, community-based organization; or

[(iii) a partnership between a local educational agency and a nonprofit, community-based organization.

[(C) MENTOR.—The term "mentor" means a responsible adult, a postsecondary school student, or a secondary school student who works with a child—

[(i) to provide a positive role model for the child;

[(ii) to establish a supportive relationship with the child; and

[(iii) to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.

[(D) STATE.—The term "State" means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

[(b) GRANT PROGRAM.—

[(1) IN GENERAL.—The Secretary may award grants from funds made available to carry out this subpart under section 4003(2) to eligible entities to assist such entities in establishing and supporting mentoring programs and activities for children with greatest need that—

[(A) are designed to link such children (particularly children living in rural areas, high-crime areas, or troubled home environments, or children experiencing educational failure) with mentors who—

[(i) have received training and support in mentoring;

[(ii) have been screened using appropriate reference checks, child and domestic abuse record checks, and criminal background checks; and

[(iii) are interested in working with children with greatest need; and

[(B) are intended to achieve one or more of the following goals with respect to children with greatest need:

[(i) Provide general guidance.

[(ii) Promote personal and social responsibility.

[(iii) Increase participation in, and enhance the ability to benefit from, elementary and secondary education.

[(iv) Discourage illegal use of drugs and alcohol, violence, use of dangerous weapons, promiscuous behavior, and other criminal, harmful, or potentially harmful activity.

[(v) Encourage participation in community service and community activities.

[(vi) Encourage setting goals and planning for the future, including encouragement of graduation from secondary school and planning for postsecondary education or training.

[(viii) Discourage involvement in gangs.

[(2) USE OF FUNDS.—

[(A) IN GENERAL.—Each eligible entity awarded a grant under this subsection shall use the grant funds for activities that establish or implement a mentoring program, that may include—

[(i) hiring of mentoring coordinators and support staff;

[(ii) providing for the professional development of mentoring coordinators and support staff;

[(iii) recruitment, screening, and training of mentors;

[(iv) reimbursement to schools, if appropriate, for the use of school materials or supplies in carrying out the mentoring program;

[(v) dissemination of outreach materials;

[(vi) evaluation of the mentoring program using scientifically based methods; and

[(vii) such other activities as the Secretary may reasonably prescribe by rule.

[(B) PROHIBITED USES.—Notwithstanding subparagraph (A), an eligible entity awarded a grant under this section may not use the grant funds—

[(i) to directly compensate mentors;

[(ii) to obtain educational or other materials or equipment that would otherwise be used in the ordinary course of the eligible entity's operations;

[(iii) to support litigation of any kind; or

[(iv) for any other purpose reasonably prohibited by the Secretary by rule.

[(3) AVAILABILITY OF FUNDS.—Funds made available through a grant under this section shall be available for obligation for a period not to exceed 3 years.

[(4) APPLICATION.—Each eligible entity seeking a grant under this section shall submit to the Secretary an application that includes—

[(A) a description of the plan for the mentoring program the eligible entity proposes to carry out with such grant;

[(B) information on the children expected to be served by the mentoring program for which such grant is sought;

[(C) a description of the mechanism the eligible entity will use to match children with mentors based on the needs of the children;

[(D) an assurance that no mentor will be assigned to mentor so many children that the assignment will undermine the mentor's ability to be an effective mentor or the mentor's ability to establish a close relationship (a one-to-one relationship, where practicable) with each mentored child;

[(E) an assurance that the mentoring program will provide children with a variety of experiences and support, including—

[(i) emotional support;

[(ii) academic assistance; and

[(iii) exposure to experiences that the children might not otherwise encounter on their own;

[(F) an assurance that the mentoring program will be monitored to ensure that each child assigned a mentor benefits from that assignment and that the child will be assigned a new mentor if the relationship between the original mentor and the child is not beneficial to the child;

[(G) information regarding how mentors and children will be recruited to the mentoring program;

[(H) information regarding how prospective mentors will be screened;

[(I) information on the training that will be provided to mentors; and

[(J) information on the system that the eligible entity will use to manage and monitor information relating to the mentoring program's—

[(i) reference checks;

[(ii) child and domestic abuse record checks;

[(iii) criminal background checks; and

[(iv) procedure for matching children with mentors.

[(5) SELECTION.—

[(A) COMPETITIVE BASIS.—In accordance with this subsection, the Secretary shall award grants to eligible entities on a competitive basis.

[(B) PRIORITY.—In awarding grants under subparagraph (A), the Secretary shall give priority to each eligible entity that—

[(i) serves children with greatest need living in rural areas, high-crime areas, or troubled home environments, or who attend schools with violence problems;

[(ii) provides high quality background screening of mentors, training of mentors, and technical assistance in carrying out mentoring programs; or

[(iii) proposes a school-based mentoring program.

[(C) OTHER CONSIDERATIONS.—In awarding grants under subparagraph (A), the Secretary shall also consider—

[(i) the degree to which the location of the mentoring program proposed by each eligible entity contributes to a fair distribution of mentoring programs with respect to urban and rural locations;

[(ii) the quality of the mentoring program proposed by each eligible entity, including—

[(I) the resources, if any, the eligible entity will dedicate to providing children with opportunities for job training or postsecondary education;

[(II) the degree to which parents, teachers, community-based organizations, and the local community have participated, or will participate, in the design and implementation of the proposed mentoring program;

[(III) the degree to which the eligible entity can ensure that mentors will develop longstanding relationships with the children they mentor;

[(IV) the degree to which the mentoring program will serve children with greatest need in the 4th through 8th grades; and

[(V) the degree to which the mentoring program will continue to serve children from the 9th grade through graduation from secondary school, as needed; and

[(iii) the capability of each eligible entity to effectively implement its mentoring program.

[(D) GRANT TO EACH STATE.—Notwithstanding any other provision of this subsection, in awarding grants under subparagraph (A), the Secretary shall select not less than one grant recipient from each State for which there is an eligible entity that submits an application of sufficient quality pursuant to paragraph (4).

[(6) MODEL SCREENING GUIDELINES.—

[(A) IN GENERAL.—Based on model screening guidelines developed by the Office of Juvenile Programs of the Department of Justice, the Secretary shall develop and distribute to each eligible entity awarded a grant under this section specific model guidelines for the screening of mentors who seek to participate in mentoring programs assisted under this section.

[(B) BACKGROUND CHECKS.—The guidelines developed under this subsection shall include, at a minimum, a requirement that potential mentors be subject to reference checks, child and domestic abuse record checks, and criminal background checks.

[Subpart 3—Gun Possession

[SEC. 4141. GUN-FREE REQUIREMENTS.

[(a) SHORT TITLE.—This subpart may be cited as the "Gun-Free Schools Act".

[(b) REQUIREMENTS.—

[(1) IN GENERAL.—Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

[(2) CONSTRUCTION.—Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

[(3) DEFINITION.—For the purpose of this section, the term "firearm" has the same meaning given such term in section 921(a) of title 18, United States Code.

[(c) SPECIAL RULE.—The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

[(d) REPORT TO STATE.—Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance—

[(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

[(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including—

[(A) the name of the school concerned;

[(B) the number of students expelled from such school; and

[(C) the type of firearms concerned.

[(e) REPORTING.—Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

[(f) DEFINITION.—For the purpose of subsection (d), the term "school" means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

[(g) EXCEPTION.—Nothing in this section shall apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

[(h) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL.—

[(1) IN GENERAL.—No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

[(2) DEFINITION.—For the purpose of this subsection, the term "school" has the same meaning given to such term by section 921(a) of title 18, United States Code.

[Subpart 4—General Provisions

[SEC. 4151. DEFINITIONS.

[In this part:

[(1) CONTROLLED SUBSTANCE.—The term "controlled substance" means a drug or other substance identified under Schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

[(2) DRUG.—The term "drug" includes controlled substances; the illegal use of alcohol and tobacco; and the harmful, abusive, or addictive use of substances, including inhalants and anabolic steroids.

[(3) DRUG AND VIOLENCE PREVENTION.—The term "drug and violence prevention" means—

[(A) with respect to drugs, prevention, early intervention, rehabilitation referral, or education related to the illegal use of drugs;

[(B) with respect to violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.

[(4) HATE CRIME.—The term "hate crime" means a crime as described in section 1(b) of the Hate Crime Statistics Act of 1990.

[(5) NONPROFIT.—The term "nonprofit", as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

[(6) PROTECTIVE FACTOR, BUFFER, OR ASSET.—The terms "protective factor", "buffer", and "asset" mean any one of a number of the community, school, family, or peer-individual domains that are known, through prospective, longitudinal research efforts, or which are grounded in a well-established theoretical model of prevention, and have been shown to prevent alcohol, tobacco, or illegal drug use, as well as violent behavior, by youth in the community, and which promote positive youth development.

[(7) RISK FACTOR.—The term "risk factor" means any one of a number of characteristics of the community, school, family, or peer-individual domains that are known, through prospective, longitudinal research efforts, to be predictive of alcohol, tobacco, and illegal drug use, as well as violent behavior, by youth in the school and community.

[(8) SCHOOL-AGED POPULATION.—The term "school-aged population" means the population aged five through 17, as determined by the Secretary on the basis of the most recent satisfactory data available from the Department of Commerce.

[(9) SCHOOL BASED MENTAL HEALTH SERVICES PROVIDER.—The term "school based mental health services provider" includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such services to children and adolescents.

[(10) SCHOOL PERSONNEL.—The term "school personnel" includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis.

[(11) SCHOOL RESOURCE OFFICER.—The term "school resource officer" means a career law enforcement officer, with sworn authority, deployed in community oriented policing, and assigned by the employing police department to a local educational agency to work in collaboration with schools and community based organizations to—

[(A) educate students in crime and illegal drug use prevention and safety;

[(B) develop or expand community justice initiatives for students; and

[(C) train students in conflict resolution, restorative justice, and crime and illegal drug use awareness.

[SEC. 4152. MESSAGE AND MATERIALS.

[(a) "WRONG AND HARMFUL" MESSAGE.—Drug and violence prevention programs supported under this part shall convey a clear and consistent message that the illegal use of drugs and acts of violence are wrong and harmful.

[(b) CURRICULUM.—The Secretary shall not prescribe the use of specific curricula for programs supported under this part.

[SEC. 4153. PARENTAL CONSENT.

[Upon receipt of written notification from the parents or legal guardians of a student, the local educational agency shall withdraw such student from any program or activity funded under this part. The local educational agency shall make reasonable efforts to inform parents or legal guardians of the content of such programs or activities funded under this part, other than classroom instruction.

[SEC. 4154. PROHIBITED USES OF FUNDS.

[No funds under this part may be used for—

[(1) construction (except for minor remodeling needed to accomplish the purposes of this part); or

[(2) medical services, drug treatment or rehabilitation, except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs.

[PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

[SEC. 4201. PURPOSE; DEFINITIONS.

[(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

[(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

[(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

[(3) offer families of students served by community learning centers opportunities for literacy and related educational development.

[(b) DEFINITIONS.—In this part:

[(1) COMMUNITY LEARNING CENTER.—The term "community learning center" means an entity that—

[(A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and

[(B) offers families of students served by such center opportunities for literacy and related educational development.

[(2) COVERED PROGRAM.—The term "covered program" means a program for which—

[(A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

[(B) the grant period had not ended on that date of enactment.

[(3) ELIGIBLE ENTITY.—The term "eligible entity" means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

[(4) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[SEC. 4202. ALLOTMENTS TO STATES.

[(a) RESERVATION.—From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve—

[(1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);

[(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

[(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

[(b) STATE ALLOTMENTS.—

[(1) DETERMINATION.—From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1

percent of the total amount made available to all States under this subsection.

[(2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

[(c) STATE USE OF FUNDS.—

[(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

[(2) STATE ADMINISTRATION.—A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for—

[(A) the administrative costs of carrying out its responsibilities under this part;

[(B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); andsupervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

[(3) STATE ACTIVITIES.—A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:

[(A) Monitoring and evaluation of programs and activities assisted under this part.

[(B) Providing capacity building, training, and technical assistance under this part.

[(C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

[(D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

[SEC. 4203. STATE APPLICATION.

[(a) IN GENERAL.—In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

[(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

[(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

[(3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve—

[(A) students who primarily attend—

[(i) schools eligible for schoolwide programs under section 1114; or

[(ii) schools that serve a high percentage of students from low-income families; and

[(B) the families of students described in subparagraph (A);

[(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;

[(5) describes how the State educational agency will ensure that awards made under this part are—

[(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

[(B) in amounts that are consistent with section 4204(h);

[(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;

[(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

[(8) contains an assurance that the State educational agency—

[(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

[(B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;

[(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;

[(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

[(11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;

[(12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;

[(13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

[(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and

[(B) public dissemination of the evaluations of programs and activities carried out under this part; and

[(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

[(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

[(c) DISAPPROVAL.—The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

[(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

[(1) give the State educational agency notice and an opportunity for a hearing; and

[(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall—

[(A) cite the specific provisions in the application that are not in compliance; and

[(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

[(e) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

[(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

[(2) the expiration of the 120-day period described in subsection (b).

[(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

[SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

[(a) IN GENERAL.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

[(b) APPLICATION.—

[(1) IN GENERAL.—To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

[(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

[(A) a description of the before and after school or summer recess activities to be funded, including—

[(i) an assurance that the program will take place in a safe and easily accessible facility;

[(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and

[(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

[(B) a description of how the activity is expected to improve student academic achievement;

[(C) an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;

[(D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;

[(E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);

[(F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;

[(G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

[(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

[(I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

[(J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;

[(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

[(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

[(M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and

[(N) such other information and assurances as the State educational agency may reasonably require.

[(c) APPROVAL OF CERTAIN APPLICATIONS.—The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

[(d) PERMISSIVE LOCAL MATCH.—

[(1) IN GENERAL.—A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

[(2) SLIDING SCALE.—The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account—

[(A) the relative poverty of the population to be targeted by the eligible entity; and

[(B) the ability of the eligible entity to obtain such matching funds.

[(3) IN-KIND CONTRIBUTIONS.—Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

[(4) CONSIDERATION.—Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

[(e) PEER REVIEW.—In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

[(f) GEOGRAPHIC DIVERSITY.—To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

[(g) DURATION OF AWARDS.—Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

[(h) AMOUNT OF AWARDS.—A grant awarded under this part may not be made in an amount that is less than $50,000.

[(i) PRIORITY.—

[(1) IN GENERAL.—In awarding grants under this part, a State educational agency shall give priority to applications—

[(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

[(B) submitted jointly by eligible entities consisting of not less than 1—

[(i) local educational agency receiving funds under part A of title I; and

[(ii) community-based organization or other public or private entity.

[(2) SPECIAL RULE.—The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

[SEC. 4205. LOCAL ACTIVITIES.

[(a) AUTHORIZED ACTIVITIES.—Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including—

[(1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;

[(2) mathematics and science education activities;

[(3) arts and music education activities;

[(4) entrepreneurial education programs;

[(5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

[(6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;

[(7) recreational activities;

[(8) telecommunications and technology education programs;

[(9) expanded library service hours;

[(10) programs that promote parental involvement and family literacy;

[(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

[(12) drug and violence prevention programs, counseling programs, and character education programs.

[(b) PRINCIPLES OF EFFECTIVENESS.—

[(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall—

[(A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;

[(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

[(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

[(2) PERIODIC EVALUATION.—

[(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

[(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—

[(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

[(ii) made available to the public upon request, with public notice of such availability provided.

[SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated—

[(1) $1,250,000,000 for fiscal year 2002;

[(2) $1,500,000,000 for fiscal year 2003;

[(3) $1,750,000,000 for fiscal year 2004;

[(4) $2,000,000,000 for fiscal year 2005;

[(5) $2,250,000,000 for fiscal year 2006; and

[(6) $2,500,000,000 for fiscal year 2007.

[PART C—ENVIRONMENTAL TOBACCO SMOKE

[SEC. 4301. SHORT TITLE.

[This part may be cited as the "Pro-Children Act of 2001".

[SEC. 4302. DEFINITIONS.

[As used in this part:

[(1) CHILDREN.—The term "children" means individuals who have not attained the age of 18.

[(2) CHILDREN'S SERVICES.—The term "children's services" means the provision on a routine or regular basis of health, day care, education, or library services—

[(A) that are funded, after the date of enactment of the No Child Left Behind Act of 2001, directly by the Federal Government or through State or local governments, by Federal grant, loan, loan guarantee, or contract programs—

[(i) administered by either the Secretary of Health and Human Services or the Secretary of Education (other than services provided and funded solely under titles XVIII and XIX of the Social Security Act); or

[(ii) administered by the Secretary of Agriculture in the case of a clinic (as defined in part 246.2 of title 7, Code of Federal Regulations (or any corresponding similar regulation or ruling)) under section 17(b)(6) of the Child Nutrition Act of 1966; or

[(B) that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds, as determined by the appropriate head of a Federal agency in any enforcement action carried out under this part,

except that nothing in clause (ii) of subparagraph (A) is intended to include facilities (other than clinics) where coupons are redeemed under the Child Nutrition Act of 1966.

[(3) INDOOR FACILITY.—The term "indoor facility" means a building that is enclosed.

[(4) PERSON.—The term "person" means any State or local subdivision of a State, agency of such State or subdivision, corporation, or partnership that owns or operates or otherwise controls and provides children's services or any individual who owns or operates or otherwise controls and provides such services.

[(5) SECRETARY.—The term "Secretary" means the Secretary of Health and Human Services.

[SEC. 4303. NONSMOKING POLICY FOR CHILDREN'S SERVICES.

[(a) PROHIBITION.—After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility owned or leased or contracted for, and utilized, by such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

[(b) ADDITIONAL PROHIBITION.—

[(1) IN GENERAL.—After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted for, and utilized by, such person for the provision of regular or routine health care or day care or early childhood development (Head Start) services.

[(2) EXCEPTION.—Paragraph (1) shall not apply to—

[(A) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

[(B) any private residence.

[(c) FEDERAL AGENCIES.—

[(1) KINDERGARTEN, ELEMENTARY, OR SECONDARY EDUCATION OR LIBRARY SERVICES.—After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility in the United States operated by such agency, directly or by contract, to provide routine or regular kindergarten, elementary, or secondary education or library services to children.

[(2) HEALTH OR DAY CARE OR EARLY CHILDHOOD DEVELOPMENT SERVICES.—

[(A) IN GENERAL.—After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility (or portion of such facility) operated by such agency, directly or by contract, to provide routine or regular health or day care or early childhood development (Head Start) services to children.

[(B) EXCEPTION.—Subparagraph (A) shall not apply to—

[(i) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

[(ii) any private residence.

[(3) APPLICATION OF PROVISIONS.—The provisions of paragraph (2) shall also apply to the provision of such routine or regular kindergarten, elementary or secondary education or library services in the facilities described in paragraph (2) not subject to paragraph (1).

[(d) NOTICE.—The prohibitions in subsections (a) through (c) shall be published in a notice in the Federal Register by the Sec-

retary (in consultation with the heads of other affected agencies) and by such agency heads in funding arrangements involving the provision of children's services administered by such heads. Such prohibitions shall be effective 90 days after such notice is published, or 270 days after the date of enactment of the No Child Left Behind Act of 2001, whichever occurs first.

[(e) CIVIL PENALTIES.—

[(1) IN GENERAL.—Any failure to comply with a prohibition in this section shall be considered to be a violation of this section and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty in an amount not to exceed $1,000 for each violation, or may be subject to an administrative compliance order, or both, as determined by the Secretary. Each day a violation continues shall constitute a separate violation. In the case of any civil penalty assessed under this section, the total amount shall not exceed 50 percent of the amount of Federal funds received under any title of this Act by such person for the fiscal year in which the continuing violation occurred. For the purpose of the prohibition in subsection (c), the term "person", as used in this paragraph, shall mean the head of the applicable Federal agency or the contractor of such agency providing the services to children.

[(2) ADMINISTRATIVE PROCEEDING.—A civil penalty may be assessed in a written notice, or an administrative compliance order may be issued under paragraph (1), by the Secretary only after an opportunity for a hearing in accordance with section 554 of title 5, United States Code. Before making such assessment or issuing such order, or both, the Secretary shall give written notice of the assessment or order to such person by certified mail with return receipt and provide information in the notice of an opportunity to request in writing, not later than 30 days after the date of receipt of such notice, such hearing. The notice shall reasonably describe the violation and be accompanied with the procedures for such hearing and a simple form that may be used to request such hearing if such person desires to use such form. If a hearing is requested, the Secretary shall establish by such certified notice the time and place for such hearing, which shall be located, to the greatest extent possible, at a location convenient to such person. The Secretary (or the Secretary's designee) and such person may consult to arrange a suitable date and location where appropriate.

[(3) CIRCUMSTANCES AFFECTING PENALTY OR ORDER.—In determining the amount of the civil penalty or the nature of the administrative compliance order, the Secretary shall take into account, as appropriate—

[(A) the nature, circumstances, extent, and gravity of the violation;

[(B) with respect to the violator, any good faith efforts to comply, the importance of achieving early and permanent compliance, the ability to pay or comply, the effect of the penalty or order on the ability to continue operation, any prior history of the same kind of violation, the degree of culpability, and any demonstration of willingness to

comply with the prohibitions of this section in a timely manner; andC) such other matters as justice may require.

[(4) MODIFICATION.—The Secretary may, as appropriate, compromise, modify, or remit, with or without conditions, any civil penalty or administrative compliance order. In the case of a civil penalty, the amount, as finally determined by the Secretary or agreed upon in compromise, may be deducted from any sums that the United States or the agencies or instrumentalities of the United States owe to the person against whom the penalty is assessed.

[(5) PETITION FOR REVIEW.—Any person aggrieved by a penalty assessed or an order issued, or both, by the Secretary under this section may file a petition for judicial review of the order with the United States Court of Appeals for the District of Columbia Circuit or for any other circuit in which the person resides or transacts business. Such person shall provide a copy of the petition to the Secretary or the Secretary's designee. The petition shall be filed within 30 days after the Secretary's assessment or order, or both, are final and have been provided to such person by certified mail. The Secretary shall promptly provide to the court a certified copy of the transcript of any hearing held under this section and a copy of the notice or order.

[(6) FAILURE TO COMPLY.—If a person fails to pay an assessment of a civil penalty or comply with an order, after the assessment or order, or both, are final under this section, or after a court has entered a final judgment under paragraph (5) in favor of the Secretary, the Attorney General, at the request of the Secretary, shall recover the amount of the civil penalty (plus interest at prevailing rates from the day the assessment or order, or both, are final) or enforce the order in an action brought in the appropriate district court of the United States. In such action, the validity and appropriateness of the penalty or order or the amount of the penalty shall not be subject to review.

[SEC. 4304. PREEMPTION.

[Nothing in this part is intended to preempt any provision of law of a State or political subdivision of a State that is more restrictive than a provision of this part.]

TITLE III—PARENTAL ENGAGEMENT AND LOCAL FLEXIBILITY

PART A—PARENTAL ENGAGEMENT

Subpart 1—Charter School Program

SEC. 3101. PURPOSE.

It is the purpose of this subpart to—

(1) improve the United States education system and educational opportunities for all Americans by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy;

(2) provide financial assistance for the planning, program design, and initial implementation of charter schools;

(3) expand the number of high-quality charter schools available to students across the Nation;

(4) evaluate the impact of such schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;

(5) encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools;

(6) improve student services to increase opportunities for students with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet challenging State academic achievement standards; and

(7) support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, monitoring, and evaluation of such schools.

SEC. 3102. PROGRAM AUTHORIZED.

(a) IN GENERAL.—From the amounts appropriated under section 3(c)(1)(A), the Secretary shall carry out a charter school program under this subpart that supports charter schools that serve elementary school and secondary school students by—

(1) supporting the startup, replication, and expansion of charter schools;

(2) assisting charter schools in accessing credit to acquire and renovate facilities for school use; and

(3) carrying out national activities to support—

(A) charter school development;

(B) the dissemination of best practices of charter schools for all schools; and

(C) the evaluation of the impact of the program on schools participating in the program.

(b) FUNDING ALLOTMENT.—From the amount made available under section 3(c)(1)(A) for a fiscal year, the Secretary shall—

(1) reserve 15 percent to support charter school facilities assistance under section 3104;

(2) reserve not more than 5 percent to carry out national activities under section 3105; and

(3) use the remaining amount after the Secretary reserves funds under paragraphs (1) and (2) to carry out section 3103.

(c) PRIOR GRANTS AND SUBGRANTS.—The recipient of a grant or subgrant under this subpart or subpart 2, as such subpart was in effect on the day before the date of enactment of the Student Success Act, shall continue to receive funds in accordance with the terms and conditions of such grant or subgrant.

SEC. 3103. GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

(a) IN GENERAL.—From the amount reserved under section 3102(b)(3), the Secretary shall award grants to State entities having applications approved pursuant to subsection (f) to enable such entities to—

(1) award subgrants to eligible applicants for—

(A) opening new charter schools;

(B) opening replicable, high-quality charter school models; or

(C) expanding high-quality charter schools; and

(2) provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1) and work with authorized public chartering agencies in the State to improve authorizing quality.

(b) STATE USES OF FUNDS.—

(1) IN GENERAL.—A State entity receiving a grant under this section shall—

(A) use 90 percent of the grant funds to award subgrants to eligible applicants, in accordance with the quality charter school program described in the entity's application approved pursuant to subsection (f), for the purposes described in subparagraphs (A) through (C) of subsection (a)(1); and

(B) reserve 10 percent of such funds to carry out the activities described in subsection (a)(2), of which not more than 30 percent may be used for administrative costs which may include technical assistance.

(2) CONTRACTS AND GRANTS.—A State entity may use a grant received under this section to carry out the activities described in subparagraphs (A) and (B) of paragraph (1) directly or through grants, contracts, or cooperative agreements.

(c) PROGRAM PERIODS; PEER REVIEW; GRANT NUMBER AND AMOUNT; DIVERSITY OF PROJECTS; WAIVERS.—

(1) PROGRAM PERIODS.—

(A) GRANTS.—A grant awarded by the Secretary to a State entity under this section shall be for a period of not more than 5 years.

(B) SUBGRANTS.—A subgrant awarded by a State entity under this section shall be for a period of not more than 3 years, of which an eligible applicant may use not more than 18 months for planning and program design.

(2) PEER REVIEW.—The Secretary, and each State entity receiving a grant under this section, shall use a peer review process to review applications for assistance under this section.

(3) GRANT NUMBER AND AMOUNT.—The Secretary shall ensure that the number of grants awarded under this section and the award amounts will allow for a sufficient number of new grants to be awarded under this section for each succeeding fiscal year.

(4) DIVERSITY OF PROJECTS.—Each State entity receiving a grant under this section shall award subgrants under this section in a manner that, to the extent possible, ensures that such subgrants—

(A) are distributed throughout different areas, including urban, suburban, and rural areas; and

(B) will assist charter schools representing a variety of educational approaches.

(5) WAIVERS.—The Secretary may waive any statutory or regulatory requirement without requiring the adoption of any unrelated requirements over which the Secretary exercises administrative authority except any such requirement relating to the elements of a charter school described in section 5101(3), if—

(A) the waiver is requested in an approved application under this section; and

(B) the Secretary determines that granting such a waiver will promote the purpose of this subpart.

(d) LIMITATIONS.—

(1) GRANTS.—A State entity may not receive more than 1 grant under this section for a 5-year period.

(2) SUBGRANTS.—An eligible applicant may not receive more than 1 subgrant under this section for an individual charter school for a 3-year period.

(e) APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:

(1) DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including a description—

(A) of how the entity—

(i) will support both new charter school startup and the expansion and replication of high-quality charter school models;

(ii) will inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;

(iii) will work with eligible applicants to ensure that the applicants access all Federal funds that they are eligible to receive, and help the charter schools supported by the applicants and the students attending the charter schools—

(I) participate in the Federal programs in which the schools and students are eligible to participate; and

(II) receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs;

(iv) in the case in which the entity is not a State educational agency—

(I) will work with the State educational agency and the charter schools in the State to maximize charter school participation in Federal and State programs for charter schools; and

(II) will work with the State educational agency to adequately operate the entity's program under this section, where applicable;

(v) will ensure eligible applicants that receive a subgrant under the entity's program are prepared to continue to operate the charter schools receiving the subgrant funds once the funds have expired;

(vi) will support charter schools in local educational agencies with large numbers of schools implementing requirements under the State's school improvement system under section 1111(b)(3)(B)(iii);

(vii) will work with charter schools to promote inclusion of all students and support all students once they are enrolled to promote retention;

(viii) will work with charter schools on recruitment practices, including efforts to engage groups that may otherwise have limited opportunities to participate in charter schools;

(ix) will share best and promising practices between charter schools and other public schools, including, where appropriate, instruction and professional development in science, math, technology, and engineering education;

(x) will ensure the charter schools receiving funds under the entity's program can meet the educational needs of their students, including students with disabilities and English learners; and

(xi) will support efforts to increase quality initiatives, including meeting the quality authorizing elements described in paragraph (2)(E);

(B) of the extent to which the entity—

(i) is able to meet and carry out the priorities listed in subsection (f)(2); and

(ii) is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and replicable, high-quality charter school models, and the expansion of high-quality charter schools;

(C) of how the entity will carry out the subgrant competition, including—

(i) a description of the application each eligible applicant desiring to receive a subgrant will submit, including—

(I) a description of the roles and responsibilities of eligible applicants, partner organizations, and management organizations, including the administrative and contractual roles and responsibilities;

(II) a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, and how a school's performance in the State's academic accountability system will be a primary factor for renewal or revocation of the school's charter; and

(III) a description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school receiving funds under the entity's program; and

(ii) a description of how the entity will review applications;

(D) in the case of an entity that partners with an outside organization to carry out the entity's quality charter school program, in whole or in part, of the roles and responsibilities of this partner;

(E) of how the entity will help the charter schools receiving funds under the entity's program consider the transportation needs of the schools' students; and

(F) of how the entity will support diverse charter school models, including models that serve rural communities.

(2) ASSURANCES.—Assurances, including a description of how the assurances will be met, that—

(A) each charter school receiving funds under the entity's program will have a high degree of autonomy over budget and operations, including personnel;

(B) the entity will support charter schools in meeting the educational needs of their students as described in paragraph (1)(A)(x);

(C) the entity will ensure that the authorized public chartering agency of any charter school that receives funds under the entity's program—

(i) ensures that each charter school is meeting the obligations under this Act, part B of the Individuals with Disabilities Education Act, title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and title IX of the Education Amendments of 1972;

(ii) adequately monitors and helps each charter school in recruiting, enrolling, and meeting the needs of all students, including students with disabilities and English learners; and

(iii) ensures that each charter school solicits and considers input from parents and other members of the community on the implementation and operation of the school;

(D) the entity will provide adequate technical assistance to eligible applicants to—

(i) meet the objectives described in clauses (vii), (viii), and (x) of paragraph (1)(A); and

(ii) enroll traditionally underserved students, including students with disabilities and English learners, to promote an inclusive education environment;

(E) the entity will promote quality authorizing, such as through providing technical assistance, to support all authorized public chartering agencies in the State to improve the monitoring of their charter schools, including by—

(i) assessing annual performance data of the schools, including, as appropriate, graduation rates and student growth; and

(ii) reviewing the schools' independent, annual audits of financial statements conducted in accordance with generally accepted accounting principles, and ensuring any such audits are publically reported;

(F) the entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State; and

(G) the entity will ensure that each charter school in the State make publicly available, consistent with the dissemination requirements of the annual State report card, the information parents need to make informed decisions about

the education options available to their children, including information on the educational program, student support services, and annual performance and enrollment data for the groups of students described in section 1111(b)(3)(B)(ii)(II).

(3) REQUESTS FOR WAIVERS.—A request and justification for waivers of any Federal statutory or regulatory provisions that the entity believes are necessary for the successful operation of the charter schools that will receive funds under the entity's program under this section, and a description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply to such schools.

(f) SELECTION CRITERIA; PRIORITY.—

(1) SELECTION CRITERIA.—The Secretary shall award grants to State entities under this section on the basis of the quality of the applications submitted under subsection (e), after taking into consideration—

(A) the degree of flexibility afforded by the State's public charter school law and how the entity will work to maximize the flexibility provided to charter schools under the law;

(B) the ambitiousness of the entity's objectives for the quality charter school program carried out under this section;

(C) the quality of the strategy for assessing achievement of those objectives;

(D) the likelihood that the eligible applicants receiving subgrants under the program will meet those objectives and improve educational results for students;

(E) the proposed number of new charter schools to be opened, and the proposed number of high-quality charter schools to be replicated or expanded under the program;

(F) the entity's plan to—

(i) adequately monitor the eligible applicants receiving subgrants under the entity's program; and

(ii) work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies;

(G) the entity's plan to provide adequate technical assistance, as described in the entity's application under subsection (e), for the eligible applicants receiving subgrants under the entity's program under this section;

(H) the entity's plan to support quality authorizing efforts in the State, consistent with the objectives described in subparagraph (B); and

(I) the entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of the charter schools in the State.

(2) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State entities to the extent that they meet the following criteria:

(A) In the case of a State entity located in a State that allows an entity other than a local educational agency to be an authorized public chartering agency, the State has a

quality authorized public chartering agency that is an entity other than a local educational agency.

(B) The State entity is located in a State that does not impose any limitation on the number or percentage of charter schools that may exist or the number or percentage of students that may attend charter schools in the State.

(C) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.

(D) The State entity is located in a State that uses best practices from charter schools to help improve struggling schools and local educational agencies.

(E) The State entity partners with an organization that has a demonstrated record of success in developing management organizations to support the development of charter schools in the State.

(F) The State entity demonstrates quality policies and practices to support and monitor charter schools through factors including—

(i) the proportion of high-quality charter schools in the State; and

(ii) the proportion of charter schools enrolling, at a rate similar to traditional public schools, traditionally underserved students, including students with disabilities and English learners.

(G) The State entity supports charter schools that support at-risk students through activities such as dropout prevention or dropout recovery.

(H) The State entity authorizes all charter schools in the State to serve as school food authorities.

(g) LOCAL USES OF FUNDS.—An eligible applicant receiving a subgrant under this section shall use such funds to open new charter schools, open replicable, high-quality charter school models, or expand existing high-quality charter schools.

(h) REPORTING REQUIREMENTS.—Each State entity receiving a grant under this section shall submit to the Secretary, at the end of the third year of the 5-year grant period and at the end of such grant period, a report on—

(1) the number of students served under each subgrant awarded under this section and, if applicable, how many new students were served during each year of the subgrant period;

(2) the number of subgrants awarded under this section to carry out each of the following—

(A) the opening of new charter schools;

(B) the opening of replicable, high-quality charter school models; and

(C) the expansion of high-quality charter schools;

(3) the progress the entity made toward meeting the priorities described in subsection (f)(2), as applicable;

(4) how the entity met the objectives of the quality charter school program described in the entity's application under subsection (e);

(5) how the entity complied with, and ensured that eligible applicants complied with, the assurances described in the entity's application; and

(6) how the entity worked with authorized public chartering agencies and how such agencies worked with the management company or leadership of the schools that received subgrants under this section.

(i) STATE ENTITY DEFINED.—For purposes of this section, the term "State entity" means—

(1) a State educational agency;

(2) a State charter school board;

(3) a Governor of a State; or

(4) a charter support organization.

SEC. 3104. FACILITIES FINANCING ASSISTANCE.

(a) GRANTS TO ELIGIBLE ENTITIES.—

(1) IN GENERAL.—From the amount reserved under section 3102(b)(1), the Secretary shall award grants to eligible entities that have the highest-quality applications approved under subsection (d), after considering the diversity of such applications, to demonstrate innovative methods of assisting charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing.

(2) ELIGIBLE ENTITY DEFINED.—For purposes of this section, the term "eligible entity" means—

(A) a public entity, such as a State or local governmental entity;

(B) a private nonprofit entity; or

(C) a consortium of entities described in subparagraphs (A) and (B).

(b) GRANTEE SELECTION.—The Secretary shall evaluate each application submitted under subsection (d), and shall determine whether the application is sufficient to merit approval.

(c) GRANT CHARACTERISTICS.—Grants under subsection (a) shall be of a sufficient size, scope, and quality so as to ensure an effective demonstration of an innovative means of enhancing credit for the financing of charter school acquisition, construction, or renovation.

(d) APPLICATIONS.—

(1) IN GENERAL.—To receive a grant under subsection (a), an eligible entity shall submit to the Secretary an application in such form as the Secretary may reasonably require.

(2) CONTENTS.—An application submitted under paragraph (1) shall contain—

(A) a statement identifying the activities proposed to be undertaken with funds received under subsection (a), including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;

(B) a description of the involvement of charter schools in the application's development and the design of the proposed activities;

(C) a description of the eligible entity's expertise in capital market financing;

(D) a description of how the proposed activities will leverage the maximum amount of private-sector financing cap-

ital relative to the amount of Federal, State, or local government funding used and otherwise enhance credit available to charter schools, including how the entity will offer a combination of rates and terms more favorable than the rates and terms that a charter school could receive without assistance from the entity under this section;

(E) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought; and

(F) in the case of an application submitted by a State governmental entity, a description of the actions that the entity has taken, or will take, to ensure that charter schools within the State receive the funding the charter schools need to have adequate facilities.

(e) CHARTER SCHOOL OBJECTIVES.—An eligible entity receiving a grant under this section shall use the funds deposited in the reserve account established under subsection (f) to assist one or more charter schools to access private sector capital to accomplish one or both of the following objectives:

(1) The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.

(2) The construction of new facilities, including predevelopment costs, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.

(f) RESERVE ACCOUNT.—

(1) USE OF FUNDS.—To assist charter schools to accomplish the objectives described in subsection (e), an eligible entity receiving a grant under subsection (a) shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received under subsection (a) (other than funds used for administrative costs in accordance with subsection (g)) in a reserve account established and maintained by the eligible entity for this purpose. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

(A) Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for an objective described in subsection (e).

(B) Guaranteeing and insuring leases of personal and real property for an objective described in subsection (e).

(C) Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.

(D) Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consoli-

dation of multiple charter school projects within a single bond issue).

(2) INVESTMENT.—Funds received under this section and deposited in the reserve account established under paragraph (1) shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities.

(3) REINVESTMENT OF EARNINGS.—Any earnings on funds received under subsection (a) shall be deposited in the reserve account established under paragraph (1) and used in accordance with such paragraph.

(g) LIMITATION ON ADMINISTRATIVE COSTS.—An eligible entity may use not more than 2.5 percent of the funds received under subsection (a) for the administrative costs of carrying out its responsibilities under this section (excluding subsection (k)).

(h) AUDITS AND REPORTS.—

(1) FINANCIAL RECORD MAINTENANCE AND AUDIT.—The financial records of each eligible entity receiving a grant under subsection (a) shall be maintained in accordance with generally accepted accounting principles and shall be subject to an annual audit by an independent public accountant.

(2) REPORTS.—

(A) GRANTEE ANNUAL REPORTS.—Each eligible entity receiving a grant under subsection (a) annually shall submit to the Secretary a report of its operations and activities under this section.

(B) CONTENTS.—Each annual report submitted under subparagraph (A) shall include—

(i) a copy of the most recent financial statements, and any accompanying opinion on such statements, prepared by the independent public accountant reviewing the financial records of the eligible entity;

(ii) a copy of any report made on an audit of the financial records of the eligible entity that was conducted under paragraph (1) during the reporting period;

(iii) an evaluation by the eligible entity of the effectiveness of its use of the Federal funds provided under subsection (a) in leveraging private funds;

(iv) a listing and description of the charter schools served during the reporting period, including the amount of funds used by each school, the type of project facilitated by the grant, and the type of assistance provided to the charter schools;

(v) a description of the activities carried out by the eligible entity to assist charter schools in meeting the objectives set forth in subsection (e); and

(vi) a description of the characteristics of lenders and other financial institutions participating in the activities undertaken by the eligible entity under this section (excluding subsection (k)) during the reporting period.

(C) SECRETARIAL REPORT.—The Secretary shall review the reports submitted under subparagraph (A) and shall provide a comprehensive annual report to Congress on the

activities conducted under this section (excluding subsection (k)).

(i) NO FULL FAITH AND CREDIT FOR GRANTEE OBLIGATION.—No financial obligation of an eligible entity entered into pursuant to this section (such as an obligation under a guarantee, bond, note, evidence of debt, or loan) shall be an obligation of, or guaranteed in any respect by, the United States. The full faith and credit of the United States is not pledged to the payment of funds which may be required to be paid under any obligation made by an eligible entity pursuant to any provision of this section.

(j) RECOVERY OF FUNDS.—

(1) IN GENERAL.—The Secretary, in accordance with chapter 37 of title 31, United States Code, shall collect—

(A) all of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines, not earlier than 2 years after the date on which the eligible entity first received funds under this section (excluding subsection (k)), that the eligible entity has failed to make substantial progress in carrying out the purposes described in subsection (f)(1); or

(B) all or a portion of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines that the eligible entity has permanently ceased to use all or a portion of the funds in such account to accomplish any purpose described in subsection (f)(1).

(2) EXERCISE OF AUTHORITY.—The Secretary shall not exercise the authority provided in paragraph (1) to collect from any eligible entity any funds that are being properly used to achieve one or more of the purposes described in subsection (f)(1).

(3) PROCEDURES.—The provisions of sections 451, 452, and 458 of the General Education Provisions Act (20 U.S.C. 1234, 1234a, 1234g) shall apply to the recovery of funds under paragraph (1).

(4) CONSTRUCTION.—This subsection shall not be construed to impair or affect the authority of the Secretary to recover funds under part D of the General Education Provisions Act (20 U.S.C. 1234 et seq.).

(k) PER-PUPIL FACILITIES AID PROGRAM.—

(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term "per-pupil facilities aid program" means a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing—

(A) that is dedicated solely for funding charter school facilities; or

(B) a portion of which is dedicated for funding charter school facilities.

(2) GRANTS.—

(A) IN GENERAL.—From the amount reserved under section 3102(b)(1) and remaining after the Secretary makes grants under subsection (a), the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering per-pupil facilities aid programs.

(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

(ii) 80 percent in the second such year;

(iii) 60 percent in the third such year;

(iv) 40 percent in the fourth such year; and

(v) 20 percent in the fifth such year.

(D) STATE SHARE.—A State receiving a grant under this subsection may partner with 1 or more organizations to provide up to 50 percent of the State share of the cost of establishing or enhancing, and administering the per-pupil facilities aid program.

(E) MULTIPLE GRANTS.—A State may receive more than 1 grant under this subsection, so long as the amount of such funds provided to charter schools increases with each successive grant.

(3) USE OF FUNDS.—

(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State of the applicant.

(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.

(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State, and local public funds expended to provide per pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

(4) REQUIREMENTS.—

(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

(B) STATE LAW.—

(i) IN GENERAL.—Except as provided in clause (ii), to be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

(I) is specified in State law; and

(II) provides annual financing, on a per-pupil basis, for charter school facilities.

(ii) SPECIAL RULE.—Notwithstanding clause (i), a State that is required under State law to provide its charter schools with access to adequate facility space, but which does not have a per-pupil facilities aid pro-

gram for charter schools specified in State law, may be eligible to receive a grant under this subsection if the State agrees to use the funds to develop a per-pupil facilities aid program consistent with the requirements of this subsection.

(5) APPLICATIONS.—To be eligible to receive a grant under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

SEC. 3105. NATIONAL ACTIVITIES.

(a) IN GENERAL.—From the amount reserved under section 3102(b)(2), the Secretary shall—

(1) use not less than 50 percent of such funds to award grants in accordance with subsection (b); and

(2) use the remainder of such funds to—

(A) disseminate technical assistance to State entities in awarding subgrants under section 3103, and eligible entities and States receiving grants under section 3104;

(B) disseminate best practices; and

(C) evaluate the impact of the charter school program, including the impact on student achievement, carried out under this subpart.

(b) GRANTS.—

(1) IN GENERAL.—The Secretary shall make grants, on a competitive basis, to eligible applicants for the purpose of carrying out the activities described in section 3102(a)(1), subparagraphs (A) through (C) of section 3103(a)(1), and section 3103(g).

(2) TERMS AND CONDITIONS.—Except as otherwise provided in this subsection, grants awarded under this subsection shall have the same terms and conditions as grants awarded to State entities under section 3103.

(3) ELIGIBLE APPLICANT DEFINED.—For purposes of this subsection, the term "eligible applicant" means an eligible applicant that desires to open a charter school in—

(A) a State that did not apply for a grant under section 3103;

(B) a State that did not receive a grant under section 3103; or

(C) a State that received a grant under section 3103 and is in the 4th or 5th year of the grant period for such grant.

(c) CONTRACTS AND GRANTS.—The Secretary may carry out any of the activities described in this section directly or through grants, contracts, or cooperative agreements.

SEC. 3106. FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND FOR SUCCESSIVE ENROLLMENT EXPANSIONS.

(a) IN GENERAL.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and com-

pletely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

(b) ADJUSTMENT AND LATE OPENINGS.—

(1) IN GENERAL.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a charter school on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

(2) RULE.—For charter schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such charter schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the charter schools' first year of operation.

SEC. 3107. SOLICITATION OF INPUT FROM CHARTER SCHOOL OPERATORS.

To the extent practicable, the Secretary shall ensure that administrators, teachers, and other individuals directly involved in the operation of charter schools are consulted in the development of any rules, regulations, or nonregulatory guidance required to implement this subpart, as well as in the development of any rules, regulations, or nonregulatory guidance relevant to charter schools that are required to implement part A of title I, the Individuals with Disabilities Education Act, or any other program administered by the Secretary that provides education funds to charter schools or regulates the activities of charter schools.

SEC. 3108. RECORDS TRANSFER.

State educational agencies and local educational agencies, as quickly as possible and to the extent practicable, shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(14) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law.

SEC. 3109. PAPERWORK REDUCTION.

To the extent practicable, the Secretary and each authorized public chartering agency shall ensure that implementation of this subpart results in a minimum of paperwork for any eligible applicant or charter school.

SEC. 3110. DEFINITIONS.

In this subpart:

(1) AUTHORIZED PUBLIC CHARTERING AGENCY.—The term "authorized public chartering agency" means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.

(2) CHARTER SUPPORT ORGANIZATION.—The term "charter support organization" means a nonprofit, nongovernmental entity that provides, on a statewide or regional basis—

(A) assistance to developers during the planning, program design, and initial implementation of a charter school; and

(B) technical assistance to operate charter schools.

(3) DEVELOPER.—The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

(4) ELIGIBLE APPLICANT.—The term "eligible applicant" means a developer that has—

(A) applied to an authorized public chartering authority to operate a charter school; and

(B) provided adequate and timely notice to that authority.

(5) EXPANSION OF A HIGH-QUALITY CHARTER SCHOOL.—The term "expansion of a high-quality charter school" means to significantly increase the enrollment of, or add one or more grades to, a high-quality charter school.

(6) HIGH-QUALITY CHARTER SCHOOL.—The term "high-quality charter school" means a charter school that—

(A) shows evidence of strong academic results, which may include strong academic growth as determined by a State;

(B) has no significant issues in the areas of student safety, financial management, or statutory or regulatory compliance;

(C) has demonstrated success in significantly increasing student academic achievement and attainment for all students served by the charter school; and

(D) has demonstrated success in increasing student academic achievement for the groups of students described in section 1111(b)(3)(B)(ii)(II), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(7) REPLICABLE, HIGH-QUALITY CHARTER SCHOOL MODEL.—The term "replicable, high-quality charter school model" means a high-quality charter school that has the capability of opening another such charter school under an existing charter.

Subpart 2—Magnet School Assistance

SEC. 3121. PURPOSE.

The purpose of this subpart is to assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for—

(1) the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools;

(2) the development and implementation of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet State academic standards;

(3) the development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

(4) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technical, and professional skills of students attending such schools;

(5) improving the ability of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

(6) ensuring that students enrolled in the magnet school programs have equitable access to a quality education that will enable the students to succeed academically and continue with postsecondary education or employment.

SEC. 3122. DEFINITION.

For the purpose of this subpart, the term "magnet school" means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

SEC. 3123. PROGRAM AUTHORIZED.

From the amount appropriated under section 3(c)(1)(B), the Secretary, in accordance with this subpart, is authorized to award grants to eligible local educational agencies, and consortia of such agencies where appropriate, to carry out the purpose of this subpart for magnet schools that are—

(1) part of an approved desegregation plan; and

(2) designed to bring students from different social, economic, ethnic, and racial backgrounds together.

SEC. 3124. ELIGIBILITY.

A local educational agency, or consortium of such agencies where appropriate, is eligible to receive a grant under this subpart to carry out the purpose of this subpart if such agency or consortium—

(1) is implementing a plan undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other State agency or official of competent jurisdiction, that requires the desegregation of minority-group-segregated children or faculty in the elementary schools and secondary schools of such agency; or

(2) without having been required to do so, has adopted and is implementing, or will, if a grant is awarded to such local educational agency, or consortium of such agencies, under this subpart, adopt and implement a plan that has been approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 for the desegregation of minority-group-segregated children or faculty in such schools.

SEC. 3125. APPLICATIONS AND REQUIREMENTS.

(a) APPLICATIONS.—An eligible local educational agency, or consortium of such agencies, desiring to receive a grant under this subpart shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

(b) INFORMATION AND ASSURANCES.—Each application submitted under subsection (a) shall include—

(1) a description of—

(A) how a grant awarded under this subpart will be used to promote desegregation, including how the proposed magnet school programs will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

(B) the manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

(C) how the applicant will continue the magnet school program after assistance under this subpart is no longer available, and, if applicable, an explanation of why magnet schools established or supported by the applicant with grant funds under this subpart cannot be continued without the use of grant funds under this subpart;

(D) how grant funds under this subpart will be used—

(i) to improve student academic achievement for all students attending the magnet school programs; and

(ii) to implement services and activities that are consistent with other programs under this Act, and other Acts, as appropriate; and

(E) the criteria to be used in selecting students to attend the proposed magnet school program; and

(2) assurances that the applicant will—

(A) use grant funds under this subpart for the purposes specified in section 3121;

(B) employ effective teachers in the courses of instruction assisted under this subpart;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in—

(i) the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(ii) the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan; and

(iii) designing or operating extracurricular activities for students;

(D) carry out a quality education program that will encourage greater parental decisionmaking and involvement; and

(E) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

(c) SPECIAL RULE.—No grant shall be awarded under this subpart unless the Assistant Secretary of Education for Civil Rights de-

termines that the assurances described in subsection (b)(2)(C) will be met.

SEC. 3126. PRIORITY.

In awarding grants under this subpart, the Secretary shall give priority to applicants that—

(1) demonstrate the greatest need for assistance, based on the expense or difficulty of effectively carrying out approved desegregation plans and the magnet school program for which the grant is sought;

(2) propose to carry out new magnet school programs, or significantly revise existing magnet school programs;

(3) propose to select students to attend magnet school programs by methods such as lottery, rather than through academic examination; and

(4) propose to serve the entire student population of a school.

SEC. 3127. USE OF FUNDS.

(a) IN GENERAL.—Grant funds made available under this subpart may be used by an eligible local educational agency, or consortium of such agencies—

(1) for planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools;

(2) for the acquisition of books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools;

(3) for the compensation, or subsidization of the compensation, of elementary school and secondary school teachers, and instructional staff where applicable, who are necessary to conduct programs in magnet schools;

(4) with respect to a magnet school program offered to less than the entire student population of a school, for instructional activities that—

(A) are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program; and

(B) further the purpose of this subpart;

(5) for activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended;

(6) to enable the local educational agency, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program; and

(7) to enable the local educational agency, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades.

(b) SPECIAL RULE.—Grant funds under this subpart may be used for activities described in paragraphs (2) and (3) of subsection (a) only if the activities are directly related to improving student academic achievement based on the State's academic standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign lan-

guages, art, or music, or to improving career, technical, and professional skills.

SEC. 3128. LIMITATIONS.

(a) DURATION OF AWARDS.—A grant under this subpart shall be awarded for a period that shall not exceed 3 fiscal years.

(b) LIMITATION ON PLANNING FUNDS.—A local educational agency, or consortium of such agencies, may expend for planning (professional development shall not be considered to be planning for purposes of this subsection) not more than 50 percent of the grant funds received under this subpart for the first year of the program and not more than 15 percent of such funds for each of the second and third such years.

(c) AMOUNT.—No local educational agency, or consortium of such agencies, awarded a grant under this subpart shall receive more than $4,000,000 under this subpart for any 1 fiscal year.

(d) TIMING.—To the extent practicable, the Secretary shall award grants for any fiscal year under this subpart not later than July 1 of the applicable fiscal year.

SEC. 3129. EVALUATIONS.

(a) RESERVATION.—The Secretary may reserve not more than 2 percent of the funds appropriated under section 3(c)(1)(B) for any fiscal year to carry out evaluations, provide technical assistance, and carry out dissemination projects with respect to magnet school programs assisted under this subpart.

(b) CONTENTS.—Each evaluation described in subsection (a), at a minimum, shall address—

(1) how and the extent to which magnet school programs lead to educational quality and academic improvement;

(2) the extent to which magnet school programs enhance student access to a quality education;

(3) the extent to which magnet school programs lead to the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students; and

(4) the extent to which magnet school programs differ from other school programs in terms of the organizational characteristics and resource allocations of such magnet school programs.

(c) DISSEMINATION.—The Secretary shall collect and disseminate to the general public information on successful magnet school programs.

SEC. 3130. RESERVATION.

In any fiscal year for which the amount appropriated under section 3(c)(1)(B) exceeds $75,000,000, the Secretary shall give priority in using such amounts in excess of $75,000,000 to awarding grants to local educational agencies or consortia of such agencies that did not receive a grant under this subpart in the preceding fiscal year.

Subpart 3—Family Engagement in Education Programs

SEC. 3141. PURPOSES.

The purposes of this subpart are the following:

(1) To provide financial support to organizations to provide technical assistance and training to State and local educational agencies in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

(2) To assist State educational agencies, local educational agencies, community-based organizations, schools, and educators in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.

(3) To support State educational agencies, local educational agencies, schools, educators, and parents in developing and strengthening the relationship between parents and their children's school in order to further the developmental progress of children.

(4) To coordinate activities funded under this subpart with parent involvement initiatives funded under section 1118 and other provisions of this Act.

(5) To assist the Secretary, State educational agencies, and local educational agencies in the coordination and integration of Federal, State, and local services and programs to engage families in education.

SEC. 3142. GRANTS AUTHORIZED.

(a) STATEWIDE FAMILY ENGAGEMENT CENTERS.—From the amount appropriated under section 3(c)(1)(C), the Secretary is authorized to award grants for each fiscal year to statewide organizations (or consortia of such organizations), to establish Statewide Family Engagement Centers that provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out, or carry out directly, parent education and family engagement in education programs.

(b) MINIMUM AWARD.—In awarding grants under this section, the Secretary shall, to the extent practicable, ensure that a grant is awarded for a Statewide Family Engagement Center in an amount not less than $500,000.

SEC. 3143. APPLICATIONS.

(a) SUBMISSIONS.—Each statewide organization, or a consortium of such organizations, that desires a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and including the information described in subsection (b).

(b) CONTENTS.—Each application submitted under subsection (a) shall include, at a minimum, the following:

(1) A description of the applicant's approach to family engagement in education.

(2) A description of the support that the Statewide Family Engagement Center that will be operated by the applicant will have from the State educational agency and any partner organization outlining the commitment to work with the center.

(3) A description of the applicant's plan for building a statewide infrastructure for family engagement in education, that includes—

(A) management and governance;

(B) statewide leadership; or

(C) systemic services for family engagement in education.

(4) A description of the applicant's demonstrated experience in providing training, information, and support to State educational agencies, local educational agencies, schools, educators, parents, and organizations on family engagement in education policies and practices that are effective for parents (including low-income parents) and families, English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students, including evaluation results, reporting, or other data exhibiting such demonstrated experience.

(5) An assurance that the applicant will—

(A) establish a special advisory committee, the membership of which includes—

(i) parents, who shall constitute a majority of the members of the special advisory committee;

(ii) representatives of education professionals with expertise in improving services for disadvantaged children;

(iii) representatives of local elementary schools and secondary schools, including students;

(iv) representatives of the business community; and

(v) representatives of State educational agencies and local educational agencies;

(B) use not less than 65 percent of the funds received under this subpart in each fiscal year to serve local educational agencies, schools, and community-based organizations that serve high concentrations of disadvantaged students, including English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students;

(C) operate a Statewide Family Engagement Center of sufficient size, scope, and quality to ensure that the Center is adequate to serve the State educational agency, local educational agencies, and community-based organizations;

(D) ensure that the Center will retain staff with the requisite training and experience to serve parents in the State;

(E) serve urban, suburban, and rural local educational agencies and schools;

(F) work with—

(i) other Statewide Family Engagement Centers assisted under this subpart; and

(ii) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act;

(G) use not less than 30 percent of the funds received under this subpart for each fiscal year to establish or ex-

pand technical assistance for evidence-based parent education programs;

(H) provide assistance to State educational agencies and local educational agencies and community-based organizations that support family members in supporting student academic achievement;

(I) work with State educational agencies, local educational agencies, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs; and

(J) conduct sufficient outreach to assist parents, including parents who the applicant may have a difficult time engaging with a school or local educational agency.

SEC. 3144. USES OF FUNDS.

(a) IN GENERAL.—Grantees shall use grant funds received under this subpart, based on the needs determined under section 3143(b)(5)(I), to provide training and technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents—

(1) to assist parents in participating effectively in their children's education and to help their children meet State standards, such as assisting parents—

(A) to engage in activities that will improve student academic achievement, including understanding how they can support learning in the classroom with activities at home and in afterschool and extracurricular programs;

(B) to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel;

(C) to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement;

(D) to participate in the design and provision of assistance to students who are not making academic progress;

(E) to participate in State and local decisionmaking;

(F) to train other parents; and

(G) to help the parents learn and use technology applied in their children's education;

(2) to develop and implement, in partnership with the State educational agency, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and

(3) to develop and implement parental involvement policies under this Act.

(b) MATCHING FUNDS FOR GRANT RENEWAL.—For each fiscal year after the first fiscal year for which an organization or consortium receives assistance under this section, the organization or consortium shall demonstrate in the application that a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which may be in cash or in-kind.

(c) TECHNICAL ASSISTANCE.—The Secretary shall reserve not more than 2 percent of the funds appropriated under section 3(c)(1)(C) to carry out this subpart to provide technical assistance, by competitive grant or contract, for the establishment, development, and coordination of Statewide Family Engagement Centers.

(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a Statewide Family Engagement Center from—

(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

(2) working with another agency that serves children.

(e) PARENTAL RIGHTS.—Notwithstanding any other provision of this section—

(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this section; and

(2) no program or center assisted under this section shall take any action that infringes in any manner on the right of a parent to direct the education of their children.

SEC. 3145. FAMILY ENGAGEMENT IN INDIAN SCHOOLS.

The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with local Indian nonprofit parent organizations to establish and operate Family Engagement Centers.

PART B—LOCAL ACADEMIC FLEXIBLE GRANT

SEC. 3201. PURPOSE.

The purpose of this part is to—

(1) provide local educational agencies with the opportunity to access funds to support the initiatives important to their schools and students to improve academic achievement, including protecting student safety; and

(2) provide nonprofit and for-profit entities the opportunity to work with students to improve academic achievement, including student safety.

SEC. 3202. ALLOTMENTS TO STATES.

(a) RESERVATIONS.—From the funds appropriated under section 3(c)(2) for any fiscal year, the Secretary shall reserve—

(1) not more than one-half of 1 percent for national activities to provide technical assistance to eligible entities in carrying out programs under this part; and

(2) not more than one-half of 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS.—

(1) DETERMINATION.—From the funds appropriated under section 3(c)(2) for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that

bears the same relationship to the remainder as the amount the State received under chapter B of subpart 1 of part A of title I for the preceding fiscal year bears to the amount all States received under that chapter for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

(2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallot the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS.—

(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 75 percent of the amount allotted to the State under subsection (b) for each fiscal year for awards to eligible entities under section 3204.

(2) AWARDS TO NONGOVERNMENTAL ENTITIES TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT.—Each State that receives an allotment under subsection (b) for each fiscal year shall reserve not less than 10 percent of the amount allotted to the State for awards to nongovernmental entities under section 3205.

(3) STATE ACTIVITIES AND STATE ADMINISTRATION.—A State educational agency may reserve not more than 15 percent of the amount allotted to the State under subsection (b) for each fiscal year for the following:

(A) Enabling the State educational agency—

(i) to pay the costs of developing the State assessments and standards required under section 1111(b), which may include the costs of working, at the sole discretion of the State, in voluntary partnerships with other States to develop such assessments and standards; or

(ii) if the State has developed the assessments and standards required under section 1111(b), to administer those assessments or carry out other activities related to ensuring that the State's schools and local educational agencies are helping students meet the State's academic standards under such section.

(B) The administrative costs of carrying out its responsibilities under this part, except that not more than 5 percent of the reserved amount may be used for this purpose.

(C) Monitoring and evaluation of programs and activities assisted under this part.

(D) Providing training and technical assistance under this part.

(E) Statewide academic focused programs.

(F) Sharing evidence-based and other effective strategies with eligible entities.

SEC. 3203. STATE APPLICATION.

(a) IN GENERAL.—In order to receive an allotment under section 3202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

(2) describes how the State educational agency will use funds reserved for State-level activities, including how, if any, of the funds will be used to support student safety;

(3) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include reviewing how the proposed project will help increase student academic achievement;

(4) describes how the State educational agency will ensure that awards made under this part are—

(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

(B) in amounts that are consistent with section 3204(f);

(5) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, and dissemination of evidence-based and other effective strategies;

(6) describes how the State educational agency will consider students across all grades when making these awards;

(7) an assurance that, other than providing technical and advisory assistance and monitoring compliance with this part, the State educational agency has not exercised and will not exercise any influence in the decision-making process of eligible entities as to the expenditure of funds received by the eligible entities under this part;

(8) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

(9) contains an assurance that the State educational agency—

(A) will make awards for programs for a period of not more than 5 years; and

(B) will require each eligible entity seeking such an award to submit a plan describing how the project to be funded through the award will continue after funding under this part ends, if applicable; and

(10) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, State and local public funds expended to provide programs and activities authorized under this part and other similar programs.

(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

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

(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

(1) give the State educational agency notice and an opportunity for a hearing; and

(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall—

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(2) the expiration of the 120-day period described in subsection (b).

(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

(g) RULE OF CONSTRUCTION.—An application submitted by a State educational agency pursuant to subsection (a) shall not be approved or disapproved based upon the activities for which the agency may make funds available to eligible entities under section 3204 if the agency's use of funds is consistent with section 3204(b).

SEC. 3204. LOCAL COMPETITIVE GRANT PROGRAM.

(a) IN GENERAL.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 3202(c)(1) to eligible entities in accordance with this section.

(b) USE OF FUNDS.—

(1) IN GENERAL.—An eligible entity that receives an award under this part shall use the funds for activities that—

(A) are evidence-based;

(B) will improve student academic achievement;

(C) are allowable under State law; and

(D) focus on one or more projects from the following two categories:

(i) Supplemental student support activities such as before, after, or summer school activities, tutoring, and expanded learning time, but not including athletics or in-school learning activities.

(ii) Activities designed to support students, such as academic subject specific programs, adjunct teacher programs, extended learning time programs, dual enrollment programs, and parent engagement, but not including activities to—

(I) support smaller class sizes or construction; or

(II) provide compensation or benefits to teachers, school leaders, other school officials, or local educational agency staff.

(2) PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.—An eligible entity that receives an award under this

part shall ensure compliance with section 5501 (relating to participation of children enrolled in private schools).

(c) APPLICATION.—

(1) IN GENERAL.—To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require, including the contents required by paragraph (2).

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

(A) a description of the activities to be funded and how they are consistent with subsection (b), including any activities that will increase student safety;

(B) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant State, local, or non-Federal funds;

(C) an assurance that the community will be given notice of an intent to submit an application with an opportunity for comment, and that the application will be available for public review after submission of the application; and

(D) an assurance that students who benefit from any activity funded under this part shall continue to maintain enrollment in a public elementary or secondary school.

(d) REVIEW.—In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications but the review shall be limited to the likelihood that the project will increase student academic achievement.

(e) GEOGRAPHIC DIVERSITY.—A State educational agency shall distribute funds under this part equitably among geographic areas within the State, including rural, suburban, and urban communities.

(f) AWARD.—A grant shall be awarded to all eligible entities that submit an application that meets the requirements of this section in an amount that is not less than $10,000, but there shall be only one award granted to any one local educational agency, but such award may be for multiple projects or programs with the local educational agency.

(g) DURATION OF AWARDS.—Grants under this part may be awarded for a period of not more than 5 years.

(h) ELIGIBLE ENTITY DEFINED.—In this section, the term "eligible entity" means—

(1) a local educational agency in partnership with a community-based organization, business entity, or nongovernmental entity;

(2) a consortium of local educational agencies working in partnership with a community-based organization, business entity, or nongovernmental entity;

(3) a community-based organization in partnership with a local educational agency and, if applicable, a business entity or nongovernmental entity; or

(4) a business entity in partnership with a local educational agency and, if applicable, a community-based organization or nongovernmental entity.

SEC. 3205. AWARDS TO NONGOVERNMENTAL ENTITIES TO IMPROVE ACADEMIC ACHIEVEMENT.

(a) IN GENERAL.—From the amount reserved under section 3202(c)(2), a State educational agency shall award grants to nongovernmental entities, including public or private organizations, community-based or faith-based organizations, and business entities for a program or project to increase the academic achievement of public school students attending public elementary or secondary schools (or both) in compliance with the requirements in this section. Subject to the availability of funds, the State educational agency shall award a grant to each eligible applicant that meets the requirements in a sufficient size and scope to support the program.

(b) APPLICATION.—The State educational agency shall require an application that includes the following information:

(1) A description of the program or project the applicant will use the funds to support.

(2) A description of how the applicant is using or will use other State, local, or private funding to support the program or project.

(3) A description of how the program or project will help increase student academic achievement, including the evidence to support this claim.

(4) A description of the student population the program or project is targeting to impact, and if the program will prioritize students in high-need local educational agencies.

(5) A description of how the applicant will conduct sufficient outreach to ensure students can participate in the program or project.

(6) A description of any partnerships the applicant has entered into with local educational agencies or other entities the applicant will work with, if applicable.

(7) A description of how the applicant will work to share evidence-based and other effective strategies from the program or project with local educational agencies and other entities working with students to increase academic achievement.

(8) An assurance that students who benefit from any program or project funded under this section shall continue to maintain enrollment in a public elementary or secondary school.

(c) MATCHING CONTRIBUTION.—An eligible applicant receiving a grant under this section shall provide, either directly or through private contributions, non-Federal matching funds equal to not less than 50 percent of the amount of the grant.

(d) REVIEW.—The State educational agency shall review the application to ensure that—

(1) the applicant is an eligible applicant;

(2) the application clearly describes the required elements in subsection (b);

(3) the entity meets the matching requirement described in subsection (c); and

(4) the program is allowable and complies with Federal, State, and local laws.

(e) DISTRIBUTION OF FUNDS.—If the application requests exceed the funds available, the State educational agency shall prioritize projects that support students in high-need local educational agencies and ensure geographic diversity, including serving rural, suburban, and urban areas.

(f) ADMINISTRATIVE COSTS.—Not more than 1 percent of a grant awarded under this section may be used for administrative costs.

SEC. 3206. REPORT.

Each recipient of a grant under section 3204 or 3205 shall report to the State educational agency on—

(1) the success of the program in reaching the goals of the program;

(2) a description of the students served by the program and how the students' academic achievement improved; and

(3) the results of any evaluation conducted on the success of the program.

TITLE [VIII] *IV*—IMPACT AID

SEC. [8001.] *4001.* PURPOSE.

In order to fulfill the Federal responsibility to assist with the provision of educational services to federally connected children in a manner that promotes control by local educational agencies with little or no Federal or State involvement, because certain activities of the Federal Government, such as activities to fulfill the responsibilities of the Federal Government with respect to Indian tribes and activities under section 511 of the Servicemembers Civil Relief Act, place a financial burden on the local educational agencies serving areas where such activities are carried out, and to help such children meet [challenging State standards] *State academic standards*, it is the purpose of this title to provide financial assistance to local educational agencies that—

(1) * * *

* * * * * * *

SEC. [8002.] *4002.* PAYMENTS RELATING TO FEDERAL ACQUISITION OF REAL PROPERTY.

(a) * * *

(b) AMOUNT.—

(1) IN GENERAL.—(A) * * *

(B) If funds appropriated under [section 8014(a)] *section 3(d)(1)* are insufficient to pay the amount determined under subparagraph (A), the Secretary shall calculate the payment for each eligible local educational agency in accordance with subsection (h).

(C) Notwithstanding any other provision of this subsection, a local educational agency may not be paid an amount under this section that, when added to the amount such agency receives under [section 8003(b)] *section 4003(b)*, exceeds the maximum amount that such agency is eligible to receive for such fiscal year under [section 8003(b)(1)(C)] *section 4003(b)(1)(C)*, or the maximum amount that such agency is eli-

gible to receive for such fiscal year under this section, whichever is greater.

* * * * * * *

[(f) SPECIAL RULE.—(1) Beginning with fiscal year 1994, and notwithstanding any other provision of law limiting the period during which fiscal year 1994 funds may be obligated, the Secretary shall treat the local educational agency serving the Wheatland R–II School District, Wheatland, Missouri, as meeting the eligibility requirements of section 2(a)(1)(C) of the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such section was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994) (20 U.S.C. 237(a)(1)(C)) or subsection (a)(1)(C).

[(2) For each fiscal year beginning with fiscal year 1999, the Secretary shall treat the Webster School District, Day County, South Dakota as meeting the eligibility requirements of subsection (a)(1)(C) of this section.

[(3) For each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Central Union, California; Island, California; Hill City, South Dakota; and Wall, South Dakota local educational agencies as meeting the eligibility requirements of subsection (a)(1)(C) of this section.

[(4) For the purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hot Springs, South Dakota local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 for fiscal year 1994 if the Secretary has received the fiscal year 1994 application, as well as Exhibits A and B not later than December 1, 1999.

[(5) For purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hueneme, California local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received the fiscal year 1995 application not later than December 1, 1999.

[(g) FORMER DISTRICTS.—

[(1) IN GENERAL.—Where the school district of any local educational agency described in paragraph (2) is formed at any time after 1938 by the consolidation of two or more former school districts, such agency may elect (at any time such agency files an application under section 8005) for any fiscal year after fiscal year 1994 to have (A) the eligibility of such local educational agency, and (B) the amount which such agency shall be eligible to receive, determined under this section only with respect to such of the former school districts comprising such consolidated school districts as such agency shall designate in such election.

[(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency referred to in paragraph (1) is any local educational agency that, for fiscal year 1994 or any preceding fiscal year, applied for and was determined eligible under section 2(c) of the Act of September 30, 1950 (Public Law 874, 81st Congress) as such section was in effect for such fiscal year.]

(f) SPECIAL RULE.— Beginning with fiscal year 2014, a local educational agency shall be deemed to meet the requirements of subsection (a)(1)(C) if records to determine eligibility under such subsection were destroyed prior to fiscal year 2000 and the agency received funds under subsection (b) in the previous year.

(g) FORMER DISTRICTS.—

(1) CONSOLIDATIONS.—For fiscal year 2006 and each succeeding fiscal year, if a local educational agency described in paragraph (2) is formed at any time after 1938 by the consolidation of two or more former school districts, the local educational agency may elect to have the Secretary determine its eligibility and any amount for which the local educational agency is eligible under this section for such fiscal year on the basis of one or more of those former districts, as designated by the local educational agency.

(2) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A local educational agency described in this paragraph is—

(A) any local educational agency that, for fiscal year 1994 or any preceding fiscal year, applied for, and was determined to be eligible under section 2(c) of the Act of September 30, 1950 (Public Law 874, 81st Congress) as that section was in effect for that fiscal year; or

(B) a local educational agency formed by the consolidation of 2 or more school districts, at least one of which was eligible for assistance under this section for the fiscal year preceding the year of the consolidation, if—

(i) for fiscal years 2006 through 2013, the local educational agency notifies the Secretary not later than 30 days after the date of enactment of the Student Success Act of the designation described in paragraph (1); and

(ii) for fiscal year 2014, and each subsequent fiscal year, the local educational agency includes the designation in its application under section 8005 or any timely amendment to such application.

(3) AVAILABILITY OF FUNDS.—Notwithstanding any other provision of law limiting the period during which the Secretary may obligate funds appropriated for any fiscal year after fiscal year 2005, the Secretary may obligate funds remaining after final payments have been made for any of such fiscal years to carry out this subsection.

(h) PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—For any fiscal year for which the amount appropriated under section 8014(a) is insufficient to pay to each eligible local educational agency the full amount determined under subsection (b), the Secretary shall make payments to each local educational agency under this section as follows:

(1) * * *

(2) FOUNDATION PAYMENTS FOR NEW APPLICANTS.—

(A) * * *

* * * * * * *

(C) AMOUNTS.—The amount of a payment under subparagraph (A) for a local educational agency shall be determined as follows:

(i) * * *

(ii) Calculate the percentage that the amount appropriated under [section 8014(a)] *section 3(d)(1)* for the most recent fiscal year for which the Secretary has completed making payments under this section is of the total maximum payments for such fiscal year for all local educational agencies eligible for a payment under subsection (b) and multiply the agency's maximum payment by such percentage.

* * * * * * *

(D) INSUFFICIENT FUNDS.—If the amount appropriated under [section 8014(a)] *section 3(d)(1)* of this title is insufficient to pay the full amount determined under this paragraph for all eligible local educational agencies for the fiscal year, then the Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

* * * * * * *

(4) DATA.—For each local educational agency that received a payment under this section for fiscal year 2010 through the fiscal year in which the [Impact Aid Improvement Act of 2012] *Student Success Act* is enacted, the Secretary shall not make a payment under paragraph (3) to a local educational agency that fails to submit, within 60 days of the date the Secretary notifies the agency that the information is needed, the data necessary to calculate the maximum amount of a payment under subsection (b) for that local educational agency.

* * * * * * *

[(k) SPECIAL RULE.—For purposes of payments under this section for each fiscal year beginning with fiscal year 1998—

[(1) the Secretary shall, for the Stanley County, South Dakota local educational agency, calculate payments as if subsection (e) had been in effect for fiscal year 1994; and

[(2) the Secretary shall treat the Delaware Valley, Pennsylvania local educational agency as if it had filed a timely application under section 2 of Public Law 81–874 for fiscal year 1994.]

[(l)] *(j)* PRIOR YEAR DATA.—Notwithstanding any other provision of this section, in determining the eligibility of a local educational agency for a payment under subsection (b) or [(h)(4)(B)] *(h)(2)* of this section for a fiscal year, and in calculating the amount of such payment, the Secretary—

(1) * * *

* * * * * * *

[(m) ELIGIBILITY.—

[(1) OLD FEDERAL PROPERTY.—Except as provided in paragraph (2), a local educational agency that is eligible to receive a payment under this section for Federal property acquired by the Federal Government, before the date of the enactment of the Impact Aid Reauthorization Act of 2000, shall be eligible to receive the payment only if the local educational agency submits an application for a payment under this section not later than 7 years after the date of the enactment of such Act.

[(2) COMBINED FEDERAL PROPERTY.—A local educational agency that is eligible to receive a payment under this section for Federal property acquired by the Federal Government before the date of the enactment of the Impact Aid Reauthorization Act of 2000 shall be eligible to receive the payment if—

[(A) the Federal property, when combined with other Federal property in the school district served by the local educational agency acquired by the Federal Government after the date of the enactment of such Act, meets the requirements of subsection (a); and

[(B) the local educational agency submits an application for a payment under this section not later than 7 years after the date of acquisition of the Federal property acquired after the date of the enactment of such Act.

[(3) NEW FEDERAL PROPERTY.—A local educational agency that is eligible to receive a payment under this section for Federal property acquired by the Federal Government after the date of the enactment of the Impact Aid Reauthorization Act of 2000 shall be eligible to receive the payment only if the local educational agency submits an application for a payment under this section not later than 7 years after the date of acquisition.]

[(n)] *(k)* LOSS OF ELIGIBILITY.—

(1) IN GENERAL.—Notwithstanding any other provision of this section, the Secretary shall make a minimum payment to a local educational agency described in paragraph (2), for the first fiscal year that the agency loses eligibility for assistance under this section as a result of property located within the school district served by the agency failing to meet the definition of Federal property under section [8013(5)(C)(iii)] *4013(5)(C)(iii)*, in an amount equal to 90 percent of the amount received by the agency under this section for the preceding year.

* * * * * * *

SEC. [8003.] *4003*. PAYMENTS FOR ELIGIBLE FEDERALLY CONNECTED CHILDREN.

(a) COMPUTATION OF PAYMENT.—

(1) IN GENERAL.—For the purpose of computing the amount that a local educational agency is eligible to receive under subsection (b) or (d) for any fiscal year, the Secretary shall determine the number of children who were in average daily attendance in the schools of such agency *(including those children enrolled in such agency as a result of the open enrollment policy of the State in which the agency is located, but not including children who are enrolled in a distance education program at such agency and who are not residing within the geographic boundaries of such agency)*, and for whom such agency provided free public education, during the preceding school year and who, while in attendance at such schools—

(A) * * *

* * * * * * *

(5) MILITARY "BUILD TO LEASE" PROGRAM HOUSING.—

(A) IN GENERAL.—For purposes of computing the amount of payment for a local educational agency for children iden-

tified under paragraph (1), the Secretary shall consider children residing in housing initially acquired or constructed under the former section 2828(g) of title 10, United States Code (commonly known as the "Build to Lease" program), as added by section 801 of the Military Construction Authorization Act, [1984, to be children described under paragraph (1)(B) if the property described is within the fenced security perimeter of the military facility upon which such housing is situated] *1984, or under lease of off-base property under subchapter IV of chapter 169 of title 10, United States Code, to be children described under paragraph (1)(B) if the property described is within the fenced security perimeter of the military facility or attached to and under any type of force protection agreement with the military installation upon which such housing is situated.*

* * * * * * *

(b) BASIC SUPPORT PAYMENTS AND PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—

(1) BASIC SUPPORT PAYMENTS.—

(A) IN GENERAL.—From the amount appropriated under [section 8014(b)] *section 3(d)(2)* for a fiscal year, the Secretary is authorized to make basic support payments to eligible local educational agencies with children described in subsection (a).

* * * * * * *

[(E) SPECIAL RULE.—For purposes of determining the comparable local contribution rate under subparagraph (C)(iii) for a local educational agency described in section 222.39(c)(3) of title 34, Code of Federal Regulations, that had its comparable local contribution rate for fiscal year 1998 calculated pursuant to section 222.39 of title 34, Code of Federal Regulations, the Secretary shall determine such comparable local contribution rate as the rate upon which payments under this subsection for fiscal year 2000 were made to the local educational agency adjusted by the percentage increase or decrease in the per pupil expenditure in the State serving the local educational agency calculated on the basis of the second most recent preceding school year compared to the third most recent preceding school year for which school year data are available.]

* * * * * * *

(2) BASIC SUPPORT PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

(A) IN GENERAL.—(i) From the amount appropriated under [section 8014(b)] *section 3(d)(2)* for a fiscal year, the Secretary is authorized to make basic support payments to eligible heavily impacted local educational agencies with children described in subsection (a).

* * * * * * *

(iii) The Secretary shall—

(I) deem each local educational agency that received a basic support payment under this paragraph for fiscal year 2009 as eligible to receive a basic support payment under this paragraph for each of fiscal years 2012, 2013, and 2014; and

(II) make a payment to each such local educational agency under this paragraph for each of fiscal years 2012, 2013, and 2014.

(B) ELIGIBILITY FOR [CONTINUING] HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

[(i) IN GENERAL.—A heavily impacted local educational agency is eligible to receive a basic support payment under subparagraph (A) with respect to a number of children determined under subsection (a)(1) if the agency—

[(I) received an additional assistance payment under subsection (f) (as such subsection was in effect on the day before the date of the enactment of the Impact Aid Reauthorization Act of 2000) for fiscal year 2000; and

[(II)(aa) is a local educational agency whose boundaries are the same as a Federal military installation;

[(bb) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency which is not less than 35 percent, has a per-pupil expenditure that is less than the average per-pupil expenditure of the State in which the agency is located or the average per-pupil expenditure of all States (whichever average per-pupil expenditure is greater), except that a local educational agency with a total student enrollment of less than 350 students shall be deemed to have satisfied such per-pupil expenditure requirement, and has a tax rate for general fund purposes which is not less than 95 percent of the average tax rate for general fund purposes of local educational agencies in the State;

[(cc) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency which is not less than 30 percent, and has a tax rate for general fund purposes which is not less than 125 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State;

[(dd) has a total student enrollment of not less than 25,000 students, of which not less than 50 percent are children described in subsection (a)(1) and not less than 6,000 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or

[(ee) meets the requirements of subsection (f)(2) applying the data requirements of subsection (f)(4)

(as such subsections were in effect on the day before the date of the enactment of the Impact Aid Reauthorization Act of 2000).]

(i) IN GENERAL.—A heavily impacted local educational agency is eligible to receive a basic support payment under subparagraph (A) with respect to a number of children determined under subsection (a)(1) if the agency—

(I) is a local educational agency—

(aa) whose boundaries are the same as a Federal military installation or an island property designated by the Secretary of the Interior to be property that is held in trust by the Federal Government; and

(bb) that has no taxing authority;

(II) is a local educational agency that—

(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 45 percent;

(bb) has a per-pupil expenditure that is less than—

(AA) for an agency that has a total student enrollment of 500 or more students, 125 percent of the average per-pupil expenditure of the State in which the agency is located; or

(BB) for any agency that has a total student enrollment less than 500, 150 percent of the average per-pupil expenditure of the State in which the agency is located or the average per-pupil expenditure of 3 or more comparable local educational agencies in the State in which the agency is located; and

(cc) is an agency that—

(AA) has a tax rate for general fund purposes that is not less than 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State; or

(BB) was eligible to receive a payment under this subsection for fiscal year 2013 and is located in a State that by State law has eliminated ad valorem tax as a revenue for local educational agencies;

(III) is a local educational agency that—

(aa) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that is not less than 20 percent;

(bb) for the 3 fiscal years preceding the fiscal year for which the determination is made, the average enrollment of children who are not described in subsection (a)(1) and who are eli-

gible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act constitutes a percentage of the total student enrollment of the agency that is not less than 65 percent; and

(cc) has a tax rate for general fund purposes which is not less than 125 percent of the average tax rate for general fund purposes for comparable local educational agencies in the State;

(IV) is a local educational agency that has a total student enrollment of not less than 25,000 students, of which—

(aa) not less than 50 percent are children described in subsection (a)(1); and

(bb) not less than 5,500 of such children are children described in subparagraphs (A) and (B) of subsection (a)(1); or

(V) is a local educational agency that—

(aa) has an enrollment of children described in subsection (a)(1) including, for purposes of determining eligibility, those children described in subparagraphs (F) and (G) of such subsection, that is not less than 35 percent of the total student enrollment of the agency; and

(bb) was eligible to receive assistance under subparagraph (A) for fiscal year 2001.

(ii) LOSS OF ELIGIBILITY.—**[**A heavily**]**

(I) IN GENERAL.—Subject to subclause (II), a heavily impacted local educational agency that met the requirements of clause (i) for a fiscal year shall be ineligible to receive a basic support payment under subparagraph (A) if the agency fails to meet the requirements of clause (i) for a subsequent fiscal year, except that such agency shall continue to receive a basic support payment under this paragraph for the fiscal year for which the ineligibility determination is made.

(II) LOSS OF ELIGIBILITY DUE TO FALLING BELOW 95 PERCENT OF THE AVERAGE TAX RATE FOR GENERAL FUND PURPOSES.—In a case of a heavily impacted local educational agency that is eligible to receive a basic support payment under subparagraph (A), but that has had, for 2 consecutive fiscal years, a tax rate for general fund purposes that falls below 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State, such agency shall be determined to be ineligible under clause (i) and ineligible to receive a basic support payment under subparagraph (A) for each fiscal year succeeding such 2 consecutive fiscal years for which the agency has such a tax rate for general fund purposes, and until the fiscal year for which the agency re-

sumes such eligibility in accordance with clause (iii).

* * * * * * *

[(C) ELIGIBILITY FOR NEW HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—

[(i) IN GENERAL.—A heavily impacted local educational agency that did not receive an additional assistance payment under subsection (f) (as such subsection was in effect on the day before the date of the enactment of the Impact Aid Reauthorization Act of 2000) for fiscal year 2000 is eligible to receive a basic support payment under subparagraph (A) for fiscal year 2002 and any subsequent fiscal year with respect to a number of children determined under subsection (a)(1) only if the agency is a local educational agency whose boundaries are the same as a Federal military installation (or if the agency is a qualified local educational agency as described in clause (iv)), or the agency—

[(I) has an enrollment of children described in subsection (a)(1) that constitutes a percentage of the total student enrollment of the agency that—

[(aa) is not less than 50 percent if such agency receives a payment on behalf of children described in subparagraphs (F) and (G) of such subsection; or

[(bb) is not less than 40 percent if such agency does not receive a payment on behalf of such children;

[(II)(aa) for a local educational agency that has a total student enrollment of 350 or more students, has a per-pupil expenditure that is less than the average per-pupil expenditure of the State in which the agency is located; or

[(bb) for a local educational agency that has a total student enrollment of less than 350 students, has a per-pupil expenditure that is less than the average per-pupil expenditure of a comparable local education agency or three comparable local educational agencies in the State in which the local educational agency is located; and

[(III) has a tax rate for general fund purposes that is at least 95 percent of the average tax rate for general fund purposes of comparable local educational agencies in the State.

[(ii) RESUMPTION OF ELIGIBILITY.—A heavily impacted local educational agency described in clause (i) that becomes ineligible under such clause for 1 or more fiscal years may resume eligibility for a basic support payment under this paragraph for a subsequent fiscal year only if the agency is a local educational agency whose boundaries are the same as a Federal military installation (or if the agency is a qualified local educational agency as described in clause (iv)), or meets the requirements of clause (i), for

that subsequent fiscal year, except that such agency shall continue to receive a basic support payment under this paragraph for the fiscal year for which the ineligibility determination is made.

[(iii) APPLICATION.—With respect to the first fiscal year for which a heavily impacted local educational agency described in clause (i) applies for a basic support payment under subparagraph (A), or with respect to the first fiscal year for which a heavily impacted local educational agency applies for a basic support payment under subparagraph (A) after becoming ineligible under clause (i) for 1 or more preceding fiscal years, the agency shall apply for such payment at least 1 year prior to the start of that first fiscal year.

[(iv) QUALIFIED LOCAL EDUCATIONAL AGENCY.—A qualified local educational agency described in this clause is an agency that meets the following requirements:

[(I) The boundaries of the agency are the same as island property designated by the Secretary of the Interior to be property that is held in trust by the Federal Government.

[(II) The agency has no taxing authority.

[(III) The agency received a payment under paragraph (1) for fiscal year 2001.

[(D)] *(C)* MAXIMUM AMOUNT FOR [REGULAR] HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—(i) Except as provided in subparagraph [(E)] *(D)*, the maximum amount that a heavily impacted local educational agency is eligible to receive under this paragraph for any fiscal year is the sum of the total weighted student units, as computed under subsection (a)(2) and subject to clause (ii), multiplied by the greater of—

(I) * * *

* * * * * * *

(ii)[(I) For a local educational agency with respect to which 35 percent or more of the total student enrollment of the schools of the agency are children described in subparagraph (D) or (E) (or a combination thereof) of subsection (a)(1), the Secretary shall calculate the weighted student units of such children for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 0.55.] *(I)(aa) For a local educational agency with respect to which 35 percent or more of the total student enrollment of the schools of the agency are children described in subparagraph (D) or (E) (or a combination thereof) of subsection (a)(1), and that has an enrollment of children described in subparagraphs (A), (B), or (C) of such subsection equal to at least 10 percent of the agency's total enrollment, the Secretary shall calculate the weighted student units of those children described in subparagraph (D) or (E) of such subsection by multiplying the number of such children by a factor of 0.55.*

(bb) Notwithstanding subitem (aa), a local educational agency that received a payment under this paragraph for

fiscal year 2013 shall not be required to have an enrollment of children described in subparagraphs (A), (B), or (C) of subsection (a)(1) equal to at least 10 percent of the agency's total enrollment.

* * * * * * *

(III) For a local educational agency that does not qualify under [(B)(i)(II)(aa)] *subparagraph (B)(i)(I)* of this subsection and has an enrollment of more than 100 but not more than 1,000 children described in subsection (a)(1), the Secretary shall calculate the total number of weighted student units for purposes of subsection (a)(2) by multiplying the number of such children by a factor of 1.25.

[(E)] *(D)* MAXIMUM AMOUNT FOR LARGE HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—(i)(I) * * *

(II) A heavily impacted local educational agency described in this subclause is a local educational agency that has a total student enrollment of not less than 25,000 students, of which not less than 50 percent are children described in subsection (a)(1) and not less than [6,000] *5,500* of such children are children described in subparagraphs (A) and (B) of subsection (a)(1).

* * * * * * *

[(F)] *(E)* DATA.—For purposes of providing assistance under this paragraph the [Secretary—

[(i) shall use] *Secretary shall use* student, revenue, expenditure, and tax data from the third fiscal year preceding the fiscal year for which the local educational agency is applying for assistance under this paragraph[; and].

[(ii) except as provided in subparagraph (C)(i)(I), shall include all of the children described in subparagraphs (F) and (G) of subsection (a)(1) enrolled in schools of the local educational agency in determining (I) the eligibility of the agency for assistance under this paragraph, and (II) the amount of such assistance if the number of such children meet the requirements of subsection (a)(3).]

[(G)] *(F)* DETERMINATION OF AVERAGE TAX RATES FOR GENERAL FUND PURPOSES.—For the purpose of determining average tax rates for general fund purposes for local educational agencies in a State under this paragraph (except under [subparagraph (C)(i)(II)(bb)] *subparagraph (B)(i)(II)(bb)(BB)*), the Secretary shall use either—

(i) * * *

* * * * * * *

[(H)] *(G)* ELIGIBILITY FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES AFFECTED BY PRIVATIZATION OF MILITARY HOUSING.—

(i) ELIGIBILITY.—For any fiscal year, a heavily impacted local educational agency that received a basic support payment under this paragraph for the prior fiscal year, but is ineligible for such payment for the current fiscal year under [subparagraph (B), (C), (D),

or (E)] *subparagraph (B), (C), or (D)*, as the case may be, [by reason of] *due to* the conversion of military housing units to private housing described in clause (iii)*, or as the direct result of base realignment and closure or modularization as determined by the Secretary of Defense and force structure change or force relocation*, shall be deemed to meet the eligibility requirements under subparagraph (B) or (C), as the case may be, for the period during which the housing units are undergoing such conversion *or during such time as activities associated with base closure and realignment, modularization, force structure change, or force relocation are ongoing*.

(ii) AMOUNT OF PAYMENT.—The amount of a payment to a heavily impacted local educational agency for a fiscal year by reason of the application of clause (i), and calculated in accordance with subparagraph [(D) or (E)] *(C) or (D)*, as the case may be, shall be based on the number of children in average daily attendance in the schools of such agency for the fiscal year and under the same provisions of subparagraph [(D) or (E)] *(C) or (D)* under which the agency was paid during the prior fiscal year.

* * * * * * *

(3) PAYMENTS WITH RESPECT TO FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—

(A) IN GENERAL.—For any fiscal year in which the sums appropriated under [section 8014(b)] *section 3(d)(2)* are insufficient to pay to each local educational agency the full amount computed under paragraphs (1) and (2), the Secretary shall make payments in accordance with this paragraph.

(B) LEARNING OPPORTUNITY THRESHOLD PAYMENTS IN LIEU OF PAYMENTS UNDER PARAGRAPH (1).—(i) * * *

* * * * * * *

[(iii) For the purpose of determining the percentages described in subclauses (I) and (II) of clause (i) that are applicable to the local educational agency providing free public education to students in grades 9 through 12 residing on Hanscom Air Force Base, Massachusetts, the Secretary shall consider only that portion of such agency's total enrollment of students in grades 9 through 12 when calculating the percentage under such subclause (I) and only that portion of the total current expenditures attributed to the operation of grades 9 through 12 in such agency when calculating the percentage under subclause (II).]

(iii) In the case of a local educational agency providing a free public education to students enrolled in kindergarten through grade 12, but which enrolls students described in subparagraphs (A), (B), and (D) of subsection (a)(1) only in grades 9 through 12, and which received a final payment in fiscal year 2009 calculated under this paragraph (as this paragraph was in effect on the day before the date of enactment of the Student Success Act) for students in grades 9

through 12, the Secretary shall, in calculating the agency's payment, consider only that portion of such agency's total enrollment of students in grades 9 through 12 when calculating the percentage under clause (i)(I) and only that portion of the total current expenditures attributed to the operation of grades 9 through 12 in such agency when calculating the percentage under clause (i)(II).

* * * * * * *

(v) In the case of a local educational agency that is providing a program of distance education to children not residing within the geographic boundaries of the agency, the Secretary shall—

(I) for purposes of the calculation under clause (i)(I), disregard such children from the total number of children in average daily attendance at the schools served by such agency; and

(II) for purposes of the calculation under clause (i)(II), disregard any funds received for such children from the total current expenditures for such agency.

(C) LEARNING OPPORTUNITY THRESHOLD PAYMENTS IN LIEU OF PAYMENTS UNDER PARAGRAPH (2).—For fiscal years described in subparagraph (A), the learning opportunity threshold payment in lieu of basic support payments under paragraph (2) shall be equal to the amount obtained under ⟦subparagraph (D) or (E) of paragraph (2), as the case may be⟧ *paragraph (2)(D).*

⟦(D) RATABLE DISTRIBUTION.—For fiscal years described in subparagraph (A), the Secretary shall make payments as a ratable distribution based upon the computations made under subparagraphs (B) and (C).⟧

(D) RATABLE DISTRIBUTION.—For any fiscal year described in subparagraph (A) for which the sums available exceed the amount required to pay each local educational agency 100 percent of its threshold payment, the Secretary shall distribute the excess sums to each eligible local educational agency that has not received its full amount computed under paragraph (1) or (2) (as the case may be) by multiplying—

(i) a percentage, the denominator of which is the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for all local educational agencies and the amount of the threshold payment (as calculated under subparagraphs (B) and (C)) of all local educational agencies, and the numerator of which is the aggregate of the excess sums, by

(ii) the difference between the full amount computed under paragraph (1) or (2) (as the case may be) for the agency and the amount of the threshold payment as calculated under subparagraphs (B) and (C) of the agency.

(E) INSUFFICIENT PAYMENTS.—For each fiscal year described in subparagraph (A) for which the sums appropriated under section 3(d)(2) are insufficient to pay each local educational agency all of the local educational agency's threshold payment described in subparagraph (D), the

Secretary shall ratably reduce the payment to each local educational agency under this paragraph.

(F) INCREASES.—If the sums appropriated under section 3(d)(2) are sufficient to increase the threshold payment above the 100 percent threshold payment described in subparagraph (D), then the Secretary shall increase payments on the same basis as such payments were reduced, except no local educational agency may receive a payment amount greater than 100 percent of the maximum payment calculated under this subsection.

(4) STATES WITH ONLY ONE LOCAL EDUCATIONAL AGENCY.—

(A) IN GENERAL.—In any of the 50 States of the United States in which there is only one local educational agency, the Secretary shall, for purposes of subparagraphs (B) and (C) of paragraph (1) or subparagraphs (B) ⟦through (D)⟧ *and (C)* of paragraph (2), as the case may be, paragraph (3) of this subsection, and subsection (e), consider each administrative school district in the State to be a separate local educational agency.

(B) COMPUTATION OF MAXIMUM AMOUNT OF BASIC SUPPORT PAYMENT AND THRESHOLD PAYMENT.—In computing the maximum payment amount under paragraph (1)(C) or ⟦subparagraph (D) or (E)⟧ *subparagraph (C) or (D)* of paragraph (2), as the case may be, and the learning opportunity threshold payment under subparagraph (B) or (C) of paragraph (3), as the case may be, for an administrative school district described in subparagraph (A)—

(i) * * *

* * * * * * *

(c) PRIOR YEAR DATA.—

(1) * * *

⟦(2) EXCEPTION.—Calculations for a local educational agency that is newly established by a State shall, for the first year of operation of such agency, be based on data from the fiscal year for which the agency is making application for payment.⟧

(2) EXCEPTION.—Calculation of payments for a local educational agency shall be based on data from the fiscal year for which the agency is making an application for payment if such agency—

(A) is newly established by a State, for the first year of operation of such agency only;

(B) was eligible to receive a payment under this section for the previous fiscal year and has had an overall increase in enrollment (as determined by the Secretary in consultation with the Secretary of Defense, the Secretary of Interior, or the heads of other Federal agencies)—

(i) of not less than 10 percent, or 100 students, of children described in—

(I) subparagraph (A), (B), (C), or (D) of subsection (a)(1); or

(II) subparagraph (F) and (G) of subsection (a)(1), but only to the extent such children are civilian dependents of employees of the Department of Defense or the Department of Interior; and

(ii) that is the direct result of closure or realignment of military installations under the base closure process or the relocation of members of the Armed Forces and civilian employees of the Department of Defense as part of the force structure changes or movements of units or personnel between military installations or because of actions initiated by the Secretary of the Interior or the head of another Federal agency; or

(C) was eligible to receive a payment under this section for the previous fiscal year and has had an increase in enrollment (as determined by the Secretary)—

(i) of not less than 10 percent of children described in subsection (a)(1) or not less than 100 of such children; and

(ii) that is the direct result of the closure of a local educational agency that received a payment under subsection (b)(1) or (b)(2) in the previous fiscal year.

(d) CHILDREN WITH DISABILITIES.—

(1) IN GENERAL.—From the amount appropriated under ⟦section 8014(c)⟧ *section 3(d)(3)* for a fiscal year, the Secretary shall pay to each eligible local educational agency, on a pro rata basis, the amounts determined by—

(A) * * *

* * * * * * *

(e) HOLD HARMLESS.—

⟦(1) IN GENERAL.—Subject to paragraphs (2) and (3), the total amount the Secretary shall pay a local educational agency under subsection (b)—

⟦(A) for fiscal year 2001 shall not be less than 85 percent of the total amount that the local educational agency received under subsections (b) and (f) for fiscal year 2000; and

⟦(B) for fiscal year 2002 shall not be less than 70 percent of the total amount that the local educational agency received under subsections (b) and (f) for fiscal year 2000.

⟦(2) MAXIMUM AMOUNT.—The total amount provided to a local educational agency under subparagraph (A) or (B) of paragraph (1) for a fiscal year shall not exceed the maximum basic support payment amount for such agency determined under paragraph (1) or (2) of subsection (b), as the case may be.⟧

(1) IN GENERAL.—Subject to paragraph (2), the total amount the Secretary shall pay a local educational agency under subsection (b)—

(A) for fiscal year 2014, shall not be less than 90 percent of the total amount that the local educational agency received under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013;

(B) for fiscal year 2015, shall not be less than 85 percent of the total amount that the local educational agency received under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013; and

(C) for fiscal year 2016, shall not be less than 80 percent of the total amount that the local educational agency re-

ceived under subsection (b)(1), (b)(2), or (b)(2)(B)(ii) for fiscal year 2013.

(2) MAXIMUM AMOUNT.—The total amount provided to a local educational agency under subparagraph (A), (B), or (C) of paragraph (1) for a fiscal year shall not exceed the maximum basic support payment amount for such agency determined under paragraph (1) or (2) of subsection (b), as the case may be, for such fiscal year.

* * * * * * *

[(g) MAINTENANCE OF EFFORT.—A local educational agency may receive funds under sections 8002 and 8003(b) for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.]

SEC. [8004.] *4004.* POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS.

(a) IN GENERAL.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under [section 8003] *section 4003* shall establish policies and procedures to ensure that—

(1) * * *

* * * * * * *

(b) RECORDS.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under [section 8003] *section 4003* shall maintain records demonstrating such agency's compliance with the requirements contained in subsection (a).

(c) WAIVER.—A local educational agency that claims children residing on Indian lands for the purpose of receiving funds under [section 8003] *section 4003* shall not be required to comply with the requirements of subsections (a) and (b) for any fiscal year with respect to any Indian tribe from which such agency has received a written statement that the agency need not comply with those subsections because the tribe is satisfied with the provision of educational services by such agency to such children.

* * * * * * *

(e) COMPLAINTS.—

(1) * * *

* * * * * * *

(8) WITHHOLDING.—If the local educational agency rejects the determination of the Secretary, or if the remedy required is not undertaken within the time established and the Secretary determines that an extension of the time established will not effectively encourage the remedy required, the Secretary shall withhold payment of all moneys to which such local agency is eligible under [section 8003] *section 4003* until such time as the remedy required is undertaken, except where the complaining tribe or its designee formally requests that such funds be released to the local educational agency, except that the Secretary may not withhold such moneys during the

course of the school year if the Secretary determines that such withholding would substantially disrupt the educational programs of the local educational agency.

(9) REJECTION OF DETERMINATION.—If the local educational agency rejects the determination of the Secretary and a tribe exercises the option under section 1101(d) of the Education Amendments of 1978, to have education services provided either directly by the [Bureau of Indian Affairs] *Bureau of Indian Education* or by contract with the Bureau of Indian Affairs, any Indian students affiliated with that tribe who wish to remain in attendance at the local educational agency against whom the complaint which led to the tribal action under such subsection (d) was lodged may be counted with respect to that local educational agency for the purpose of receiving funds under [section 8003] *section 4003*. In such event, funds under such section shall not be withheld pursuant to paragraph (8) and no further complaints with respect to such students may be filed under paragraph (1).

* * * * * * *

SEC. [8005.] *4005.* APPLICATION FOR PAYMENTS UNDER SECTIONS [8002 AND 8003] *4002 AND 4003*.

(a) IN GENERAL.—A local educational agency desiring to receive a payment under [section 8002 or 8003] *section 4002 or 4003* shall—

(1) * * *

* * * * * * *

(b) CONTENTS.—Each such application shall be submitted in such form and manner, [and shall contain such information,] as the Secretary may require, including—

(1) * * *

(2) where applicable, an assurance that such agency is in compliance with [section 8004] *section 4004* (relating to children residing on Indian lands).

* * * * * * *

(d) APPROVAL.—

(1) * * *

(2) REDUCTION IN PAYMENT.—The Secretary shall approve an application filed not more than 60 days after a deadline established under subsection (c), or not more than 60 days after the date on which the Secretary sends written notice to the local educational agency pursuant to paragraph (3)(A), as the case may be, that otherwise meets the requirements of this title, except that, notwithstanding [section 8003(e)] *section 4003(e)*, the Secretary shall reduce the payment based on such late application by 10 percent of the amount that would otherwise be paid.

(3) LATE APPLICATIONS.—

(A) NOTICE.—The Secretary shall, as soon as practicable after the deadline established under subsection (c), provide to each local educational agency that applied for a payment under [section 8002 or 8003] *section 4002 or 4003* for the prior fiscal year, and with respect to which the Secretary has not received an application for a payment under

either such section (as the case may be) for the fiscal year in question, written notice of the failure to comply with the deadline and instruction to ensure that the application is filed not later than 60 days after the date on which the Secretary sends the notice.

* * * * * * *

SEC. [8007.] *4007.* CONSTRUCTION.

(a) CONSTRUCTION PAYMENTS AUTHORIZED.—

(1) IN GENERAL.—From 40 percent of the amount appropriated for each fiscal year under [section 8014(e)] *section 3(d)(4)*, the Secretary shall make payments in accordance with this subsection to each local educational agency that receives a basic support payment under [section 8003(b)] *section 4003(b)* for that fiscal year.

(2) ADDITIONAL REQUIREMENTS.—A local educational agency that receives a basic support payment under [section 8003(b)] *section 4003(b)*(1) shall also meet at least one of the following requirements:

(A) The number of children determined under [section 8003(a)] *section 4003(a)*(1)(C) for the agency for the preceding school year constituted at least 50 percent of the total student enrollment in the schools of the agency during the preceding school year.

(B) The number of children determined under subparagraphs (B) and (D)(i) of [section 8003(a)] *section 4003(a)*(1) for the agency for the preceding school year constituted at least 50 percent of the total student enrollment in the schools of the agency during the preceding school year.

(C) The agency is eligible under section 4003(b)(2) or is receiving basic support payments under circumstances described in section 4003(b)(2)(B)(ii).

(3) AMOUNT OF PAYMENTS.—

(A) LOCAL EDUCATIONAL AGENCIES IMPACTED BY MILITARY DEPENDENT CHILDREN.—The amount of a payment to each local educational agency described in this subsection that is impacted by military dependent children for a fiscal year shall be equal to—

(i)(II) 20 percent of the amount appropriated under [section 8014(e)] *section 3(d)(4)* for such fiscal year; divided by

(II) the total number of weighted student units of children described in subparagraphs (B) and (D)(i) of [section 8003(a)] *section 4003(a)*(1) for all local educational agencies described in this subsection (as calculated under [section 8003(a)] *section 4003(a)*(2)), including the number of weighted student units of such children attending a school facility described in [section 8008(a)] *section 4008(a)* if the Secretary does not provide assistance for the school facility under that section for the prior fiscal year; multiplied by

* * * * * * *

(B) LOCAL EDUCATIONAL AGENCIES IMPACTED BY CHILDREN WHO RESIDE ON INDIAN LANDS.—The amount of a payment to each local educational agency described in this

subsection that is impacted by children who reside on Indian lands for a fiscal year shall be equal to—

(i)(I) 20 percent of the amount appropriated under [section 8014(e)] *section 3(d)(4)* for such fiscal year; divided by

(II) the total number of weighted student units of children described in [section 8003(a)] *section 4003(a)*(1)(C) for all local educational agencies described in this subsection (as calculated under [section 8003(a)] *section 4003(a)*(2)); multiplied by

* * * * * * *

(4) USE OF FUNDS.—Any local educational agency that receives funds under this subsection shall use such funds for construction, as defined in [section 8013(3)] *section 4013(3)*.

(b) SCHOOL FACILITY EMERGENCY AND MODERNIZATION GRANTS AUTHORIZED.—

(1) IN GENERAL.—From 60 percent of the amount appropriated for each fiscal year under [section 8014(e)] *section 3(d)(4)*, the Secretary—

(A) * * *

* * * * * * *

(3) ELIGIBILITY REQUIREMENTS.—

(A) EMERGENCY GRANTS.—A local educational agency is eligible to receive an emergency grant under paragraph (2)(A) if—

(i) the agency (or in the case of a local educational agency that does not have the authority to tax or issue bonds, the agency's fiscal agent)—

(I) * * *

* * * * * * *

(III) does not meet the requirements of subclauses (I) and (II) but is eligible to receive funds under [section 8003(b)] *section 4003(b)*(2) for the fiscal year; and

* * * * * * *

(C) ADDITIONAL ELIGIBILITY FOR EMERGENCY AND MODERNIZATION GRANTS.—(i) A local educational agency is eligible to receive an emergency grant or a modernization grant under subparagraph (B) or (D) of paragraph (2), respectively, if the agency meets the following requirements:

(I) The agency receives a basic support payment under [section 8003(b)] *section 4003(b)* for the fiscal year and the agency meets at least one of the following requirements:

(aa) The number of children determined under [section 8003(a)] *section 4003(a)*(1)(C) for the agency for the preceding school year constituted at least 40 percent of the total student enrollment in the schools of the agency during the preceding school year.

(bb) The number of children determined under subparagraphs (B) and (D)(i) of [section 8003(a)] *section 4003(a)*(1) for the agency for the preceding

school year constituted at least 40 percent of the total student enrollment in the schools of the agency during the preceding school year.

(cc) At least 10 percent of the property in the agency is exempt from State and local taxation under Federal law.

* * * * * * *

(ii) A local educational agency is also eligible to receive a modernization grant under this subparagraph if the agency is eligible to receive assistance under ⟦section 8002⟧ *section 4002* for the fiscal year and meets the requirements of subclauses (II) and (III) of clause (i).

(D) SPECIAL RULE.—

(i) * * *

(ii) SCHOOL DESCRIBED.—A school described in this clause is a school that meets the following requirements:

(I) * * *

(II) The school meets at least one of the following requirements:

(aa) The number of children determined under ⟦section 8003(a)⟧ *section 4003(a)*(1)(C) for the school for the preceding school year constituted at least 40 percent of the total student enrollment in the school during the preceding school year.

(bb) The number of children determined under subparagraphs (B) and (D)(i) of ⟦section 8003(a)⟧ *section 4003(a)*(1) for the school for the preceding school year constituted at least 40 percent of the total student enrollment in the school during the preceding school year.

* * * * * * *

(F) LIMITATIONS ON ELIGIBILITY REQUIREMENTS.—The Secretary shall not limit eligibility—

(i) under subparagraph (C)(i)(I)(aa), to those local educational agencies in which the number of children determined under section 8003(a)(1)(C) for each such agency for the preceding school year constituted more than 40 percent of the total student enrollment in the schools of each such agency during the preceding school year; and

(ii) under subparagraph (C)(i)(I)(cc), to those local educational agencies in which more than 10 percent of the property in each such agency is exempt from State and local taxation under Federal law.

(4) AWARD CRITERIA.—In awarding emergency grants and modernization grants under this subsection, the Secretary shall consider the following factors:

(A) * * *

* * * * * * *

(C) The number and percentages of children described in subparagraphs (A), (B), (C), and (D) of [section 8003(a)] *section 4003(a)*(1) served in the school facility with the emergency or served in the school facility proposed for modernization, as the case may be.

* * * * * * *

(6) APPLICATION.—A local educational agency that desires to receive an emergency grant or a modernization grant under this subsection shall submit an application to the Secretary at such time, [in such manner, and accompanied by such information] *and in such manner* as the Secretary may require. Each application shall contain the following:

(A) * * *

* * * * * * *

(C) In the case of an application for a modernization grant—

(i) * * *

* * * * * * *

(iii) a listing of the school facilities to be modernized, including the number and percentage of children determined under [section 8003(a)] *section 4003(a)*(1) in average daily attendance in each school facility; and

* * * * * * *

[(F) Such other information and assurances as the Secretary may reasonably require.]

[(7) REPORT.—

[(A) IN GENERAL.—Not later than January 1 of each year, the Secretary shall prepare and submit to the appropriate congressional committees a report that contains a justification for each grant awarded under this subsection for the prior fiscal year.

[(B) DEFINITION.—In this paragraph, the term "appropriate congressional committees" means—

[(i) the Committee on Appropriations and the Committee on Education and the Workforce of the House of Representatives; and

[(ii) the Committee on Appropriations and the Committee on Health, Education, Labor, and Pensions of the Senate.]

SEC. [8008.] *4008.* FACILITIES.

(a) CURRENT FACILITIES.—From the amount appropriated for any fiscal year under [section 8014(f)] *section 3(d)(5)*, the Secretary may continue to provide assistance for school facilities that were supported by the Secretary under section 10 of the Act of September 23, 1950 (Public Law 815, 81st Congress) (as such Act was in effect on the day preceding the date of the enactment of the Improving America's Schools Act of 1994).

* * * * * * *

SEC. [8009.] *4009.* STATE CONSIDERATION OF PAYMENTS IN PROVIDING STATE AID.

(a) * * *

(b) STATE EQUALIZATION PLANS.—

(1) IN GENERAL.—A State may reduce State aid to a local educational agency that receives a payment under [section 8002 or 8003(b)] *section 4002 or 4003(b)* (except the amount calculated in excess of 1.0 under [section 8003(a)(2)(B)] *section 4003(a)(2)(B)* and, with respect to a local educational agency that receives a payment under [section 8003(b)(2)] *section 4003(b)(2)*, the amount in excess of the amount that the agency would receive if the agency were deemed to be an agency eligible to receive a payment under [section 8003(b)] *section 4003(b)*(1) and not [section 8003(b)(2)] *section 4003(b)(2)*) for any fiscal year if the Secretary determines, and certifies under subsection (c)(3)(A), that the State has in effect a program of State aid that equalizes expenditures for free public education among local educational agencies in the State.

* * * * * * *

(c) PROCEDURES FOR REVIEW OF STATE EQUALIZATION PLANS.—

(1) WRITTEN NOTICE.—

(A) * * *

(B) CONTENTS.—Such notice shall be in the form [and contain the information] the Secretary requires, including evidence that the State has notified each local educational agency in the State of such State's intention to consider such payments in providing State aid.

* * * * * * *

(3) QUALIFICATION PROCEDURES.—If the Secretary determines that a program of State aid qualifies under subsection (b), the Secretary shall—

(A) * * *

(B) afford an opportunity for a hearing, in accordance with [section 8011(a)] *section 4011(a)*, to any local educational agency adversely affected by such certification.

(4) NON-QUALIFICATION PROCEDURES.—If the Secretary determines that a program of State aid does not qualify under subsection (b), the Secretary shall—

(A) * * *

(B) afford an opportunity for a hearing, in accordance with [section 8011(a)] *section 4011(a)*, to the State, and to any local educational agency adversely affected by such determination.

* * * * * * *

SEC. [8010.] *4010.* FEDERAL ADMINISTRATION.

(a) * * *

* * * * * * *

(c) SPECIAL RULES.—

(1) CERTAIN CHILDREN ELIGIBLE UNDER SUBPARAGRAPHS (A) AND (G)(ii) OF SECTION 8003(a)(1).—(A) The Secretary shall treat as eligible under subparagraph (A) of [section 8003(a)] *section 4003(a)*(1) any child who would be eligible under such subparagraph except that the Federal property on which the child resides or on which the child's parent is employed is not in the same State in which the child attends school, if such child meets the requirements of paragraph (2).

(B) The Secretary shall treat as eligible under subparagraph (G) of [section 8003(a)] *section 4003(a)*(1) any child who would be eligible under such subparagraph except that such child does not meet the requirements of clause (ii) of such subparagraph, if such child meets the requirements of paragraph (2).

(2) REQUIREMENTS.—A child meets the requirements of this paragraph if—

(A) * * *

* * * * * * *

(D) the State in which such child attends school provides funds for the education of such child on the same basis as all other public school children in the State, unless otherwise permitted under [section 8009(b)] *section 4009(b)* of this title; and

(E) such agency received a payment for fiscal year 1999 under [section 8003(b)] *section 4003(b)* on behalf of children described in paragraph (1).

(d) TIMELY PAYMENTS.—

(1) * * *

(2) PAYMENTS WITH RESPECT OF FISCAL YEARS IN WHICH INSUFFICIENT FUNDS ARE APPROPRIATED.—For a fiscal year in which the amount appropriated under [section 8014] *section 3(d)* is insufficient to pay the full amount a local educational agency is eligible to receive under this title, paragraph (1) shall be applied by substituting "is available to pay the agency" for "the agency is eligible to receive" each place the term appears.

SEC. [8011.] *4011.* ADMINISTRATIVE HEARINGS AND JUDICIAL REVIEW.

(a) ADMINISTRATIVE HEARINGS.—A local educational agency and a State that is adversely affected by any action of the Secretary under this title [or under the Act of September 30, 1950 (Public Law 874, 81st Congress) (as such Act was in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994)] shall be entitled to a hearing on such action in the same manner as if such agency were a person under chapter 5 of title 5, United States Code if the local educational agency or State, as the case may be, submits to the Secretary a request for the hearing not later than 60 days after the date of the action of the Secretary under this title.

* * * * * * *

SEC. [8012.] *4012.* FORGIVENESS OF OVERPAYMENTS.

Notwithstanding any other provision of law, the Secretary may forgive the obligation of a local educational agency to repay, in whole or in part, the amount of any overpayment received under this title, or under this title's predecessor authorities, if the Secretary determines that the overpayment was made as a result of an error made by—

(1) * * *

* * * * * * *

SEC. [8013.] *4013.* DEFINITIONS.

For purposes of this title:

(1) ARMED FORCES.—The term "Armed Forces" means the Army, Navy, Air Force, [and Marine Corps] *Marine Corps, and Coast Guard*.

* * * * * * *

(4) CURRENT EXPENDITURES.—The term "current expenditures" means expenditures for free public education, including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but does not include expenditures for community services, capital outlay, and debt service, or any expenditures made from funds awarded under part A of title I [and title VI]. The determination of whether an expenditure for the replacement of equipment is considered a current expenditure or a capital outlay shall be determined in accordance with generally accepted accounting principles as determined by the State.

(5) FEDERAL PROPERTY.—

(A) IN GENERAL.—Except as provided in subparagraphs (B) through (F), the term "Federal property" means real property that is not subject to taxation by any State or any political subdivision of a State due to Federal agreement, law, or policy, and that is—

(i) * * *

* * * * * * *

(iii)(I) part of a low-rent housing project assisted under the United States Housing Act of 1937;

(II) used to provide housing for homeless children at closed military installations pursuant to section 501 of the [Stewart B. McKinney Homeless Assistance Act] *McKinney-Vento Homeless Assistance Act (42 U.S.C. 11411)*; or

(III) used for affordable housing assisted under the Native American Housing Assistance and Self-Determination Act of 1996 *(25 U.S.C. 4101 et seq.)*; or

* * * * * * *

(8) LOCAL CONTRIBUTION PERCENTAGE.—

(A) IN GENERAL.—The term "local contribution percentage" means the percentage of current expenditures in the State derived from local and intermediate sources, as reported to [and verified by]*, and verified by,* the National Center for Education Statistics.

* * * * * * *

(9) LOCAL EDUCATIONAL AGENCY.—

(A) * * *

(B) EXCEPTION.—The term "local educational agency" does not include any agency or school authority that the Secretary determines, on a case-by-case basis—

(i) * * *

* * * * * * *

[SEC. 8014. AUTHORIZATION OF APPROPRIATIONS.

[(a) PAYMENTS FOR FEDERAL ACQUISITION OF REAL PROPERTY.—For the purpose of making payments under section 8002, there are authorized to be appropriated $32,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years.

[(b) BASIC PAYMENTS; PAYMENTS FOR HEAVILY IMPACTED LOCAL EDUCATIONAL AGENCIES.—For the purpose of making payments under section 8003(b), there are authorized to be appropriated $809,400,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years.

[(c) PAYMENTS FOR CHILDREN WITH DISABILITIES.—For the purpose of making payments under section 8003(d), there are authorized to be appropriated $50,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years.

[(e) CONSTRUCTION.—For the purpose of carrying out section 8007, there are authorized to be appropriated $10,052,000 for fiscal year 2000 and such sums as may be necessary for fiscal year 2001, $150,000,000 for fiscal year 2002, and such sums as may be necessary for each of the five succeeding fiscal years.

[(f) FACILITIES MAINTENANCE.—For the purpose of carrying out section 8008, there are authorized to be appropriated $5,000,000 for fiscal year 2000 and such sums as may be necessary for each of the seven succeeding fiscal years.]

[TITLE V—PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS

[PART A—INNOVATIVE PROGRAMS

[SEC. 5101. PURPOSES, STATE AND LOCAL RESPONSIBILITY.

[(a) PURPOSES.—The purposes of this part are the following:

[(1) To support local education reform efforts that are consistent with and support statewide education reform efforts.

[(2) To provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research.

[(3) To provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.

[(4) To meet the educational needs of all students, including at-risk youth.

[(5) To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

[(b) STATE AND LOCAL RESPONSIBILITY.—The State educational agency shall bear the basic responsibility for the administration of funds made available under this part, but it is the intent of Congress that the responsibility be carried out with a minimum of paperwork and that the responsibility for the design and implementa-

tion of programs assisted under this part be mainly that of local educational agencies, school superintendents and principals, and classroom teachers and supporting personnel, because local educational agencies and individuals have the most direct contact with students and are most likely to be able to design programs to meet the educational needs of students in their own school districts.

[Subpart 1—State and Local Programs

[SEC. 5111. ALLOTMENT TO STATES.

[(a) IN GENERAL.—From the sums appropriated to carry out this part for each fiscal year and not reserved under subsection (b), the Secretary shall allot, and make available in accordance with this part, to each State educational agency an amount that bears the same ratio to such sums as the school-age population of the State bears to the school-age population of all States, except that no State shall receive less than an amount equal to one-half of 1 percent of such sums.

[(b) RESERVATION.—From the sums appropriated to carry out this part for each fiscal year, the Secretary shall reserve not more than 1 percent for payments to the outlying areas, to be allotted in accordance with their respective needs for assistance under this part.

[SEC. 5112. ALLOCATION TO LOCAL EDUCATIONAL AGENCIES.

[(a) DISTRIBUTION RULE.—

[(1) ALLOCATION OF BASE AMOUNTS.—From the amount made available to a State educational agency under this part for a fiscal year, the State educational agency shall distribute, to local educational agencies within the State, an amount that is not less than 85 percent of the amount made available to the State educational agency under this part for fiscal year 2002, according to the relative enrollments in public and in private nonprofit schools within the jurisdictions of such local educational agencies, adjusted, in accordance with criteria approved by the Secretary, to provide higher per-pupil allocations to local educational agencies that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as—

[(A) children living in areas with high concentrations of economically disadvantaged families;

[(B) children from economically disadvantaged families; and

[(C) children living in sparsely populated areas.

[(2) ALLOCATION OF INCREASED AMOUNTS.—From the amount made available to a State educational agency under this part for a fiscal year that exceeds the amount made available to the agency under this part for fiscal year 2002, the State educational agency shall distribute 100 percent (or, in the case of a State educational agency receiving a minimum allotment under section 5111(a), not less than 50 percent, notwithstanding subsection (b)) to local educational agencies within the State, on the same basis as the State educational agency distributes amounts under paragraph (1).

[(b) LIMITATIONS AND REQUIREMENTS.—Not more than 15 percent of funds made available under section 5111 for State programs under this part for any fiscal year may be used for State administration under section 5121.

[(c) CALCULATION OF ENROLLMENTS.—

[(1) IN GENERAL.—The calculation of relative enrollments under subsection (a)(1) shall be on the basis of the total of—

[(A) the number of children enrolled in public schools; and

[(B) the number of children enrolled in private nonprofit schools that participated in programs assisted under this part, for the fiscal year preceding the fiscal year for which the determination is made.

[(2) RULE OF CONSTRUCTION.—Nothing in this subsection shall diminish the responsibility of each local educational agency to contact, on an annual basis, appropriate officials from private nonprofit schools within the areas served by such agencies in order to determine whether such schools desire that their children participate in programs assisted under this part.

[(3) ADJUSTMENTS.—

[(A) STATE CRITERIA.—Relative enrollments calculated under subsection (a)(1) shall be adjusted, in accordance with criteria approved by the Secretary under subparagraph (B), to provide higher per-pupil allocations only to local educational agencies that serve the greatest numbers or percentages of—

[(i) children living in areas with high concentrations of economically disadvantaged families;

[(ii) children from economically disadvantaged families; or

[(iii) children living in sparsely populated areas.

[(B) REVIEW OF CRITERIA.—The Secretary shall review criteria submitted by a State educational agency for adjusting allocations under paragraph (1) and shall approve such criteria only if the Secretary determines that such criteria are reasonably calculated to produce an adjusted allocation that reflects the relative needs of the State's local educational agencies based on the factors set forth in subparagraph (A).

[(d) PAYMENT OF ALLOCATIONS.—

[(1) DISTRIBUTION.—From the funds paid to a State educational agency under this subpart for a fiscal year, the State educational agency shall distribute to each eligible local educational agency that has submitted an application as required by section 5133 the amount of such local educational agency's allocation, as determined under subsection (a).

[(2) ADDITIONAL FUNDS.—

[(A) USE.—Additional funds resulting from higher per-pupil allocations provided to a local educational agency on the basis of adjusted enrollments of children described in subsection (a)(1) may, in the discretion of the local educational agency, be allocated for expenditures to provide services for children enrolled in public schools and private nonprofit schools in direct proportion to the number of children described in subsection (a)(1) and enrolled in such

schools within the area served by the local educational agency.

[(B) ALLOCATION.—In any fiscal year, any local educational agency that elects to allocate such additional funds in the manner described in subparagraph (A) shall allocate all additional funds to schools within the area served by the local educational agency in such manner.

[(C) RULE OF CONSTRUCTION.—Subparagraphs (A) and (B) may not be construed to require any school to limit the use of the additional funds described in subparagraph (A) to the provision of services to specific students or categories of students.

[Subpart 2—State Programs

[SEC. 5121. STATE USES OF FUNDS.

[A State educational agency may use funds made available for State use under section 5112(b) only for one or more of the following:

[(1) State administration of programs under this part, including—

[(A) allocating funds to local educational agencies;

[(B) planning, supervising, and processing State educational agency funds; and

[(C) monitoring and evaluating programs under this part.

[(2) Support for the planning, design, and initial implementation of charter schools as described in part B.

[(3) Statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131.

[(4) Support for the design and implementation of high-quality yearly student assessments.

[(5) Support for implementation of challenging State and local academic achievement standards.

[(6) Support for arrangements that provide for independent analysis to measure and report on school district achievement.

[(7) Support for the program described in section 321 of the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106–554).

[(8) Support for programs to assist in the implementation of the policy described in section 9507 which may include payment of reasonable transportation costs and tuition costs for such students.

[SEC. 5122. STATE APPLICATIONS.

[(a) APPLICATION REQUIREMENTS.—Any State that desires to receive assistance under this part shall submit to the Secretary an application that includes each of the following:

[(1) Designation of the State educational agency as the State agency responsible for administration and supervision of programs assisted under this part.

[(2) Provision for an annual statewide summary of how assistance under this part is contributing toward improving student academic achievement or improving the quality of education for students.

[(3) Information setting forth the allocation of funds required to implement section 5142.

[(4) A provision that the State educational agency will keep such records, and provide such information to the Secretary, as may be required for fiscal audit and program evaluation (consistent with the responsibilities of the Secretary under this section).

[(5) An assurance that, apart from providing technical and advisory assistance and monitoring compliance with this part, the State educational agency has not exercised, and will not exercise, any influence in the decisionmaking processes of local educational agencies as to the expenditure made pursuant to an application submitted under section 5133.

[(6) An assurance that there is compliance with the specific requirements of this part.

[(7) Provision for timely public notice and public dissemination of the information provided under paragraph (3).

[(b) STATEWIDE SUMMARY.—The statewide summary referred to in subsection (a)(2) shall be submitted annually to the Secretary and shall be derived from the evaluation information submitted by local educational agencies to the State educational agency under section 5133(b)(8). The State educational agency shall determine the format and content of such summary and may include in the summary statistical measures, such as the number of students served by each type of innovative assistance program described in section 5131 and the number of teachers trained.

[(c) PERIOD OF APPLICATION.—An application submitted by the State educational agency under subsection (a) shall be for a period not to exceed 3 years. The agency may amend the application annually, as may be necessary to reflect changes, without filing a new application.

[(d) AUDIT RULE.—A local educational agency that receives less than an average of $10,000 under this part for any 3 consecutive fiscal years shall not be audited more frequently than once every 5 years.

[Subpart 3—Local Innovative Education Programs

[SEC. 5131. LOCAL USES OF FUNDS.

[(a) INNOVATIVE ASSISTANCE PROGRAMS.—Funds made available to local educational agencies under section 5112 shall be used for innovative assistance programs, which may include any of the following:

[(1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.

[(2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.

[(3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.

[(4) Promising education reform projects, including magnet schools.

[(5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.

[(6) Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.

[(7) Programs to provide for the educational needs of gifted and talented children.

[(8) The planning, design, and initial implementation of charter schools as described in part B.

[(9) School improvement programs or activities under sections 1116 and 1117.

[(10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.

[(11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).

[(12) Activities to promote, implement, or expand public school choice.

[(13) Programs to hire and support school nurses.

[(14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.

[(15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.

[(16) Programs to establish or enhance prekindergarten programs for children.

[(17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.

[(18) Programs for cardiopulmonary resuscitation (CPR) training in schools.

[(19) Programs to establish smaller learning communities.

[(20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.

[(21) Initiatives to generate, maintain, and strengthen parental and community involvement.

[(22) Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.

[(23) Programs to provide same-gender schools and classrooms (consistent with applicable law).

[(24) Service learning activities.

[(25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.

[(26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.

[(27) Supplemental educational services, as defined in section 1116(e).

[(b) REQUIREMENTS.—The innovative assistance programs described in subsection (a) shall be—

[(1) tied to promoting challenging academic achievement standards;

[(2) used to improve student academic achievement; and

[(3) part of an overall education reform strategy.

[(c) GUIDELINES.—Not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001, the Secretary shall issue guidelines for local educational agencies seeking funding for programs described in subsection (a)(23).

[SEC. 5132. ADMINISTRATIVE AUTHORITY.

[In order to conduct the programs authorized by this part, each State educational agency or local educational agency may use funds made available under this part to make grants to, and to enter into contracts with, local educational agencies, institutions of higher education, libraries, museums, and other public and private nonprofit agencies, organizations, and institutions.

[SEC. 5133. LOCAL APPLICATIONS.

[(a) SUBMISSION OF APPLICATION.—A local educational agency may receive an allocation of funds under this part for any year for

which the agency submits an application under this section that the State educational agency certifies under subsection (b).

[(b) CERTIFICATION AND CONTENTS OF APPLICATION.—The State educational agency shall certify each application submitted under subsection (a) that includes each of the following:

[(1) A description of locally identified needs relative to the purposes of this part and to the innovative assistance programs described in section 5131.

[(2) A statement that sets forth the planned allocation of funds, based on the needs identified in subparagraph (A), among innovative assistance programs described in section 5131, a description of the programs that the local educational agency intends to support, and a description of the reasons for the selection of such programs.

[(3) Information setting forth the allocation of such funds required to implement section 5142.

[(4) A description of how assistance under this part will contribute to improving student academic achievement or improving the quality of education for students.

[(5) An assurance that the local educational agency will comply with this part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

[(6) An assurance that the local educational agency will keep such records, and provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

[(7) Provision, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the local educational agency, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the local educational agency.

[(8) An assurance that—

[(A) programs carried out under this part will be evaluated annually;

[(B) the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year;

[(C) the evaluation will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

[(D) the evaluation will be submitted to the State educational agency at the time and in the manner requested by the State educational agency.

[(9) If the local educational agency seeks funds under section 5131(a)(23), a description of how the agency will comply with the guidelines issued by the Secretary regarding same-gender schools and classrooms under section 5131(c).

[(c) PERIOD OF APPLICATION.—An application submitted by a local educational agency under subsection (a) may seek allocations under this part for a period not to exceed 3 fiscal years. The agency may amend the application annually, as may be necessary to reflect changes, without the filing of a new application.

[(d) LOCAL EDUCATIONAL AGENCY DISCRETION.—

[(1) IN GENERAL.—Subject to the limitations and requirements of this part, a local educational agency shall have complete discretion in determining how funds made available to carry out this subpart will be divided among programs described in section 5131.

[(2) LIMITATION.—In exercising the discretion described in paragraph (1), a local educational agency shall ensure that expenditures under this subpart carry out the purposes of this part and are used to meet the educational needs within the schools served by the local educational agency.

[Subpart 4—General Provisions

[SEC. 5141. MAINTENANCE OF EFFORT.

[(a) IN GENERAL.—Except as provided in subsection (b), a State educational agency is entitled to receive its full allotment of funds under this part for any fiscal year only if the Secretary determines that either the combined fiscal effort per student or the aggregate expenditures within the State, with respect to the provision of free public education for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.

[(b) REDUCTION OF FUNDS.—The Secretary shall reduce the amount of the allotment of funds under this part in any fiscal year in the exact proportion by which the State educational agency fails to meet the requirements of subsection (a) by falling below 90 percent of the fiscal effort per student or aggregate expenditures (using the measure most favorable to the State educational agency), and no such lesser amount shall be used for computing the effort or expenditures required under paragraph (1) for subsequent years.

[(c) WAIVER.—The Secretary may waive, for 1 fiscal year only, the requirements of this section, if the Secretary determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State educational agency.

[SEC. 5142. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

[(a) PARTICIPATION ON EQUITABLE BASIS.—

[(1) IN GENERAL.—To the extent consistent with the number of children in the school district of a local educational agency that is eligible to receive funds under this part, or that serves the area in which a program assisted under this part is located, who are enrolled in private nonprofit elementary schools and secondary schools, or, with respect to instructional or personnel training programs funded by the State educational

agency from funds made available for State educational agency use, the local educational agency, after consultation with appropriate private school officials—

[(A) shall provide, as may be necessary, for the benefit of such children in such schools—

[(i) secular, neutral, and nonideological services, materials, and equipment, including the participation of the teachers of such children (and other educational personnel serving such children) in training programs; and

[(ii) the repair, minor remodeling, or construction of public facilities (consistent with subsection (c)); or

[(B) if such services, materials, and equipment are not feasible or necessary in one or more such private schools, as determined by the local educational agency after consultation with the appropriate private school officials, shall provide such other arrangements as will assure equitable participation of such children in the purposes and benefits of this part.

[(2) OTHER PROVISIONS FOR SERVICES.—If no program is carried out under paragraph (1) in the school district of a local educational agency, the State educational agency shall make arrangements, such as through contracts with nonprofit agencies or organizations, under which children in private schools in the district are provided with services and materials to the same extent as would have occurred if the local educational agency had received funds under this part.

[(3) APPLICATION OF REQUIREMENTS.—The requirements of this section relating to the participation of children, teachers, and other personnel serving such children shall apply to programs carried out under this part by a State educational agency or local educational agency, whether directly or through grants to, or contracts with, other public or private agencies, institutions, or organizations.

[(b) EQUAL EXPENDITURES.—

[(1) IN GENERAL.—Expenditures for programs under subsection (a) shall be equal (consistent with the number of children to be served) to expenditures for programs under this part for children enrolled in the public schools of the local educational agency.

[(2) CONCENTRATED PROGRAMS.—Taking into account the needs of the individual children and other factors that relate to the expenditures referred to in paragraph (1), and when funds available to a local educational agency under this part are used to concentrate programs on a particular group, attendance area, or grade or age level, children enrolled in private schools who are included within the group, attendance area, or grade or age level selected for such concentration shall, after consultation with the appropriate private school officials, be assured equitable participation in the purposes and benefits of such programs.

[(c) ADMINISTRATIVE REQUIREMENTS.—

[(1) FUNDS AND PROPERTY.—The control of funds provided under this part, and title to materials, equipment, and property repaired, remodeled, or constructed with such funds, shall

be in a public agency for the uses and purposes provided in this part, and a public agency shall administer such funds and property.

[(2) PROVISION OF SERVICES.—Services provided under this part shall be provided by employees of a public agency or through contract by such a public agency with a person, association, agency, or corporation that, in the provision of such services, is independent of the private school and of any religious organizations, and such employment or contract shall be under the control and supervision of such a public agency. The funds provided under this part shall not be commingled with State or local funds.

[(d) WAIVER.—

[(1) STATE PROHIBITION.—If a State educational agency or local educational agency is prohibited, by reason of any provision of law, from providing for the participation in programs of children enrolled in private elementary schools and secondary schools as required by subsections (a) through (c), the Secretary shall waive such requirements for the agency involved and shall arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section.

[(2) FAILURE TO COMPLY.—If the Secretary determines that a State educational agency or a local educational agency has substantially failed, or is unwilling, to provide for the participation on an equitable basis of children enrolled in private elementary schools and secondary schools as required by subsections (a) through (c), the Secretary may waive such requirements and shall arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section.

[(e) WITHHOLDING OF ALLOTMENT OR ALLOCATION.—Pending final resolution of any investigation or complaint that could result in a waiver under subsection (d)(1) or (d)(2), the Secretary may withhold from the allotment or allocation of the affected State educational agency or local educational agency the amount estimated by the Secretary to be necessary to pay the cost of services to be provided by the Secretary under such subsection.

[(f) DURATION OF DETERMINATION.—Any determination by the Secretary under this section shall continue in effect until the Secretary determines that there will no longer be any failure or inability on the part of the State educational agency or local educational agency to meet the requirements of subsections (a) through (c).

[(g) PAYMENT FROM STATE ALLOTMENT.—When the Secretary arranges for services under subsection (d), the Secretary shall, after consultation with the appropriate public school and private school officials, pay the cost of such services, including the administrative costs of arranging for those services, from the appropriate allotment of the State educational agency under this part.

[(h) REVIEW OF DETERMINATION.—

[(1) WRITTEN OBJECTIONS.—The Secretary shall not take any final action under this section until the State educational agency and the local educational agency affected by such action have had an opportunity, for not less than 45 days after receiving written notice thereof, to submit written objections and to

appear before the Secretary or the Secretary's designee to show cause why that action should not be taken.

[(2) COURT ACTION.—If a State educational agency or local educational agency is dissatisfied with the Secretary's final action after a proceeding under paragraph (1), such agency may, not later than 60 days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be transmitted by the clerk of the court to the Secretary. The Secretary thereupon shall file in the court the record of the proceedings on which the Secretary based the action, as provided in section 2112 of title 28, United States Code.

[(3) REMAND TO SECRETARY.—The findings of fact by the Secretary with respect to a proceeding under paragraph (1), if supported by substantial evidence, shall be conclusive. The court, for good cause shown, may remand the case to the Secretary to take further evidence and the Secretary may make new or modified findings of fact and may modify the Secretary's previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive, if supported by substantial evidence.

[(4) COURT REVIEW.—Upon the filing of a petition under paragraph (2), the court shall have jurisdiction to affirm the action of the Secretary or to set such action aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court upon certiorari or certification, as provided in section 1254 of title 28, United States Code.

[(i) PRIOR DETERMINATION.—Any bypass determination by the Secretary under title VI (as such title was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001) shall, to the extent consistent with the purposes of this part, apply to programs under this part.

[SEC. 5143. FEDERAL ADMINISTRATION.

[(a) TECHNICAL ASSISTANCE.—The Secretary, upon request, shall provide technical assistance to State educational agencies and local educational agencies under this part.

[(b) RULEMAKING.—The Secretary shall issue regulations under this part only to the extent that such regulations are necessary to ensure that there is compliance with the specific requirements and assurances required by this part.

[(c) AVAILABILITY OF APPROPRIATIONS.—Notwithstanding any other provision of law, unless expressly in limitation of this subsection, funds appropriated in any fiscal year to carry out programs under this part shall become available for obligation on July 1 of such fiscal year and shall remain available for obligation until the end of the subsequent fiscal year.

[SEC. 5144. SUPPLEMENT, NOT SUPPLANT.

[Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

[SEC. 5145. DEFINITIONS.

[In this part:

[(1) LOCAL EDUCATIONAL AGENCY.—The term "local educational agency" means a local educational agency or a consortium of such agencies.

[(2) PUBLIC SCHOOL.—The term "public school" means a public elementary school or a public secondary school.

[(3) SCHOOL-AGE POPULATION.—The term "school-age population" means the population aged 5 through 17.

[(4) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[SEC. 5146. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this part—

[(1) $450,000,000 for fiscal year 2002;

[(2) $475,000,000 for fiscal year 2003;

[(3) $500,000,000 for fiscal year 2004;

[(4) $525,000,000 for fiscal year 2005;

[(5) $550,000,000 for fiscal year 2006; and

[(6) $600,000,000 for fiscal year 2007.

[PART B—PUBLIC CHARTER SCHOOLS

[Subpart 1—Charter School Programs

[SEC. 5201. PURPOSE.

[It is the purpose of this subpart to increase national understanding of the charter schools model by—

[(1) providing financial assistance for the planning, program design, and initial implementation of charter schools;

[(2) evaluating the effects of such schools, including the effects on students, student academic achievement, staff, and parents;

[(3) expanding the number of high-quality charter schools available to students across the Nation; and

[(4) encouraging the States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools.

[SEC. 5202. PROGRAM AUTHORIZED.

[(a) IN GENERAL.—The Secretary may award grants to State educational agencies having applications approved pursuant to section 5203 to enable such agencies to conduct a charter school grant program in accordance with this subpart.

[(b) SPECIAL RULE.—If a State educational agency elects not to participate in the program authorized by this subpart or does not have an application approved under section 5203, the Secretary may award a grant to an eligible applicant that serves such State and has an application approved pursuant to section 5203(c).

[(c) PROGRAM PERIODS.—

[(1) GRANTS TO STATES.—Grants awarded to State educational agencies under this subpart shall be for a period of not more than 3 years.

[(2) GRANTS TO ELIGIBLE APPLICANTS.—Grants awarded by the Secretary to eligible applicants or subgrants awarded by State educational agencies to eligible applicants under this

subpart shall be for a period of not more than 3 years, of which the eligible applicant may use—

[(A) not more than 18 months for planning and program design;

[(B) not more than 2 years for the initial implementation of a charter school; and

[(C) not more than 2 years to carry out dissemination activities described in section 5204(f)(6)(B).

[(d) LIMITATION.—A charter school may not receive—

[(1) more than one grant for activities described in subparagraphs (A) and (B) of subsection (c)(2); or

[(2) more than one grant for activities under subparagraph (C) of subsection (c)(2).

[(e) PRIORITY TREATMENT.—

[(1) IN GENERAL.—In awarding grants under this subpart for fiscal year 2002 or any succeeding fiscal year from any funds appropriated under section 5211 (other than funds reserved to carry out section 5205(b)), the Secretary shall give priority to States to the extent that the States meet the criteria described in paragraph (2) and one or more of the criteria described in subparagraph (A), (B), or (C) of paragraph (3).

[(2) REVIEW AND EVALUATION PRIORITY CRITERIA.—The criteria referred to in paragraph (1) are that the State provides for periodic review and evaluation by the authorized public chartering agency of each charter school, at least once every 5 years unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth under State law or the school's charter.

[(3) PRIORITY CRITERIA.—The criteria referred to in paragraph (1) are the following:

[(A) The State has demonstrated progress, in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which a State educational agency or eligible applicant applies for a grant under this subpart.

[(B) The State—

[(i) provides for one authorized public chartering agency that is not a local educational agency, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to such State law; or

[(ii) in the case of a State in which local educational agencies are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

[(C) The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

[(f) AMOUNT CRITERIA.—In determining the amount of a grant to be awarded under this subpart to a State educational agency, the

Secretary shall take into consideration the number of charter schools that are operating, or are approved to open, in the State.

[SEC. 5203. APPLICATIONS.

[(a) APPLICATIONS FROM STATE AGENCIES.—Each State educational agency desiring a grant from the Secretary under this subpart shall submit to the Secretary an application at such time, in such manner, and containing or accompanied by such information as the Secretary may require.

[(b) CONTENTS OF A STATE EDUCATIONAL AGENCY APPLICATION.—Each application submitted pursuant to subsection (a) shall—

[(1) describe the objectives of the State educational agency's charter school grant program and a description of how such objectives will be fulfilled, including steps taken by the State educational agency to inform teachers, parents, and communities of the State educational agency's charter school grant program; and

[(2) describe how the State educational agency—

[(A) will inform each charter school in the State regarding—

[(i) Federal funds that the charter school is eligible to receive; and

[(ii) Federal programs in which the charter school may participate;

[(B) will ensure that each charter school in the State receives the charter school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the charter school; and

[(C) will disseminate best or promising practices of charter schools to each local educational agency in the State; and

[(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing—

[(A) a description of the educational program to be implemented by the proposed charter school, including—

[(i) how the program will enable all students to meet challenging State student academic achievement standards;

[(ii) the grade levels or ages of children to be served; and

[(iii) the curriculum and instructional practices to be used;

[(B) a description of how the charter school will be managed;

[(C) a description of—

[(i) the objectives of the charter school; and

[(ii) the methods by which the charter school will determine its progress toward achieving those objectives;

[(D) a description of the administrative relationship between the charter school and the authorized public chartering agency;

[(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

[(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);

[(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;

[(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;

[(I) a description of how students in the community will be—

[(i) informed about the charter school; and

[(ii) given an equal opportunity to attend the charter school;

[(J) an assurance that the eligible applicant will annually provide the Secretary and the State educational agency such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);

[(K) an assurance that the eligible applicant will cooperate with the Secretary and the State educational agency in evaluating the program assisted under this subpart;

[(L) a description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

[(M) if the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and

[(N) such other information and assurances as the Secretary and the State educational agency may require.

[(c) ELIGIBLE APPLICANT APPLICATION.—Each eligible applicant desiring a grant pursuant to section 5202(b) shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[(d) CONTENTS OF ELIGIBLE APPLICANT APPLICATION.—Each application submitted pursuant to subsection (c) shall contain—

[(1) the information and assurances described in subparagraphs (A) through (N) of subsection (b)(3), except that for purposes of this subsection subparagraphs (J), (K), and (N) of such

subsection shall be applied by striking "and the State educational agency" each place such term appears;

[(2) assurances that the State educational agency—

[(A) will grant, or will obtain, waivers of State statutory or regulatory requirements; and

[(B) will assist each subgrantee in the State in receiving a waiver under section 5204(e); and

[(3) assurances that the eligible applicant has provided its authorized public chartering authority timely notice, and a copy, of the application, except that the State educational agency (or the Secretary, in the case of an application submitted to the Secretary) may waive the requirement of this paragraph in the case of an application for a precharter planning grant or subgrant if the authorized public chartering authority to which a charter school proposal will be submitted has not been determined at the time the grant or subgrant application is submitted.

[SEC. 5204. ADMINISTRATION.

[(a) SELECTION CRITERIA FOR STATE EDUCATIONAL AGENCIES.—The Secretary shall award grants to State educational agencies under this subpart on the basis of the quality of the applications submitted under section 5203(b), after taking into consideration such factors as—

[(1) the contribution that the charter schools grant program will make to assisting educationally disadvantaged and other students in meeting State academic content standards and State student academic achievement standards;

[(2) the degree of flexibility afforded by the State educational agency to charter schools under the State's charter schools law;

[(3) the ambitiousness of the objectives for the State charter school grant program;

[(4) the quality of the strategy for assessing achievement of those objectives;

[(5) the likelihood that the charter school grant program will meet those objectives and improve educational results for students;

[(6) the number of high-quality charter schools created under this subpart in the State; and

[(7) in the case of State educational agencies that propose to use grant funds to support dissemination activities under subsection (f)(6)(B), the quality of those activities and the likelihood that those activities will improve student academic achievement.

[(b) SELECTION CRITERIA FOR ELIGIBLE APPLICANTS.—The Secretary shall award grants to eligible applicants under this subpart on the basis of the quality of the applications submitted under section 5203(c), after taking into consideration such factors as—

[(1) the quality of the proposed curriculum and instructional practices;

[(2) the degree of flexibility afforded by the State educational agency and, if applicable, the local educational agency to the charter school;

[(3) the extent of community support for the application;

[(4) the ambitiousness of the objectives for the charter school;

[(5) the quality of the strategy for assessing achievement of those objectives;

[(6) the likelihood that the charter school will meet those objectives and improve educational results for students; and

[(7) in the case of an eligible applicant that proposes to use grant funds to support dissemination activities under subsection (f)(6)(B), the quality of those activities and the likelihood that those activities will improve student achievement.

[(c) PEER REVIEW.—The Secretary, and each State educational agency receiving a grant under this subpart, shall use a peer review process to review applications for assistance under this subpart.

[(d) DIVERSITY OF PROJECTS.—The Secretary and each State educational agency receiving a grant under this subpart, shall award grants and subgrants under this subpart in a manner that, to the extent possible, ensures that such grants and subgrants—

[(1) are distributed throughout different areas of the Nation and each State, including urban and rural areas; and

[(2) will assist charter schools representing a variety of educational approaches, such as approaches designed to reduce school size.

[(e) WAIVERS.—The Secretary may waive any statutory or regulatory requirement over which the Secretary exercises administrative authority except any such requirement relating to the elements of a charter school described in section 5210(1), if—

[(1) the waiver is requested in an approved application under this subpart; and

[(2) the Secretary determines that granting such a waiver will promote the purpose of this subpart.

[(f) USE OF FUNDS.—

[(1) STATE EDUCATIONAL AGENCIES.—Each State educational agency receiving a grant under this subpart shall use such grant funds to award subgrants to one or more eligible applicants in the State to enable such applicant to plan and implement a charter school in accordance with this subpart, except that the State educational agency may reserve not more than 10 percent of the grant funds to support dissemination activities described in paragraph (6).

[(2) ELIGIBLE APPLICANTS.—Each eligible applicant receiving funds from the Secretary or a State educational agency shall use such funds to plan and implement a charter school, or to disseminate information about the charter school and successful practices in the charter school, in accordance with this subpart.

[(3) ALLOWABLE ACTIVITIES.—An eligible applicant receiving a grant or subgrant under this subpart may use the grant or subgrant funds only for—

[(A) post-award planning and design of the educational program, which may include—

[(i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and

[(ii) professional development of teachers and other staff who will work in the charter school; and

[(B) initial implementation of the charter school, which may include—

[(i) informing the community about the school;

[(ii) acquiring necessary equipment and educational materials and supplies;

[(iii) acquiring or developing curriculum materials; and

[(iv) other initial operational costs that cannot be met from State or local sources.

[(4) ADMINISTRATIVE EXPENSES.—

[(A) STATE EDUCATIONAL AGENCY ADMINISTRATIVE EXPENSES.—Each State educational agency receiving a grant pursuant to this subpart may reserve not more than 5 percent of such grant funds for administrative expenses associated with the charter school grant program assisted under this subpart.

[(B) LOCAL ADMINISTRATIVE EXPENSES.—A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all such subgrant funds to the eligible applicant without delay.

[(5) REVOLVING LOAN FUNDS.—Each State educational agency receiving a grant pursuant to this subpart may reserve not more than 10 percent of the grant funds for the establishment of a revolving loan fund. Such fund may be used to make loans to eligible applicants that have received a subgrant under this subpart, under such terms as may be determined by the State educational agency, for the initial operation of the charter school grant program of the eligible applicant until such time as the recipient begins receiving ongoing operational support from State or local financing sources.

[(6) DISSEMINATION.—

[(A) IN GENERAL.—A charter school may apply for funds under this subpart, whether or not the charter school has applied for or received funds under this subpart for planning, program design, or implementation, to carry out the activities described in subparagraph (B) if the charter school has been in operation for at least 3 consecutive years and has demonstrated overall success, including—

[(i) substantial progress in improving student academic achievement;

[(ii) high levels of parent satisfaction; and

[(iii) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

[(B) ACTIVITIES.—A charter school described in subparagraph (A) may use funds reserved under paragraph (1) to assist other schools in adapting the charter school's program (or certain aspects of the charter school's program), or to disseminate information about the charter school, through such activities as—

[(i) assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school;

[(ii) developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership;

[(iii) developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and

[(iv) conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.

[(g) TRIBALLY CONTROLLED SCHOOLS.—Each State that receives a grant under this subpart and designates a tribally controlled school as a charter school shall not consider payments to a school under the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2507) in determining—

[(1) the eligibility of the school to receive any other Federal, State, or local aid; or

[(2) the amount of such aid.

[SEC. 5205. NATIONAL ACTIVITIES.

[(a) IN GENERAL.—The Secretary shall reserve for each fiscal year the greater of 5 percent or $5,000,000 of the amount appropriated to carry out this subpart, except that in no fiscal year shall the total amount so reserved exceed $8,000,000, to carry out the following activities:

[(1) To provide charter schools, either directly or through State educational agencies, with—

[(A) information regarding—

[(i) Federal funds that charter schools are eligible to receive; and

[(ii) other Federal programs in which charter schools may participate; and

[(B) assistance in applying for Federal education funds that are allocated by formula, including assistance with filing deadlines and submission of applications.

[(2) To provide for other evaluations or studies that include the evaluation of the impact of charter schools on student academic achievement, including information regarding—

[(A) students attending charter schools reported on the basis of race, age, disability, gender, limited English proficiency, and previous enrollment in public school; and

[(B) the professional qualifications of teachers within a charter school and the turnover of the teaching force.

[(3) To provide—

[(A) information to applicants for assistance under this subpart;

[(B) assistance to applicants for assistance under this subpart with the preparation of applications under section 5203;

[(C) assistance in the planning and startup of charter schools;

[(D) training and technical assistance to existing charter schools; and

[(E) for the dissemination to other public schools of best or promising practices in charter schools.

[(4) To provide (including through the use of one or more contracts that use a competitive bidding process) for the collection of information regarding the financial resources available to charter schools, including access to private capital, and to widely disseminate to charter schools any such relevant information and model descriptions of successful programs.

[(5) To carry out evaluations of, technical assistance for, and information dissemination regarding, the per-pupil facilities aid programs. In carrying out the evaluations, the Secretary may carry out one or more evaluations of State programs assisted under this subsection, which shall, at a minimum, address—

[(A) how, and the extent to which, the programs promote educational equity and excellence; and

[(B) the extent to which charter schools supported through the programs are—

[(i) held accountable to the public;

[(ii) effective in improving public education; and

[(iii) open and accessible to all students.

[(b) PER-PUPIL FACILITIES AID PROGRAMS.—

[(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term "per-pupil facilities aid program" means a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing—

[(A) that is dedicated solely for funding charter school facilities; or

[(B) a portion of which is dedicated for funding charter school facilities.

[(2) GRANTS.—

[(A) IN GENERAL.—From the amount made available to carry out this subsection under paragraphs (2) and (3)(B) of section 5211(b) for any fiscal year, the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering per-pupil facilities aid programs.

[(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

[(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

[(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

[(ii) 80 percent in the second such year;

[(iii) 60 percent in the third such year;

[(iv) 40 percent in the fourth such year; and

[(v) 20 percent in the fifth such year.

[(3) USE OF FUNDS.—

[(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State.

[(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.

[(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

[(4) REQUIREMENTS.—

[(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

[(B) STATE LAW.—To be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

[(i) is specified in State law; and

[(ii) provides annual financing, on a per-pupil basis, for charter school facilities.

[(5) APPLICATIONS.—To be eligible to receive a grant under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(6) PRIORITIES.—In making grants under this subsection, the Secretary shall give priority to States that meet the criteria described in paragraph (2), and subparagraphs (A), (B), and (C) of paragraph (3), of section 5202(e).

[(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to require charter schools to collect any data described in subsection (a).

[SEC. 5206. FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND FOR SUCCESSIVE ENROLLMENT EXPANSIONS.

[(a) IN GENERAL.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of oper-

ation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

[(b) ADJUSTMENT AND LATE OPENINGS.—

[(1) IN GENERAL.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a charter school on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

[(2) RULE.—For charter schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such charter schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the charter schools' first year of operation.

[SEC. 5207. SOLICITATION OF INPUT FROM CHARTER SCHOOL OPERATORS.

[To the extent practicable, the Secretary shall ensure that administrators, teachers, and other individuals directly involved in the operation of charter schools are consulted in the development of any rules or regulations required to implement this subpart, as well as in the development of any rules or regulations relevant to charter schools that are required to implement part A of title I, the Individuals with Disabilities Education Act, or any other program administered by the Secretary that provides education funds to charter schools or regulates the activities of charter schools.

[SEC. 5208. RECORDS TRANSFER.

[State educational agencies and local educational agencies, to the extent practicable, shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602 of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law.

[SEC. 5209. PAPERWORK REDUCTION.

[To the extent practicable, the Secretary and each authorized public chartering agency shall ensure that implementation of this subpart results in a minimum of paperwork for any eligible applicant or charter school.

[SEC. 5210. DEFINITIONS.

[In this subpart:

[(1) CHARTER SCHOOL.—The term "charter school" means a public school that—

[(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

[(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

[(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

[(D) provides a program of elementary or secondary education, or both;

[(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

[(F) does not charge tuition;

[(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

[(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

[(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;

[(J) meets all applicable Federal, State, and local health and safety requirements;

[(K) operates in accordance with State law; and

[(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

[(2) DEVELOPER.—The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

[(3) ELIGIBLE APPLICANT.—The term "eligible applicant" means a developer that has—

[(A) applied to an authorized public chartering authority to operate a charter school; and

[(B) provided adequate and timely notice to that authority under section 5203(d)(3).

[(4) AUTHORIZED PUBLIC CHARTERING AGENCY.—The term "authorized public chartering agency" means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.

[SEC. 5211. AUTHORIZATION OF APPROPRIATIONS.

[(a) IN GENERAL.—There are authorized to be appropriated to carry out this subpart $300,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) RESERVATION.—From the amount appropriated under subsection (a) for each fiscal year, the Secretary shall reserve—

[(1) $200,000,000 to carry out this subpart, other than section 5205(b); and

[(2) any funds in excess of $200,000,000, that do not exceed $300,000,000, to carry out section 5205(b); and

[(3)(A) 50 percent of any funds in excess of $300,000,000 to carry out this subpart, other than section 5205(b); and

[(B) 50 percent of any funds in excess of $300,000,000 to carry out section 5205(b).

[Subpart 2—Credit Enhancement Initiatives To Assist Charter School Facility Acquisition, Construction, and Renovation

[SEC. 5221. PURPOSE.

[The purpose of this subpart is to provide grants to eligible entities to permit the eligible entities to demonstrate innovative credit enhancement initiatives that assist charter schools to address the cost of acquiring, constructing, and renovating facilities.

[SEC. 5222. GRANTS TO ELIGIBLE ENTITIES.

[(a) GRANTS.—The Secretary shall use 100 percent of the amount available to carry out this subpart to award not less than three grants to eligible entities that have applications approved under this subpart to demonstrate innovative methods of assisting charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing.

[(b) GRANTEE SELECTION.—

[(1) EVALUATION OF APPLICATION.—The Secretary shall evaluate each application submitted under section 5223, and shall determine whether the application is sufficient to merit approval.

[(2) DISTRIBUTION OF GRANTS.—The Secretary shall award at least one grant to an eligible entity described in section 5230(2)(A), at least one grant to an eligible entity described in section 5230(2)(B), and at least one grant to an eligible entity described in section 5230(2)(C), if applications are submitted that permit the Secretary to do so without approving an application that is not of sufficient quality to merit approval.

[(c) GRANT CHARACTERISTICS.—Grants under this subpart shall be of a sufficient size, scope, and quality so as to ensure an effective demonstration of an innovative means of enhancing credit for the financing of charter school acquisition, construction, or renovation.

[(d) SPECIAL RULE.—In the event the Secretary determines that the funds made available under this subpart are insufficient to permit the Secretary to award not less than three grants in accordance with subsections (a) through (c), such three-grant minimum and subsection (b)(2) shall not apply, and the Secretary may determine the appropriate number of grants to be awarded in accordance with subsection (c).

[SEC. 5223. APPLICATIONS.

[(a) IN GENERAL.—To receive a grant under this subpart, an eligible entity shall submit to the Secretary an application in such form as the Secretary may reasonably require.

[(b) CONTENTS.—An application submitted under subsection (a) shall contain—

[(1) a statement identifying the activities proposed to be undertaken with funds received under this subpart, including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;

[(2) a description of the involvement of charter schools in the application's development and the design of the proposed activities;

[(3) a description of the eligible entity's expertise in capital market financing;

[(4) a description of how the proposed activities will leverage the maximum amount of private-sector financing capital relative to the amount of government funding used and otherwise enhance credit available to charter schools;

[(5) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought;

[(6) in the case of an application submitted by a State governmental entity, a description of the actions that the entity has taken, or will take, to ensure that charter schools within the State receive the funding the charter schools need to have adequate facilities; and

[(7) such other information as the Secretary may reasonably require.

[SEC. 5224. CHARTER SCHOOL OBJECTIVES.

[An eligible entity receiving a grant under this subpart shall use the funds deposited in the reserve account established under section 5225(a) to assist one or more charter schools to access private sector capital to accomplish one or both of the following objectives:

[(1) The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.

[(2) The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.

[SEC. 5225. RESERVE ACCOUNT.

[(a) USE OF FUNDS.—To assist charter schools to accomplish the objectives described in section 5224, an eligible entity receiving a grant under this subpart shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received under this subpart (other than funds used for administrative costs in accordance with section 5226) in a reserve account established and maintained by the eligible entity for this purpose. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

[(1) Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for an objective described in section 5224.

[(2) Guaranteeing and insuring leases of personal and real property for an objective described in section 5224.

[(3) Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.

[(4) Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

[(b) INVESTMENT.—Funds received under this subpart and deposited in the reserve account established under subsection (a) shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities.

[(c) REINVESTMENT OF EARNINGS.—Any earnings on funds received under this subpart shall be deposited in the reserve account established under subsection (a) and used in accordance with such subsection.

[SEC. 5226. LIMITATION ON ADMINISTRATIVE COSTS.

[An eligible entity may use not more than 0.25 percent of the funds received under this subpart for the administrative costs of carrying out its responsibilities under this subpart.

[SEC. 5227. AUDITS AND REPORTS.

[(a) FINANCIAL RECORD MAINTENANCE AND AUDIT.—The financial records of each eligible entity receiving a grant under this subpart shall be maintained in accordance with generally accepted accounting principles and shall be subject to an annual audit by an independent public accountant.

[(b) REPORTS.—

[(1) GRANTEE ANNUAL REPORTS.—Each eligible entity receiving a grant under this subpart annually shall submit to the Secretary a report of its operations and activities under this subpart.

[(2) CONTENTS.—Each annual report submitted under paragraph (1) shall include—

[(A) a copy of the most recent financial statements, and any accompanying opinion on such statements, prepared by the independent public accountant reviewing the financial records of the eligible entity;

[(B) a copy of any report made on an audit of the financial records of the eligible entity that was conducted under subsection (a) during the reporting period;

[(C) an evaluation by the eligible entity of the effectiveness of its use of the Federal funds provided under this subpart in leveraging private funds;

[(D) a listing and description of the charter schools served during the reporting period;

[(E) a description of the activities carried out by the eligible entity to assist charter schools in meeting the objectives set forth in section 5224; and

[(F) a description of the characteristics of lenders and other financial institutions participating in the activities undertaken by the eligible entity under this subpart during the reporting period.

[(3) SECRETARIAL REPORT.—The Secretary shall review the reports submitted under paragraph (1) and shall provide a comprehensive annual report to Congress on the activities conducted under this subpart.

[SEC. 5228. NO FULL FAITH AND CREDIT FOR GRANTEE OBLIGATIONS.

[No financial obligation of an eligible entity entered into pursuant to this subpart (such as an obligation under a guarantee, bond, note, evidence of debt, or loan) shall be an obligation of, or guaranteed in any respect by, the United States. The full faith and credit of the United States is not pledged to the payment of funds which may be required to be paid under any obligation made by an eligible entity pursuant to any provision of this subpart.

[SEC. 5229. RECOVERY OF FUNDS.

[(a) IN GENERAL.—The Secretary, in accordance with chapter 37 of title 31, United States Code, shall collect—

[(1) all of the funds in a reserve account established by an eligible entity under section 5225(a) if the Secretary determines, not earlier than 2 years after the date on which the eligible entity first received funds under this subpart, that the eligible entity has failed to make substantial progress in carrying out the purposes described in section 5225(a); or

[(2) all or a portion of the funds in a reserve account established by an eligible entity under section 5225(a) if the Secretary determines that the eligible entity has permanently ceased to use all or a portion of the funds in such account to accomplish any purpose described in section 5225(a).

[(b) EXERCISE OF AUTHORITY.—The Secretary shall not exercise the authority provided in subsection (a) to collect from any eligible entity any funds that are being properly used to achieve one or more of the purposes described in section 5225(a).

[(c) PROCEDURES.—The provisions of sections 451, 452, and 458 of the General Education Provisions Act shall apply to the recovery of funds under subsection (a).

[(d) CONSTRUCTION.—This section shall not be construed to impair or affect the authority of the Secretary to recover funds under part D of the General Education Provisions Act.

[SEC. 5230. DEFINITIONS.

[In this subpart:

[(1) CHARTER SCHOOL.—The term "charter school" has the meaning given such term in section 5210.

[(2) ELIGIBLE ENTITY.—The term "eligible entity" means—

[(A) a public entity, such as a State or local governmental entity;

[(B) a private nonprofit entity; or

[(C) a consortium of entities described in subparagraphs (A) and (B).

[SEC. 5231. AUTHORIZATION OF APPROPRIATIONS.

[For the purpose of carrying out this subpart, there are authorized to be appropriated $150,000,000 for fiscal year 2002 and such sums as may be necessary for fiscal year 2003.

[Subpart 3—Voluntary Public School Choice Programs

[SEC. 5241. GRANTS.

[(a) AUTHORIZATION.—From funds made available under section 5248 to carry out this subpart, the Secretary shall award grants, on a competitive basis, to eligible entities to enable the entities to establish or expand a program of public school choice (referred to in this subpart as a "program") in accordance with this subpart.

[(b) DURATION.—Grants awarded under subsection (a) may be awarded for a period of not more than 5 years.

[SEC. 5242. USES OF FUNDS.

[(a) REQUIRED USE OF FUNDS.—An eligible entity that receives a grant under this subpart shall use the grant funds to provide students selected to participate in the program with transportation services or the cost of transportation to and from the public elementary schools and secondary schools, including charter schools, that the students choose to attend under the program.

[(b) PERMISSIBLE USES OF FUNDS.—An eligible entity that receives a grant under this subpart may use the grant funds for—

[(1) planning or designing a program (for not more than 1 year);

[(2) the cost of making tuition transfer payments to public elementary schools or secondary schools to which students transfer under the program;

[(3) the cost of capacity-enhancing activities that enable high-demand public elementary schools or secondary schools to accommodate transfer requests under the program;

[(4) the cost of carrying out public education campaigns to inform students and parents about the program; and

[(5) other costs reasonably necessary to implement the program.

[(c) NONPERMISSIBLE USES OF FUNDS.—An eligible entity that receives a grant under this subpart may not use the grant funds for school construction.

[(d) ADMINISTRATIVE EXPENSES.—The eligible entity may use not more than 5 percent of the funds made available through the grant for any fiscal year for administrative expenses.

[SEC. 5243. APPLICATIONS.

[(a) SUBMISSION.—An eligible entity that desires a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(b) CONTENTS.—An application submitted under subsection (a) shall include—

[(1) a description of the program for which the eligible entity seeks funds and the goals for such program;

[(2) a description of how and when parents of students will be given the notice required under section 5245(a)(2);

[(3) a description of how students will be selected for the program;

[(4) a description of how the program will be coordinated with, and will complement and enhance, other related Federal and non-Federal projects;

[(5) if the program is to be carried out by a partnership, the name of each partner and a description of the partner's responsibilities; and

[(6) such other information as the Secretary may require.

[SEC. 5244. PRIORITIES.

[In awarding grants under this subpart, the Secretary shall give priority to an eligible entity—

[(1) whose program would provide the widest variety of choices to all students in participating schools;

[(2) whose program would, through various choice options, have the most impact in allowing students in low-performing schools to attend higher-performing schools; and

[(3) that is a partnership that seeks to implement an interdistrict approach to carrying out a program.

[SEC. 5245. REQUIREMENTS AND VOLUNTARY PARTICIPATION.

[(a) PARENT AND COMMUNITY INVOLVEMENT AND NOTICE.—In carrying out a program under this subpart, an eligible entity shall—

[(1) develop the program with—

[(A) the involvement of parents and others in the community to be served; and

[(B) individuals who will carry out the program, including administrators, teachers, principals, and other staff; and

[(2) provide to parents of students in the area to be served by the program with prompt notice of—

[(A) the existence of the program;

[(B) the program's availability; and

[(C) a clear explanation of how the program will operate.

[(b) SELECTION OF STUDENTS.—An eligible entity that receives a grant under this subpart shall select students to participate in a program on the basis of a lottery, if more students apply for admission to the program than can be accommodated.

[(c) VOLUNTARY PARTICIPATION.—Student participation in a program funded under this subpart shall be voluntary.

[SEC. 5246. EVALUATIONS.

[(a) IN GENERAL.—From the amount made available to carry out this subpart for any fiscal year, the Secretary may reserve not more than 5 percent—

[(1) to carry out evaluations;

[(2) to provide technical assistance; and

[(3) to disseminate information.

[(b) EVALUATIONS.—In carrying out the evaluations under subsection (a), the Secretary shall, at a minimum, address—

[(1) how, and the extent to which, the programs promote educational equity and excellence;

[(2) the characteristics of the students participating in the programs; and

[(3) the effect of the programs on the academic achievement of students participating in the programs, particularly students who move from schools identified under section 1116 to schools not so identified, and on the overall quality of participating schools and districts.

[SEC. 5247. DEFINITIONS.

[In this subpart:

[(1) CHARTER SCHOOL.—The term "charter school" has the meaning given such term in section 5210.

[(2) ELIGIBLE ENTITY.—The term "eligible entity" means—

[(A) one or more State educational agencies;

[(B) one or more local educational agencies; or

[(C) a partnership of—

[(i) one or more—

[(I) State educational agencies; and

[(II) local educational agencies or other public, for-profit, or nonprofit entities; or

[(ii) one or more—

[(I) local educational agencies; and

[(II) public, for-profit, or nonprofit entities.

[(3) LOW-PERFORMING SCHOOL.—The term "low-performing school" means a public elementary school or secondary school that has failed to make adequate yearly progress, as described in section 1111(b), for two or more consecutive years.

[SEC. 5248. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this subpart $100,000,000 for fiscal year 2002 and each of the 5 succeeding fiscal years.

[PART C—MAGNET SCHOOLS ASSISTANCE

[SEC. 5301. FINDINGS AND PURPOSE.

[(a) FINDINGS.—Congress makes the following findings:

[(1) Magnet schools are a significant part of the Nation's effort to achieve voluntary desegregation in our Nation's schools.

[(2) The use of magnet schools has increased dramatically since the inception of the magnet schools assistance program under this Act, with approximately 2,000,000 students nationwide attending such schools, of whom more than 65 percent are non-white.

[(3) Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts.

[(4) It is in the best interests of the United States—

[(A) to continue the Federal Government's support of local educational agencies that are implementing court-ordered desegregation plans and local educational agencies that are voluntarily seeking to foster meaningful interaction among students of different racial and ethnic backgrounds, beginning at the earliest stage of such students' education;

[(B) to ensure that all students have equitable access to a high quality education that will prepare all students to function well in a technologically oriented and a highly

competitive economy comprised of people from many different racial and ethnic backgrounds; and

[(C) to continue to desegregate and diversify schools by supporting magnet schools, recognizing that segregation exists between minority and nonminority students as well as among students of different minority groups.

[(5) Desegregation efforts through magnet school programs are a significant part of our Nation's effort to achieve voluntary desegregation in schools and help to ensure equal educational opportunities for all students.

[(b) PURPOSE.—The purpose of this part is to assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for—

[(1) the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools;

[(2) the development and implementation of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

[(3) the development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

[(4) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students attending such schools;

[(5) improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

[(6) ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

[SEC. 5302. DEFINITION.

[For the purpose of this part, the term "magnet school" means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

[SEC. 5303. PROGRAM AUTHORIZED.

[The Secretary, in accordance with this part, is authorized to award grants to eligible local educational agencies, and consortia of such agencies where appropriate, to carry out the purpose of this part for magnet schools that are—

[(1) part of an approved desegregation plan; and

[(2) designed to bring students from different social, economic, ethnic, and racial backgrounds together.

[SEC. 5304. ELIGIBILITY.

[A local educational agency, or consortium of such agencies where appropriate, is eligible to receive a grant under this part to carry out the purpose of this part if such agency or consortium—

[(1) is implementing a plan undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other State agency or official of competent jurisdiction, that requires the desegregation of minority-group-segregated children or faculty in the elementary schools and secondary schools of such agency; or

[(2) without having been required to do so, has adopted and is implementing, or will, if a grant is awarded to such local educational agency, or consortium of such agencies, under this part, adopt and implement a plan that has been approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 for the desegregation of minority-group-segregated children or faculty in such schools.

[SEC. 5305. APPLICATIONS AND REQUIREMENTS.

[(a) APPLICATIONS.—An eligible local educational agency, or consortium of such agencies, desiring to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may reasonably require.

[(b) INFORMATION AND ASSURANCES.—Each application submitted under subsection (a) shall include—

[(1) a description of—

[(A) how a grant awarded under this part will be used to promote desegregation, including how the proposed magnet school programs will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

[(B) the manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

[(C) how the applicant will continue the magnet school program after assistance under this part is no longer available, and, if applicable, an explanation of why magnet schools established or supported by the applicant with grant funds under this part cannot be continued without the use of grant funds under this part;

[(D) how grant funds under this part will be used—

[(i) to improve student academic achievement for all students attending the magnet school programs; and

[(ii) to implement services and activities that are consistent with other programs under this Act, and other Acts, as appropriate; and

[(E) the criteria to be used in selecting students to attend the proposed magnet school program; and

[(2) assurances that the applicant will—

[(A) use grant funds under this part for the purposes specified in section 5301(b);

[(B) employ highly qualified teachers in the courses of instruction assisted under this part;

[(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in—

[(i) the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

[(ii) the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan; and

[(iii) designing or operating extracurricular activities for students;

[(D) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and

[(E) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

[(c) SPECIAL RULE.—No grant shall be awarded under this part unless the Assistant Secretary of Education for Civil Rights determines that the assurances described in subsection (b)(2)(C) will be met.

[SEC. 5306. PRIORITY.

[In awarding grants under this part, the Secretary shall give priority to applicants that—

[(1) demonstrate the greatest need for assistance, based on the expense or difficulty of effectively carrying out approved desegregation plans and the magnet school program for which the grant is sought;

[(2) propose to carry out new magnet school programs, or significantly revise existing magnet school programs; and

[(3) propose to select students to attend magnet school programs by methods such as lottery, rather than through academic examination.

[SEC. 5307. USE OF FUNDS.

[(a) IN GENERAL.—Grant funds made available under this part may be used by an eligible local educational agency, or consortium of such agencies—

[(1) for planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools;

[(2) for the acquisition of books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools;

[(3) for the compensation, or subsidization of the compensation, of elementary school and secondary school teachers who are highly qualified, and instructional staff where applicable, who are necessary to conduct programs in magnet schools;

[(4) with respect to a magnet school program offered to less than the entire student population of a school, for instructional activities that—

[(A) are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program; and

[(B) further the purpose of this part;

[(5) for activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended;

[(6) to enable the local educational agency, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program; and

[(7) to enable the local educational agency, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades.

[(b) SPECIAL RULE.—Grant funds under this part may be used for activities described in paragraphs (2) and (3) of subsection (a) only if the activities are directly related to improving student academic achievement based on the State's challenging academic content standards and student academic achievement standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

[SEC. 5308. PROHIBITION.

[Grants under this part may not be used for transportation or any activity that does not augment academic improvement.

[SEC. 5309. LIMITATIONS.

[(a) DURATION OF AWARDS.—A grant under this part shall be awarded for a period that shall not exceed 3 fiscal years.

[(b) LIMITATION ON PLANNING FUNDS.—A local educational agency, or consortium of such agencies, may expend for planning (professional development shall not be considered to be planning for purposes of this subsection) not more than 50 percent of the grant funds received under this part for the first year of the program and not more than 15 percent of such funds for each of the second and third such years.

[(c) AMOUNT.—No local educational agency, or consortium of such agencies, awarded a grant under this part shall receive more than $4,000,000 under this part for any 1 fiscal year.

[(d) TIMING.—To the extent practicable, the Secretary shall award grants for any fiscal year under this part not later than July 1 of the applicable fiscal year.

[SEC. 5310. EVALUATIONS.

[(a) RESERVATION.—The Secretary may reserve not more than 2 percent of the funds appropriated under section 5311(a) for any fiscal year to carry out evaluations, provide technical assistance, and carry out dissemination projects with respect to magnet school programs assisted under this part.

[(b) CONTENTS.—Each evaluation described in subsection (a), at a minimum, shall address—

[(1) how and the extent to which magnet school programs lead to educational quality and improvement;

[(2) the extent to which magnet school programs enhance student access to a high quality education;

[(3) the extent to which magnet school programs lead to the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students; and

[(4) the extent to which magnet school programs differ from other school programs in terms of the organizational characteristics and resource allocations of such magnet school programs.

[(c) DISSEMINATION.—The Secretary shall collect and disseminate to the general public information on successful magnet school programs.

[SEC. 5311. AUTHORIZATION OF APPROPRIATIONS; RESERVATION.

[(a) AUTHORIZATION.—For the purpose of carrying out this part, there are authorized to be appropriated $125,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) AVAILABILITY OF FUNDS FOR GRANTS TO AGENCIES NOT PREVIOUSLY ASSISTED.—In any fiscal year for which the amount appropriated pursuant to subsection (a) exceeds $75,000,000, the Secretary shall give priority in using such amounts in excess of $75,000,000 to awarding grants to local educational agencies or consortia of such agencies that did not receive a grant under this part in the preceding fiscal year.

[PART D—FUND FOR THE IMPROVEMENT OF EDUCATION

[SEC. 5401. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this part the following amounts:

[(1) $550,000,000 for fiscal year 2002.

[(2) $575,000,000 for fiscal year 2003.

[(3) $600,000,000 for fiscal year 2004.

[(4) $625,000,000 for fiscal year 2005.

[(5) $650,000,000 for fiscal year 2006.

[(6) $675,000,000 for fiscal year 2007.

[Subpart 1—Fund for the Improvement of Education

[SEC. 5411. PROGRAMS AUTHORIZED.

[(a) AUTHORIZATION.—The Secretary is authorized to support nationally significant programs to improve the quality of elementary and secondary education at the State and local levels and help all children meet challenging State academic content and student academic achievement standards. The Secretary may carry out such programs directly, or through grants to, or contracts with—

[(1) States or local educational agencies;

[(2) institutions of higher education; and

[(3) other public and private agencies, organizations, and institutions.

[(b) USES OF FUNDS.—Funds made available under section 5401 to carry out this subpart may be used for any of the following programs:

[(1) Activities to promote systemic education reform at the State and local levels, including scientifically based research, development, and evaluation designed to improve—

[(A) student academic achievement at the State and local level; and

[(B) strategies for effective parent and community involvement.

[(2) Programs at the State and local levels that are designed to yield significant results, including programs to explore approaches to public school choice and school-based decision-making.

[(3) Recognition programs, which may include financial awards to States, local educational agencies, and schools that have made the greatest progress, based on the Secretary's determination or on a nomination by the State in which the school is located (or in the case of a Bureau funded school, by the Secretary of the Interior) in—

[(A) improving the academic achievement of economically disadvantaged students and students from major racial and ethnic minority groups; and

[(B) closing the academic achievement gap for those groups of students farthest away from the proficient level on the academic assessments administered by the State under section 1111.

[(4) Scientifically based studies and evaluations of education reform strategies and innovations, and the dissemination of information on the effectiveness of such strategies and innovations.

[(5) Identification and recognition of exemplary schools and programs, such as Blue Ribbon Schools, including programs to evaluate the effectiveness of using the best practices of exemplary or Blue Ribbon Schools to improve academic achievement.

[(6) Activities to support Scholar-Athlete Games programs, including the World Scholar-Athlete Games and the U.S. Scholar-Athlete Games.

[(7) Programs to promote voter participation in American elections through programs, such as the National Student/Parent Mock Election and Kids Voting USA.

[(8) Demonstrations relating to the planning and evaluation of the effectiveness of programs under which local educational agencies or schools contract with private management organizations to reform a school or schools.

[(9) Other programs that meet the purposes of this Act.

[(c) BASIS OF AWARDS.—The Secretary is authorized to—

[(1) make awards under this subpart on the basis of competitions announced by the Secretary; and

[(2) support meritorious unsolicited proposals for awards under this subpart.

[(d) EFFECTIVENESS OF PROGRAMS.—The Secretary shall ensure that programs supported under this subpart are designed so that their effectiveness is readily ascertainable, and shall ensure that

such effectiveness is assessed using rigorous, scientifically based research and evaluations.

[SEC. 5412. APPLICATIONS.

[(a) SUBMISSION.—To be eligible for an award under this subpart, an entity shall submit an application to the Secretary, at such time, in such manner, and containing such information as the Secretary may require.

[(b) CONTENTS.—Each application submitted under subsection (a) shall—

[(1) establish clear objectives, which are based on scientifically based research, for the proposed program; and

[(2) describe the activities the applicant will carry out in order to meet the objectives described in paragraph (1).

[(c) PEER REVIEW.—The Secretary shall use a peer review process in reviewing applications for awards under this subpart and in recognizing States, local educational agencies, and schools under section 5411(b)(3), only if funds are used for such recognition programs. The Secretary may use funds appropriated under this subpart for the cost of such peer review.

[SEC. 5413. PROGRAM REQUIREMENTS.

[(a) EVALUATIONS.—A recipient of an award under this subpart shall—

[(1) evaluate the effectiveness of the program funded under the award in achieving the objectives stated in applications submitted under section 5412; and

[(2) report to the Secretary such information as may be required to determine the effectiveness of such program, including evidence of progress toward meeting such objectives.

[(b) DISSEMINATION OF EVALUATION RESULTS.—The Secretary shall provide for the dissemination of the evaluations of programs funded under this subpart by making the evaluations publicly available upon request, and shall provide public notice that the evaluations are so available.

[(c) MATCHING FUNDS.—The Secretary may require recipients of awards under this subpart to provide matching funds from non-Federal sources, and shall permit the recipients to match funds in whole or in part with in-kind contributions.

[(d) SPECIAL RULE FOR RECOGNITION PROGRAMS.—The application requirements of section 5412(b), and the evaluation requirements of subsections (a) and (b) of this section, do not apply to recognition programs under section 5411(b)(3).

[SEC. 5414. STUDIES OF NATIONAL SIGNIFICANCE.

[(a) STUDIES.—The Secretary shall conduct the following studies of national significance:

[(1) UNHEALTHY PUBLIC SCHOOL BUILDINGS.—A study regarding the health and learning impacts of environmentally unhealthy public school buildings on students and teachers. The study shall include the following information:

[(A) The characteristics of those public elementary school and secondary school buildings that contribute to unhealthy school environments.

[(B) The health and learning impacts of environmental unhealthy public school buildings on students that are attending or that have attended such schools.

[(C) Recommendations to Congress on how to assist schools that are out of compliance with Federal or State health and safety codes, and a cost estimate of bringing up environmentally unhealthy public school buildings to minimum Federal health and safety building standards.

[(2) EXPOSURE TO VIOLENT ENTERTAINMENT.—A study regarding how exposure to violent entertainment (such as in movies, music, television, Internet content, video games, and arcade games) affects children's cognitive development and educational achievement.

[(3) SEXUAL ABUSE IN SCHOOLS.—A study regarding the prevalence of sexual abuse in schools, including recommendations and legislative remedies for addressing the problem of sexual abuse in schools.

[(b) COMPLETION DATE.—The studies under subsection (a) shall be completed not later than 18 months after the date of enactment of the No Child Left Behind Act of 2001.

[(c) PUBLIC DISSEMINATION.—The Secretary shall make the study conducted under subsection (a)(1) available to the public through the Educational Resources Information Center National Clearinghouse for Educational Facilities of the Department.

[Subpart 2—Elementary and Secondary School Counseling Programs

[SEC. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS.

[(a) GRANTS AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to local educational agencies to enable such agencies to establish or expand elementary school and secondary school counseling programs that comply with the requirements of subsection (c)(2).

[(2) SPECIAL CONSIDERATION.—In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

[(A) demonstrate the greatest need for new or additional counseling services among children in the schools served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;

[(B) propose the most promising and innovative approaches for initiating or expanding school counseling; and

[(C) show the greatest potential for replication and dissemination.

[(3) EQUITABLE DISTRIBUTION.—In awarding grants under this section, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among local educational agencies located in urban, rural, and suburban areas.

[(4) DURATION.—A grant under this section shall be awarded for a period not to exceed 3 years.

[(5) MAXIMUM GRANT.—A grant awarded under this section shall not exceed $400,000 for any fiscal year.

[(6) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, or local funds used for providing school-based counseling and mental health services to students.

[(b) APPLICATIONS.—

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

[(2) CONTENTS.—Each application for a grant under this section shall—

[(A) describe the school population to be targeted by the program, the particular counseling needs of such population, and the current school counseling resources available for meeting such needs;

[(B) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs described in subparagraph (A);

[(C) describe the methods to be used to evaluate the outcomes and effectiveness of the program;

[(D) describe how the local educational agency will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the program and promote school-linked services integration;

[(E) document that the local educational agency has the personnel qualified to develop, implement, and administer the program;

[(F) describe how diverse cultural populations, if applicable, will be served through the program;

[(G) assure that the funds made available under this subpart for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students; and

[(H) assure that the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, counseling services providers described in subsection (c)(2)(D), and community leaders, to advise the local educational agency on the design and implementation of the program.

[(c) USE OF FUNDS.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to local educational agencies to enable the local educational agencies to initiate or expand elementary school or secondary school counseling programs that comply with the requirements of paragraph (2).

[(2) REQUIREMENTS.—Each program funded under this section shall—

[(A) be comprehensive in addressing the counseling and educational needs of all students;

[(B) use a developmental, preventive approach to counseling;

[(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency;

[(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

[(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decisionmaking, or academic and career planning, or to improve peer interaction;

[(F) provide counseling services in settings that meet the range of student needs;

[(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

[(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;

[(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

[(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;

[(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and

[(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

[(d) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 4 percent of the amounts made available under this section for any fiscal year may be used for administrative costs to carry out this section.

[(e) DEFINITIONS.—For the purpose of this section—

[(1) the term "child and adolescent psychiatrist" means an individual who—

[(A) possesses State medical licensure; and

[(B) has completed residency training programs in both general psychiatry and child and adolescent psychiatry;

[(2) the term "other qualified psychologist" means an individual who has demonstrated competence in counseling children in a school setting and who—

[(A) is licensed in psychology by the State in which the individual works; and

[(B) practices in the scope of the individual's education, training, and experience with children in school settings;

[(3) the term "school counselor" means an individual who has documented competence in counseling children and adolescents in a school setting and who—

[(A) is licensed by the State or certified by an independent professional regulatory authority;

[(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

[(C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

[(4) the term "school psychologist" means an individual who—

[(A) has completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting;

[(B) is licensed or certified in school psychology by the State in which the individual works; or

[(C) in the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board; and

[(5) the term "school social worker" means an individual who—

[(A) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and

[(B)(i) is licensed or certified by the State in which services are provided; or

[(ii) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

[(f) REPORT.—Not later than 2 years after assistance is made available to local educational agencies under subsection (c), the Secretary shall make publicly available a report—

[(1) evaluating the programs assisted pursuant to each grant under this subpart; and

[(2) outlining the information from local educational agencies regarding the ratios of students to—

[(A) school counselors;

[(B) school social workers; and

[(C) school psychologists.

[(g) SPECIAL RULE.—

[(1) AMOUNT EQUALS OR EXCEEDS $40,000,000.—If the amount of funds made available by the Secretary for this subpart equals or exceeds $40,000,000, the Secretary shall award not less than $40,000,000 in grants to local educational agencies to

enable the agencies to establish or expand counseling programs in elementary schools.

[(2) AMOUNT LESS THAN $40,000,000.—If the amount of funds made available by the Secretary for this subpart is less than $40,000,000, the Secretary shall award grants to local educational agencies only to establish or expand counseling programs in elementary schools.

[Subpart 3—Partnerships in Character Education

[SEC. 5431. PARTNERSHIPS IN CHARACTER EDUCATION PROGRAM.

[(a) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to eligible entities for the design and implementation of character education programs that—

[(A) are able to be integrated into classroom instruction and to be consistent with State academic content standards; and

[(B) are able to be carried out in conjunction with other educational reform efforts.

[(2) ELIGIBLE ENTITY.—In this section, the term "eligible entity" means—

[(A) a State educational agency in partnership with—

[(i) one or more local educational agencies; or

[(ii) one or more—

[(I) local educational agencies; and

[(II) nonprofit organizations or entities, including an institution of higher education;

[(B) a local educational agency or consortium of local educational agencies; or

[(C) a local educational agency in partnership with one or more nonprofit organizations or entities, including an institution of higher education.

[(3) DURATION.—Each grant under this section shall be awarded for a period not to exceed 5 years, of which the eligible entity may not use more than 1 year for planning and program design.

[(4) AMOUNT OF GRANTS FOR STATE EDUCATIONAL AGENCIES.—Subject to the availability of appropriations, the amount of a grant made by the Secretary to a State educational agency under this section shall not be less than $500,000 if the State educational agency—

[(A) is in a partnership described in paragraph (2)(A); and

[(B) meets such requirements as the Secretary may establish under this section.

[(b) CONTRACTS UNDER PROGRAM.—

[(1) EVALUATION.—Each eligible entity awarded a grant under this section may contract with outside sources, including institutions of higher education and private and nonprofit organizations, for the purposes of—

[(A) evaluating the program for which the assistance is made available;

[(B) measuring the integration of such program into the curriculum and teaching methods of schools where the program is carried out; and

[(C) measuring the success of such program in fostering the elements of character selected by the recipient under subsection (c).

[(2) MATERIALS AND PROGRAM DEVELOPMENT.—Each eligible entity awarded a grant under this section may contract with outside sources, including institutions of higher education and private and nonprofit organizations, for assistance in—

[(A) developing secular curricula, materials, teacher training, and other activities related to character education; and

[(B) integrating secular character education into the curricula and teaching methods of schools where the program is carried out.

[(c) ELEMENTS OF CHARACTER.—

[(1) SELECTION.—

[(A) IN GENERAL.—Each eligible entity awarded a grant under this section may select the elements of character that will be taught under the program for which the grant was awarded.

[(B) CONSIDERATION OF VIEWS.—In selecting elements of character under subparagraph (A), the eligible entity shall consider the views of the parents of the students to be taught under the program and the views of the students.

[(2) EXAMPLE ELEMENTS.—Elements of character selected under this subsection may include any of the following:

[(A) Caring.

[(B) Civic virtue and citizenship.

[(C) Justice and fairness.

[(D) Respect.

[(E) Responsibility.

[(F) Trustworthiness.

[(G) Giving.

[(H) Any other elements deemed appropriate by the eligible entity.

[(d) USE OF FUNDS BY STATE EDUCATIONAL AGENCY RECIPIENTS.—Of the total funds received in any fiscal year under this section by an eligible entity that is a State educational agency—

[(1) not more than 3 percent of such funds may be used for administrative purposes; and

[(2) the remainder of such funds may be used for—

[(A) collaborative initiatives with and between local educational agencies and schools;

[(B) the preparation or purchase of materials, and teacher training;

[(C) providing assistance to local educational agencies, schools, or institutions of higher education; and

[(D) technical assistance and evaluation.

[(e) APPLICATION.—

[(1) IN GENERAL.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

[(2) REQUIRED INFORMATION.—Each application for a grant under this section shall include (together with any other information that the Secretary may require) information that—

[(A) demonstrates that the program for which the grant is sought has clear objectives that are based on scientifically based research;

[(B) describes any partnerships or collaborative efforts among the organizations and entities of the eligible entity;

[(C) describes the activities that will be carried out with the grant funds and how such activities will meet the objectives described in subparagraph (A), including—

[(i) how parents, students, students with disabilities (including those with mental or physical disabilities), and other members of the community, including members of private and nonprofit organizations, will be involved in the design and implementation of the program and how the eligible entity will work with the larger community to increase the reach and promise of the program;

[(ii) curriculum and instructional practices that will be used or developed; and

[(iii) methods of teacher training and parent education that will be used or developed;

[(D) describes how the program for which the grant is sought will be linked to other efforts to improve academic achievement, including—

[(i) broader educational reforms that are being instituted by the eligible entity or its partners; and

[(ii) State academic content standards;

[(E) in the case of an eligible entity that is a State educational agency, describes how the State educational agency—

[(i) will provide technical and professional assistance to its local educational agency partners in the development and implementation of character education programs; and

[(ii) will assist other interested local educational agencies that are not members of the original partnership in designing and establishing character education programs;

[(F) describes how the eligible entity will evaluate the success of its program—

[(i) based on the objectives described in subparagraph (A); and

[(ii) in cooperation with any national evaluation conducted pursuant to subsection (h)(2)(B)(iii); and

[(G) assures that the eligible entity annually will provide to the Secretary such information as may be required to determine the effectiveness of the program.

[(f) SELECTION OF RECIPIENTS.—

[(1) PEER REVIEW.—

[(A) IN GENERAL.—In selecting eligible entities to receive grants under this section from among the applicants for such grants, the Secretary shall use a peer review process

that includes the participation of experts in the field of character education and development.

[(B) USE OF FUNDS.—The Secretary may use funds appropriated under this section for the cost of carrying out peer reviews under this paragraph.

[(2) SELECTION CRITERIA.—Each selection under paragraph (1) shall be made on the basis of the quality of the application submitted, taking into consideration such factors as—

[(A) the extent to which the program fosters character in students and the potential for improved student academic achievement;

[(B) the extent and ongoing nature of parental, student, and community involvement;

[(C) the quality of the plan for measuring and assessing success; and

[(D) the likelihood that the objectives of the program will be achieved.

[(3) EQUITABLE DISTRIBUTION.—In making selections under this subsection, the Secretary shall ensure, to the extent practicable under paragraph (2), that the programs assisted under this section are equitably distributed among the geographic regions of the United States, and among urban, suburban, and rural areas.

[(g) PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.—Each eligible entity that receives a grant under this section shall provide, to the extent feasible and appropriate, for the participation in programs and activities under this section of students and teachers in private elementary schools and secondary schools.

[(h) EVALUATION AND PROGRAM DEVELOPMENT.—

[(1) STATE AND LOCAL REPORTING AND EVALUATION.—Each eligible entity receiving a grant under this section shall submit to the Secretary a comprehensive evaluation of the program assisted under this section, including its impact on students, students with disabilities (including those with mental or physical disabilities), teachers, administrators, parents, and others—

[(A) by the end of the second year of the program; and

[(B) not later than 1 year after completion of the grant period.

[(2) NATIONAL RESEARCH, DISSEMINATION, AND EVALUATION.—

[(A) IN GENERAL.—

[(i) AUTHORIZATION.—The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies or local educational agencies, institutions of higher education, tribal organizations, or other public or private agencies or organizations to carry out research, development, dissemination, technical assistance, and evaluation activities that support or inform State and local character education programs.

[(ii) RESERVATION OF FUNDS.—The Secretary shall reserve not more than 5 percent of the funds made available under this section to carry out this paragraph.

[(B) USES.—Funds made available under subparagraph (A) may be used for the following:

[(i) Conducting research and development activities that focus on matters such as—

[(I) the extent to which schools are undertaking character education initiatives;

[(II) the effectiveness of instructional models for all students, including students with disabilities (including those with mental or physical disabilities);

[(III) materials and curricula for use by programs in character education;

[(IV) models of professional development in character education;

[(V) the development of measures of effectiveness for character education programs (which may include the factors described in paragraph (3)); and

[(VI) the effectiveness of State and local programs receiving funds under this section.

[(ii) Providing technical assistance to State and local programs, particularly on matters of program evaluation.

[(iii) Conducting evaluations of State and local programs receiving funding under this section, that may be conducted through a national clearinghouse under clause (iv).

[(iv) Compiling and disseminating, through a national clearinghouse or other means—

[(I) information on model character education programs;

[(II) information about high quality character education materials and curricula;

[(III) research findings in the area of character education and character development; and

[(IV) any other information that will be useful to character education program participants nationwide, including educators, parents, and administrators.

[(C) PARTNERSHIPS.—In carrying out national activities under this paragraph, the Secretary may enter into partnerships with national nonprofit character education organizations and institutions of higher education with expertise and successful experience in implementing—

[(i) character education programs that had an effective impact on schools, students, students with disabilities (including those with mental or physical disabilities), and teachers; or

[(ii) character education program evaluation and research.

[(D) PARTNERSHIP FOR ACTIVITIES UNDER SUBPARAGRAPH (B)(iv).—In carrying out national activities under subparagraph (B)(iv), the Secretary may enter into a partnership with a national nonprofit character education organization that will disseminate information to educators, parents,

administrators, and others nationwide, including information about the range of model character education programs, materials, and curricula.

[(E) REPORT.—Each entity awarded a grant or entering into a contract or cooperative agreement under this paragraph shall submit an annual report to the Secretary that—

[(i) describes the entity's progress in carrying out research, development, dissemination, evaluation, and technical assistance under this paragraph;

[(ii) identifies unmet and future information needs in the field of character education; and

[(iii) if applicable, describes the progress of the entity in carrying out the requirements of subparagraph (B)(iv), including a listing of—

[(I) the number of requests for information received by the entity in the course of carrying out such requirements;

[(II) the types of organizations making such requests; and

[(III) the types of information requested.

[(3) FACTORS.—Factors that may be considered in evaluating the success of programs funded under this section include the following:

[(A) Discipline issues.

[(B) Student academic achievement.

[(C) Participation in extracurricular activities.

[(D) Parental and community involvement.

[(E) Faculty and administration involvement.

[(F) Student and staff morale.

[(G) Overall improvements in school climate for all students, including students with disabilities (including those with mental or physical disabilities).

[(i) PERMISSIVE MATCH.—

[(1) IN GENERAL.—The Secretary may require eligible entities to match funds awarded under this section with non-Federal funds, except that the amount of the match may not exceed the amount of the grant award.

[(2) SLIDING SCALE.—The amount of a match under paragraph (1) shall be established based on a sliding scale that takes into account—

[(A) the poverty of the population to be targeted by the eligible entity; and

[(B) the ability of the eligible entity to obtain funding for the match.

[(3) IN-KIND CONTRIBUTIONS.—The Secretary shall permit eligible entities to match funds in whole or in part with in-kind contributions.

[(4) CONSIDERATION.—Notwithstanding this subsection, the Secretary in making awards under this section shall not consider the ability of an eligible entity to match funds.

[Subpart 4—Smaller Learning Communities

[SEC. 5441. SMALLER LEARNING COMMUNITIES.

[(a) GRANT AUTHORITY.—The Secretary is authorized to award grants to local educational agencies to enable the agencies to create a smaller learning community or communities.

[(b) APPLICATION.—Each local educational agency desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. The application shall include descriptions of the following:

[(1) Strategies and methods the local educational agency will use to create the smaller learning community or communities.

[(2) Curriculum and instructional practices, including any particular themes or emphases, to be used in the smaller learning environment.

[(3) The extent of involvement of teachers and other school personnel in investigating, designing, implementing, and sustaining the smaller learning community or communities.

[(4) The process to be used for involving students, parents, and other stakeholders in the development and implementation of the smaller learning community or communities.

[(5) Any cooperation or collaboration among community agencies, organizations, businesses, and others to develop or implement a plan to create the smaller learning community or communities.

[(6) The training and professional development activities that will be offered to teachers and others involved in the activities assisted under this subpart.

[(7) The objectives of the activities assisted under this subpart, including a description of how such activities will better enable all students to reach challenging State academic content standards and State student academic achievement standards.

[(8) The methods by which the local educational agency will assess progress in meeting the objectives described in paragraph (7).

[(9) If the smaller learning community or communities exist as a school-within-a-school, the relationship, including governance and administration, of the smaller learning community to the remainder of the school.

[(10) The administrative and managerial relationship between the local educational agency and the smaller learning community or communities, including how such agency will demonstrate a commitment to the continuity of the smaller learning community or communities (including the continuity of student and teacher assignment to a particular learning community).

[(11) How the local educational agency will coordinate or use funds provided under this subpart with other funds provided under this Act or other Federal laws.

[(12) The grade levels or ages of students who will participate in the smaller learning community or communities.

[(13) The method of placing students in the smaller learning community or communities, such that students are not placed

according to ability or any other measure, but are placed at random or by their own choice, and not pursuant to testing or other judgments.

[(c) AUTHORIZED ACTIVITIES.—Funds under this section may be used for one or more of the following:

[(1) To study—

[(A) the feasibility of creating the smaller learning community or communities; and

[(B) effective and innovative organizational and instructional strategies that will be used in the smaller learning community or communities.

[(2) To research, develop, and implement—

[(A) strategies for creating the smaller learning community or communities; and

[(B) strategies for effective and innovative changes in curriculum and instruction, geared to challenging State academic content standards and State student academic achievement standards.

[(3) To provide professional development for school staff in innovative teaching methods that—

[(A) challenge and engage students; and

[(B) will be used in the smaller learning community or communities.

[(4) To develop and implement strategies to include parents, business representatives, local institutions of higher education, community-based organizations, and other community members in the smaller learning communities as facilitators of activities that enable teachers to participate in professional development activities and provide links between students and their community.

[Subpart 5—Reading Is Fundamental—Inexpensive Book Distribution Program

[SEC. 5451. INEXPENSIVE BOOK DISTRIBUTION PROGRAM FOR READING MOTIVATION.

[(a) PURPOSE.—The purpose of this subpart is to establish and implement a model partnership between a governmental entity and a private entity, to help prepare young children for reading and to motivate older children to read, through the distribution of inexpensive books. Local reading motivation programs assisted under this section shall use such assistance to provide books, training for volunteers, motivational activities, and other essential literacy resources and shall assign the highest priority to serving the youngest and neediest children in the United States.

[(b) AUTHORIZATION.—The Secretary is authorized to enter into a contract with Reading Is Fundamental (RIF) (hereafter in this section referred to as the "contractor") to support and promote programs, which include the distribution of inexpensive books to young and school-age children, that motivate children to read.

[(c) REQUIREMENTS OF CONTRACT.—Any contract entered into under subsection (b) shall contain each of the following:

[(1) A provision that the contractor will enter into subcontracts with local private nonprofit groups or organizations, or with public agencies, under which each subcontractor will

agree to establish, operate, and provide the non-Federal share of the cost of reading motivation programs that include the distribution of books, by gift (to the extent feasible) or by loan, to children from birth through secondary school age, including children in family literacy programs.

[(2) A provision that funds made available to subcontractors will be used only to pay the Federal share of the cost of such programs.

[(3) A provision that, in selecting subcontractors for initial funding, the contractor will give priority to programs that will serve a substantial number or percentage of children with special needs, such as the following:

[(A) Low-income children, particularly in high-poverty areas.

[(B) Children at risk of school failure.

[(C) Children with disabilities.

[(D) Foster children.

[(E) Homeless children.

[(F) Migrant children.ildren without access to libraries.

[(H) Institutionalized or incarcerated children.

[(I) Children whose parents are institutionalized or incarcerated.

[(4) A provision that the contractor will provide such training and technical assistance to subcontractors as may be necessary to carry out the purpose of this subpart.

[(5) A provision that the contractor will annually report to the Secretary the number, and a description, of programs funded under paragraph (3).

[(6) Such other terms and conditions as the Secretary determines to be appropriate to ensure the effectiveness of such programs.

[(d) RESTRICTION ON PAYMENTS.—The Secretary shall make no payment of the Federal share of the cost of acquiring and distributing books under any contract under this section unless the Secretary determines that the contractor or subcontractor, as the case may be, has made arrangements with book publishers or distributors to obtain books at discounts at least as favorable as discounts that are customarily given by such publisher or distributor for book purchases made under similar circumstances in the absence of Federal assistance.

[(e) SPECIAL RULES FOR CERTAIN SUBCONTRACTORS.—

[(1) FUNDS FROM OTHER FEDERAL SOURCES.—Subcontractors operating programs under this section in low-income communities with a substantial number or percentage of children with special needs, as described in subsection (c)(3), may use funds from other Federal sources to pay the non-Federal share of the cost of the program, if those funds do not comprise more than 50 percent of the non-Federal share of the funds used for the cost of acquiring and distributing books.

[(2) WAIVER AUTHORITY.—Notwithstanding subsection (c), the contractor may waive, in whole or in part, the requirement in subsection (c)(1) for a subcontractor, if the subcontractor demonstrates that it would otherwise not be able to participate in the program, and enters into an agreement with the contractor with respect to the amount of the non-Federal share to

which the waiver will apply. In a case in which such a waiver is granted, the requirement in subsection (c)(2) shall not apply.

[(f) MULTI-YEAR CONTRACTS.—The contractor may enter into a multi-year subcontract under this section, if—

[(1) the contractor believes that such subcontract will provide the subcontractor with additional leverage in seeking local commitments; and

[(2) the subcontract does not undermine the finances of the national program.

[(g) FEDERAL SHARE DEFINED.—In this section, the term "Federal share" means, with respect to the cost to a subcontractor of purchasing books to be paid for under this section, 75 percent of such costs to the subcontractor, except that the Federal share for programs serving children of migrant or seasonal farmworkers shall be 100 percent of such costs to the subcontractor.

[Subpart 6—Gifted and Talented Students

[SEC. 5461. SHORT TITLE.

[This subpart may be cited as the "Jacob K. Javits Gifted and Talented Students Education Act of 2001".

[SEC. 5462. PURPOSE.

[The purpose of this subpart is to initiate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to meet the special educational needs of gifted and talented students.

[SEC. 5463. RULE OF CONSTRUCTION.

[Nothing in this subpart shall be construed to prohibit a recipient of funds under this subpart from serving gifted and talented students simultaneously with students with similar educational needs, in the same educational settings, where appropriate.

[SEC. 5464. AUTHORIZED PROGRAMS.

[(a) ESTABLISHMENT OF PROGRAM.—

[(1) IN GENERAL.—The Secretary (after consultation with experts in the field of the education of gifted and talented students) is authorized to make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, other public agencies, and other private agencies and organizations (including Indian tribes and Indian organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)) and Native Hawaiian organizations) to assist such agencies, institutions, and organizations in carrying out programs or projects authorized by this subpart that are designed to meet the educational needs of gifted and talented students, including the training of personnel in the education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods for all students.

[(2) APPLICATION.—Each entity seeking assistance under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information as

the Secretary may reasonably require. Each such application shall describe how—

[(A) the proposed gifted and talented services, materials, and methods can be adapted, if appropriate, for use by all students; and

[(B) the proposed programs can be evaluated.

[(b) USE OF FUNDS.—Programs and projects assisted under this section may include each of the following:

[(1) Conducting—

[(A) scientifically based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to serve all students; and

[(B) program evaluations, surveys, and the collection, analysis, and development of information needed to accomplish the purpose of this subpart.

[(2) Carrying out professional development (including fellowships) for personnel (including leadership personnel) involved in the education of gifted and talented students.

[(3) Establishing and operating model projects and exemplary programs for serving gifted and talented students, including innovative methods for identifying and educating students who may not be served by traditional gifted and talented programs (such as summer programs, mentoring programs, service learning programs, and cooperative programs involving business, industry, and education).

[(4) Implementing innovative strategies, such as cooperative learning, peer tutoring, and service learning.

[(5) Carrying out programs of technical assistance and information dissemination, including assistance and information with respect to how gifted and talented programs and methods, where appropriate, may be adapted for use by all students.

[(6) Making materials and services available through State regional educational service centers, institutions of higher education, or other entities.

[(7) Providing funds for challenging, high-level course work, disseminated through technologies (including distance learning), for individual students or groups of students in schools and local educational agencies that would not otherwise have the resources to provide such course work.

[(c) SPECIAL RULE.—To the extent that funds appropriated to carry out this subpart for a fiscal year beginning with fiscal year 2002 exceed such funds appropriated for fiscal year 2001, the Secretary shall use such excess funds to award grants, on a competitive basis, to State educational agencies, local educational agencies, or both, to implement activities described in subsection (b).

[(d) CENTER FOR RESEARCH AND DEVELOPMENT.—

[(1) IN GENERAL.—The Secretary (after consultation with experts in the field of the education of gifted and talented students) shall establish a National Research Center for the Education of Gifted and Talented Children and Youth through grants to, or contracts with, one or more institutions of higher education or State educational agencies, or a combination or consortium of such institutions and agencies and other public

or private agencies and organizations, for the purpose of carrying out activities described in subsection (b).

[(2) DIRECTOR.—The National Center shall be headed by a Director. The Secretary may authorize the Director to carry out such functions of the National Center as may be agreed upon through arrangements with institutions of higher education, State educational agencies, local educational agencies, or other public or private agencies and organizations.

[(3) FUNDING.—The Secretary may use not more than 30 percent of the funds made available under this subpart for fiscal year 2001 to carry out this subsection.

[(e) COORDINATION.—Scientifically based research activities supported under this subpart—

[(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordinated with and enhance the research and development activities supported by such Institute; and

[(2) may include collaborative scientifically based research activities which are jointly funded and carried out with such Institute.

[SEC. 5465. PROGRAM PRIORITIES.

[(a) GENERAL PRIORITY.—In carrying out this subpart, the Secretary shall give highest priority to programs and projects designed to develop new information that—

[(1) improves the capability of schools to plan, conduct, and improve programs to identify and serve gifted and talented students; and

[(2) assists schools in the identification of, and provision of services to, gifted and talented students (including economically disadvantaged individuals, individuals with limited English proficiency, and individuals with disabilities) who may not be identified and served through traditional assessment methods.

[(b) SERVICE PRIORITY.—The Secretary shall ensure that not less than 50 percent of the applications approved under section 5464(a)(2) in a fiscal year address the priority described in subsection (a)(2).

[SEC. 5466. GENERAL PROVISIONS.

[(a) PARTICIPATION OF PRIVATE SCHOOL CHILDREN AND TEACHERS.—In making grants and entering into contracts under this subpart, the Secretary shall ensure, where appropriate, that provision is made for the equitable participation of students and teachers in private nonprofit elementary schools and secondary schools, including the participation of teachers and other personnel in professional development programs serving such students.

[(b) REVIEW, DISSEMINATION, AND EVALUATION.—The Secretary shall—

[(1) use a peer review process in reviewing applications under this subpart;

[(2) ensure that information on the activities and results of programs and projects funded under this subpart is disseminated to appropriate State educational agencies, local educational agencies, and other appropriate organizations, including nonprofit private organizations; and

[(3) evaluate the effectiveness of programs under this subpart in accordance with section 9601, in terms of the impact on students traditionally served in separate gifted and talented programs and on other students, and submit the results of such evaluation to Congress not later than 2 years after the date of enactment of the No Child Left Behind Act of 2001.

[(c) PROGRAM OPERATIONS.—The Secretary shall ensure that the programs under this subpart are administered within the Department by a person who has recognized professional qualifications and experience in the field of the education of gifted and talented students and who shall—

[(1) administer and coordinate the programs authorized under this subpart;

[(2) serve as a focal point of national leadership and information on the educational needs of gifted and talented students and the availability of educational services and programs designed to meet such needs;

[(3) assist the Assistant Secretary for Educational Research and Improvement in identifying research priorities that reflect the needs of gifted and talented students; and

[(4) shall disseminate, and consult on, the information developed under this subpart with other offices within the Department.

[Subpart 7—Star Schools Program

[SEC. 5471. SHORT TITLE.

[This subpart may be cited as the "Star Schools Act".

[SEC. 5472. PURPOSES.

[The purposes of this subpart are the following:

[(1) To encourage improved instruction in mathematics, science, and foreign languages as well as other subjects (such as literacy skills and vocational education).

[(2) To serve underserved populations, including disadvantaged, illiterate, limited English proficient populations, and individuals with disabilities through a Star Schools program under which grants are made to eligible telecommunication partnerships to enable such partnerships—

[(A) to develop, construct, acquire, maintain, and operate telecommunications audio and visual facilities and equipment;

[(B) to develop and acquire educational and instructional programming; and

[(C) to obtain technical assistance for the use of such facilities and instructional programming.

[SEC. 5473. GRANT PROGRAM AUTHORIZED.

[(a) AUTHORIZATION.—The Secretary, in conjunction with the Office of Educational Technology, is authorized to make grants, in accordance with the provisions of this subpart, to eligible entities to pay the Federal share of the cost of the following:

[(1) Development, construction, acquisition, maintenance, and operation of telecommunications facilities and equipment.

[(2) Development and acquisition of live, interactive instructional programming.

[(3) Development and acquisition of preservice and inservice teacher training programs based on established research regarding teacher-to-teacher mentoring, and ongoing, in-class instruction.

[(4) Establishment of teleconferencing facilities and resources for making interactive training available to teachers.

[(5) Obtaining technical assistance.

[(6) Coordination of the design and connectivity of telecommunications networks to reach the greatest number of schools.

[(b) DURATION AND AMOUNT.—

[(1) IN GENERAL.—A grant under this section may not exceed—

[(A) 5 years in duration (subject to subsection (c)); and

[(B) $10,000,000 in any single fiscal year.

[(c) RENEWAL.—

[(1) IN GENERAL.—Grants awarded under subsection (a) may be renewed for a single additional period of 3 years.

[(2) CONTINUING ELIGIBILITY.—In order to be eligible to receive a grant renewal under this subsection, a grant recipient shall demonstrate, to the satisfaction of the Secretary, in an addendum to its application submitted under section 5474, that the grant recipient will—

[(A) continue to provide services in the subject areas and geographic areas assisted with funds received under this subpart for the previous grant period; and

[(B) use all grant funds received under this subpart for the 3 year renewal period to provide expanded services by—

[(i) increasing the number of students, schools, or school districts served by the courses of instruction assisted under this part in the previous fiscal year;

[(ii) providing new courses of instruction; and

[(iii) serving new populations of underserved individuals, such as children or adults who are disadvantaged, have limited English proficiency, are individuals with disabilities, are illiterate, or lack secondary school diplomas or their recognized equivalent.

[(3) SUPPLEMENT, NOT SUPPLANT.—Grant funds received under this subsection shall be used to supplement, and not supplant, services provided by the grant recipient under this subpart in the previous fiscal year.

[(d) RESERVATIONS.—

[(1) INSTRUCTIONAL PROGRAMMING.—At least 25 percent of the funds made available to the Secretary for any fiscal year under this subpart shall be used for the cost of instructional programming.

[(2) LOCAL EDUCATIONAL AGENCY ASSISTANCE.—At least 50 percent of the funds available in any fiscal year under this subpart shall be used for the cost of facilities, equipment, teacher training or retraining, technical assistance, or programming, for local educational agencies that are eligible to receive assistance under part A of title I.

[(e) FEDERAL SHARE.—

[(1) AMOUNT.—The Federal share of the cost of projects funded under this section shall not exceed the following amounts:

[(A) 75 percent for the first and second years for which an eligible telecommunications partnership receives a grant under this subpart.

[(B) 60 percent for the third and fourth such years.

[(C) 50 percent for the fifth such year.

[(2) REDUCTION OR WAIVER.—The Secretary may reduce or waive the corresponding non-Federal share under paragraph (1) upon a showing of financial hardship.

[(f) REQUIRED LOCAL EDUCATIONAL AGENCY PARTICIPATION.—The Secretary is authorized to make a grant under this section to any eligible entity, if at least one local educational agency is participating in the proposed program.

[(g) ASSISTANCE OBTAINING SATELLITE TIME.—The Secretary may assist recipients of grants made under this section in acquiring satellite time, where appropriate, as economically as possible.

[SEC. 5474. APPLICATIONS.

[(a) SUBMISSION.—Each eligible entity that desires to receive a grant under section 5473 shall submit an application to the Secretary, at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

[(b) CONTENTS.—An application submitted under subsection (a) shall include each of the following:

[(1) A description of how the proposed program will assist all students to have an opportunity to meet challenging State academic achievement standards, how such program will assist State and local educational reform efforts, and how such program will contribute to creating a high-quality system of educational development.

[(2) A description of the telecommunications facilities and equipment and technical assistance for which assistance is sought, which may include—

[(A) the design, development, construction, acquisition, maintenance, and operation of State or multistate educational telecommunications networks and technology resource centers;

[(B) microwave, fiber optics, cable, and satellite transmission equipment or any combination thereof;

[(C) reception facilities;

[(D) satellite time;

[(E) production facilities;

[(F) other telecommunications equipment capable of serving a wide geographic area;

[(G) the provision of training services to instructors who will be using the facilities and equipment for which assistance is sought, including training in using such facilities and equipment and training in integrating programs into the classroom curriculum; and

[(H) the development of educational and related programming for use on a telecommunications network.

[(3) In the case of an application for assistance for instructional programming, a description of the types of programming

that will be developed to enhance instruction and training and provide an assurance that such programming will be designed in consultation with professionals (including classroom teachers) who are experts in the applicable subject matter and grade level.

[(4) A description of how the eligible entity has engaged in sufficient survey and analysis of the area to be served to ensure that the services offered by the eligible entity will increase the availability of courses of instruction in English, mathematics, science, foreign languages, arts, history, geography, or other disciplines.

[(5) A description of the professional development policies for teachers and other school personnel to be implemented to ensure the effective use of the telecommunications facilities and equipment for which assistance is sought.

[(6) A description of the manner in which historically underserved students (such as students from low-income families, limited English proficient students, students with disabilities, or students who have low literacy skills) and their families, will participate in the benefits of the telecommunications facilities, equipment, technical assistance, and programming assisted under this subpart.

[(7) A description of how existing telecommunications equipment, facilities, and services, where available, will be used.

[(8) An assurance that the financial interest of the United States in the telecommunications facilities and equipment will be protected for the useful life of such facilities and equipment.

[(9) An assurance that a significant portion of any facilities and equipment, technical assistance, and programming for which assistance is sought for elementary schools and secondary schools will be made available to schools or local educational agencies that have a high number or percentage of children eligible to be counted under part A of title I.

[(10) An assurance that the applicant will use the funds provided under this subpart to supplement, and not supplant, funds available for the purposes of this subpart.

[(11) A description of how funds received under this subpart will be coordinated with funds received for educational technology in the classroom.

[(12) A description of the activities or services for which assistance is sought, such as—

[(A) providing facilities, equipment, training services, and technical assistance;

[(B) making programs accessible to students with disabilities through mechanisms such as closed captioning and descriptive video services;

[(C) linking networks around issues of national importance (such as elections) or to provide information about employment opportunities, job training, or student and other social service programs;

[(D) sharing curriculum resources between networks and development of program guides which demonstrate cooperative, cross-network listing of programs for specific curriculum areas;

[(E) providing teacher and student support services, including classroom and training support materials which permit student and teacher involvement in the live interactive distance learning telecasts;

[(F) incorporating community resources, such as libraries and museums, into instructional programs;

[(G) providing professional development for teachers, including, as appropriate, training to early childhood development and Head Start teachers and staff and vocational education teachers and staff, and adult and family educators;

[(H) providing programs for adults to maximize the use of telecommunications facilities and equipment;

[(I) providing teacher training on proposed or established models of exemplary academic content standards in mathematics and science and other disciplines as such standards are developed; and

[(J) providing parent education programs during and after the regular school day which reinforce a student's course of study and actively involve parents in the learning process.

[(13) A description of how the proposed program as a whole will be financed and how arrangements for future financing will be developed before the program expires.

[(14) An assurance that a significant portion of any facilities, equipment, technical assistance, and programming for which assistance is sought for elementary schools and secondary schools will be made available to schools in local educational agencies that have a high percentage of children counted for the purpose of part A of title I.

[(15) An assurance that the applicant will provide such information and cooperate in any evaluation that the Secretary may conduct under this subpart.

[(16) Such additional assurances as the Secretary may reasonably require.

[(c) APPROVAL.—In approving applications submitted under subsection (a) for grants under section 5473, the Secretary shall—

[(1) to the extent feasible, ensure an equitable geographic distribution of services provided under this subpart.

[(2) give priority to applications describing programs that—

[(A) propose high-quality plans, will provide instruction consistent with State academic content standards, or will otherwise provide significant and specific assistance to States and local educational agencies undertaking systemic education reform;

[(B) will provide services to programs serving adults, especially parents, with low levels of literacy;

[(C) will serve schools with significant numbers of children counted for the purposes of part A of title I;

[(D) ensure that the eligible entity will—

[(i) serve the broadest range of institutions, programs providing instruction outside of the school setting, programs serving adults, especially parents, with low levels of literacy, institutions of higher education,

teacher training centers, research institutes, and private industry;

[(ii) have substantial academic and teaching capabilities, including the capability of training, retraining, and inservice upgrading of teaching skills and the capability to provide professional development;

[(iii) provide a comprehensive range of courses for educators to teach instructional strategies for students with different skill levels;

[(iv) provide training to participating educators in ways to integrate telecommunications courses into existing school curriculum;

[(v) provide instruction for students, teachers, and parents;

[(vi) serve a multistate area; and

[(vii) give priority to the provision of equipment and linkages to isolated areas; and

[(E) involve a telecommunications entity (such as a satellite, cable, telephone, computer, or public or private television stations) participating in the eligible entity and donating equipment or in-kind services for telecommunications linkages.

[SEC. 5475. OTHER GRANT ASSISTANCE.

[(a) SPECIAL STATEWIDE NETWORK.—

[(1) IN GENERAL.—The Secretary, in conjunction with the Office of Educational Technology, may provide assistance to a statewide telecommunications network if such network—

[(A) provides 2-way full-motion interactive video and audio communications;

[(B) links together public colleges and universities and secondary schools throughout the State; and

[(C) meets any other requirements determined appropriate by the Secretary.

[(2) MATCHING CONTRIBUTION.—A statewide telecommunications network assisted under paragraph (1) shall contribute, either directly or through private contributions, non-Federal funds equal to not less than 50 percent of the cost of such network.

[(b) SPECIAL LOCAL NETWORK.—

[(1) IN GENERAL.—The Secretary is authorized to provide assistance, on a competitive basis, to a local educational agency, or a consortium of such agencies, to enable such agency or consortium to establish a high-technology demonstration program.

[(2) PROGRAM REQUIREMENTS.—A high-technology demonstration program assisted under paragraph (1) shall—

[(A) include 2-way full-motion interactive video, audio, and text communications;

[(B) link together elementary schools and secondary schools, colleges, and universities;

[(C) provide parent participation and family programs;

[(D) include a staff development program; and

[(E) have a significant contribution and participation from business and industry.

[(3) MATCHING REQUIREMENT.—A local educational agency or consortium receiving a grant under paragraph (1) shall pro-

vide, either directly or through private contributions, non-Federal matching funds equal to not less than 50 percent of the amount of the grant.

[(c) TELECOMMUNICATIONS PROGRAMS FOR CONTINUING EDUCATION.—

[(1) AUTHORITY.—The Secretary is authorized to award grants, on a competitive basis, to eligible entities to develop and operate one or more programs that provide online access to educational resources in support of continuing education and curriculum requirements relevant to achieving a secondary school diploma or its recognized equivalent. The program authorized by this subsection shall be designed to advance adult literacy, secondary school completion, and the acquisition of specified competency by the end of the 12th grade.

[(2) APPLICATIONS.—Each eligible entity desiring a grant under this subsection shall submit an application to the Secretary. The application shall include each of the following:

[(A) A demonstration that the applicant will use publicly funded or free public telecommunications infrastructure to deliver video, voice, and data in an integrated service to support and assist in the acquisition of a secondary school diploma or its recognized equivalent.

[(B) An assurance that the content of the materials to be delivered is consistent with the accreditation requirements of the State for which such materials are used.

[(C) To the extent feasible, materials developed in the Federal departments and agencies and under appropriate federally funded programs.

[(D) An assurance that the applicant has the technological and substantive experience to carry out the program.

[(E) Such additional assurances as the Secretary may reasonably require.

[SEC. 5476. ADMINISTRATIVE PROVISIONS.

[(a) LEADERSHIP, EVALUATION, AND PEER REVIEW.—

[(1) RESERVATION OF FUNDS.—The Secretary may reserve not more than 5 percent of the amount made available to carry out this subpart for a fiscal year for national leadership, evaluation, and peer review activities, which the Secretary may carry out directly or through grants, contracts, and cooperative agreements.

[(2) LEADERSHIP.—Funds reserved for leadership activities under paragraph (1) may be used for—

[(A) disseminating information, including lists and descriptions of services available from grant recipients under this subpart; and

[(B) other activities designed to enhance the quality of distance learning activities nationwide.

[(3) EVALUATION.—Funds reserved for evaluation activities under paragraph (1) may be used to conduct independent evaluations of the activities assisted under this subpart and of distance learning in general, including—

[(A) analyses of distance learning efforts (including such efforts that are, or are not, assisted under this subpart); and

[(B) comparisons of the effects (including student outcomes) of different technologies in distance learning efforts.

[(4) PEER REVIEW.—Funds reserved for peer review activities under paragraph (1) may be used for peer review of—

[(A) applications for grants under this subpart; and

[(B) activities assisted under this subpart.

[(b) COORDINATION.—The Department, the National Science Foundation, the Department of Agriculture, the Department of Commerce, and any other Federal department or agency operating a telecommunications network for educational purposes, shall coordinate the activities assisted under this subpart with the activities of such department or agency relating to a telecommunications network for educational purposes.

[(c) FUNDS FROM OTHER AGENCIES.—The Secretary may accept funds from other Federal departments or agencies to carry out the purposes of this subpart, including funds for the purchase of equipment.

[(d) AVAILABILITY OF FUNDS.—Funds made available to carry out this subpart shall remain available until expended.

[(e) CLOSED CAPTIONING AND DESCRIPTIVE VIDEO.—The Secretary shall encourage each entity receiving funds under this subpart to provide—

[(1) closed captioning of the verbal content of the entity's programming, as appropriate; and

[(2) descriptive video of the visual content of the entity's programming, as appropriate.

[SEC. 5477. DEFINITIONS.

[In this subpart:

[(1) EDUCATIONAL INSTITUTION.—The term "educational institution" means an institution of higher education, a local educational agency, or a State educational agency.

[(2) ELIGIBLE ENTITY.—The term "eligible entity" includes any of the following that is organized on a Statewide or multistate basis:

[(A) A public agency or corporation established for the purpose of developing and operating telecommunications networks to enhance educational opportunities provided by educational institutions, teacher training centers, and other entities, except that any such agency or corporation shall represent the interests of elementary schools and secondary schools that are eligible to participate in the program under part A of title I.

[(B) A partnership that will provide telecommunications services and that includes three or more of the following entities, at least one of which shall be an agency described in clause (i) or (ii):

[(i) A local educational agency that serves a significant number of elementary schools and secondary schools that are eligible for assistance under part A of title I, or elementary schools and secondary schools operated or funded for Indian children by the Department of the Interior eligible under section 1121(d)(1)(A).

[(ii) A State educational agency.

[(iii) An adult and family education program.

[(iv) An institution of higher education or a State higher education agency (as that term is defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003)).

[(v) A teacher training center or academy that—

[(I) provides teacher preservice and inservice training; and

[(II) receives Federal financial assistance or has been approved by a State agency;

[(vi)(I) A public or private entity with experience and expertise in the planning and operation of a telecommunications network, including entities involved in telecommunications through satellite, cable, telephone, or computer; or

[(II) a public broadcasting entity with such experience.

[(vii) A public or private elementary school or secondary school.

[(3) INSTRUCTIONAL PROGRAMMING.—The term "instructional programming" means courses of instruction and training courses for elementary and secondary students, teachers, and others, and materials for use in such instruction and training that have been prepared in audio and visual form on tape, disc, film, or live, and presented by means of telecommunications devices.

[(4) PUBLIC BROADCASTING ENTITY.—The term "public broadcasting entity" has the same meaning given such term in section 397 of the Communications Act of 1934 (47 U.S.C. 397).

[Subpart 8—Ready to Teach

[SEC. 5481. GRANTS.

[(a) IN GENERAL.—The Secretary is authorized to award grants to a nonprofit telecommunications entity, or partnership of such entities, for the purpose of carrying out a national telecommunications-based program to improve teaching in core curriculum areas. The program shall be designed to assist elementary school and secondary school teachers in preparing all students to achieve challenging State academic content and student academic achievement standards in core curriculum areas.

[(b) DIGITAL EDUCATIONAL PROGRAMMING.—The Secretary is authorized to award grants, as provided for in section 5484, to eligible entities described in subsection (b) of such section, to enable such entities to develop, produce, and distribute innovative educational and instructional video programming that is designed for use by elementary schools and secondary schools and based on challenging State academic content and student academic achievement standards. In awarding such grants, the Secretary shall ensure that eligible entities enter into multiyear content development collaborative arrangements with State educational agencies, local educational agencies, institutions of higher education, businesses, or other agencies or organizations.

[SEC. 5482. APPLICATION REQUIRED.

[(a) GENERAL APPLICATION.—

[(1) IN GENERAL.—To be eligible to receive a grant under section 5481(a), a nonprofit telecommunications entity, or partnership of such entities shall submit an application to the Secretary. Each such application shall—

[(A) demonstrate that the applicant will use the public broadcasting infrastructure, the Internet, and school digital networks, where available, to deliver video and data in an integrated service to train teachers in the use of materials and learning technologies for achieving challenging State academic content and student academic achievement standards;

[(B) ensure that the project for which assistance is sought will be conducted in cooperation with appropriate State educational agencies, local educational agencies, and State or local nonprofit public telecommunications entities;

[(C) ensure that a significant portion of the benefits available for elementary schools and secondary schools from the project for which assistance is sought will be available to schools of local educational agencies that have a high percentage of children counted for the purpose of part A of title I; and

[(D) contain such additional assurances as the Secretary may reasonably require.

[(2) SITES.—In approving applications under paragraph (1), the Secretary shall ensure that the program authorized by section 5481(a) is conducted at elementary school and secondary school sites throughout the United States.

[(b) PROGRAMMING APPLICATION.—To be eligible to receive a grant under section 5481(b), an entity shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[SEC. 5483. REPORTS AND EVALUATION.

[An entity receiving a grant under section 5481(a) shall prepare and submit to the Secretary an annual report that contains such information as the Secretary may require. At a minimum, such report shall describe the program activities undertaken with funds received under the grant, including—

[(1) the core curriculum areas for which program activities have been undertaken and the number of teachers using the program in each core curriculum area; and

[(2) the States in which teachers using the program are located.

[SEC. 5484. DIGITAL EDUCATIONAL PROGRAMMING GRANTS.

[(a) GRANTS.—The Secretary is authorized to award grants under section 5481(b) to eligible entities to facilitate the development of educational programming that shall—

[(1) include student assessment tools to provide feedback on student academic achievement;

[(2) include built-in teacher utilization and support components to ensure that teachers understand and can easily use the content of the programming with group instruction or for individual student use;

[(3) be created for, or adaptable to, challenging State academic content standards and student academic achievement standards; and

[(4) be capable of distribution through digital broadcasting and school digital networks.

[(b) ELIGIBLE ENTITIES.—To be eligible to receive a grant under section 5481(b), an entity shall be a local public telecommunications entity, as defined in section 397(12) of the Communications Act of 1934, that is able to demonstrate a capacity for the development and distribution of educational and instructional television programming of high quality.

[(c) COMPETITIVE BASIS.—Grants under section 5481(b) shall be awarded on a competitive basis as determined by the Secretary.

[(d) MATCHING REQUIREMENT.—To be eligible to receive a grant under section 5481(b), an entity shall contribute to the activities assisted under such grant non-Federal matching funds in an amount equal to not less than 100 percent of the amount of the grant. Such matching funds may include funds provided for the transition to digital broadcasting, as well as in-kind contributions.

[(e) DURATION.—A grant under section 5481(b) shall be awarded for a period of 3 years in order to provide a sufficient period of time for the creation of a substantial body of significant content.

[SEC. 5485. ADMINISTRATIVE COSTS.

[An entity that receives a grant under this subpart may not use more than 5 percent of the amount received under the grant for administrative costs.

[Subpart 9—Foreign Language Assistance Program

[SEC. 5491. SHORT TITLE.

[This subpart may be cited as the "Foreign Language Assistance Act of 2001".

[SEC. 5492. PROGRAM AUTHORIZED.

[(a) PROGRAM AUTHORITY.—

[(1) IN GENERAL.—The Secretary is authorized to make grants, on a competitive basis, to State educational agencies or local educational agencies to pay the Federal share of the cost of innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary school and secondary school students.

[(2) DURATION.—Each grant under paragraph (1) shall be awarded for a period of 3 years.

[(b) REQUIREMENTS.—

[(1) GRANTS TO STATE EDUCATIONAL AGENCIES.—In awarding a grant under subsection (a) to a State educational agency, the Secretary shall support programs that promote systemic approaches to improving foreign language learning in the State.

[(2) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—In awarding a grant under subsection (a) to a local educational agency, the Secretary shall support programs that—

[(A) show the promise of being continued beyond the grant period;

[(B) demonstrate approaches that can be disseminated and duplicated in other local educational agencies; and

[(C) may include a professional development component.

[(c) FEDERAL SHARE.—

[(1) IN GENERAL.—The Federal share for each fiscal year shall be 50 percent.

[(2) WAIVER.—Notwithstanding paragraph (1), the Secretary may determine the Federal share for any local educational agency which the Secretary determines does not have adequate resources to pay the non-Federal share of the cost of the activities assisted under this subpart.

[(d) SPECIAL RULE.—Not less than ¾ of the funds made available under section 5401 to carry out this subpart shall be used for the expansion of foreign language learning in the elementary grades.

[(e) RESERVATION.—The Secretary may reserve not more than 5 percent of funds made available under section 5401 to carry out this subpart for a fiscal year to evaluate the efficacy of programs assisted under this subpart.

[SEC. 5493. APPLICATIONS.

[(a) IN GENERAL.—Any State educational agency or local educational agency desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require.

[(b) SPECIAL CONSIDERATION.—The Secretary shall give special consideration to applications describing programs that—

[(1) include intensive summer foreign language programs for professional development;

[(2) link nonnative English speakers in the community with the schools in order to promote two-way language learning;

[(3) promote the sequential study of a foreign language for students, beginning in elementary schools;

[(4) make effective use of technology, such as computer-assisted instruction, language laboratories, or distance learning, to promote foreign language study;

[(5) promote innovative activities, such as foreign language immersion, partial foreign language immersion, or content-based instruction; and

[(6) are carried out through a consortium comprised of the agency receiving the grant and an elementary school or secondary school.

[SEC. 5494. ELEMENTARY SCHOOL FOREIGN LANGUAGE INCENTIVE PROGRAM.

[(a) INCENTIVE PAYMENTS.—From amounts made available under section 5401 to carry out this subpart, the Secretary shall make an incentive payment for each fiscal year to each public elementary school that provides to students attending such school a program designed to lead to communicative competency in a foreign language.

[(b) AMOUNT.—The Secretary shall determine the amount of the incentive payment under subsection (a) for each public elementary school for each fiscal year on the basis of the number of students participating in a program described in such subsection at such

school for such year compared to the total number of such students at all such schools in the United States for such year.

[(c) REQUIREMENT.—The Secretary shall consider a program to be designed to lead to communicative competency in a foreign language if such program is comparable to a program that provides not less than 45 minutes of instruction in a foreign language for not fewer than 4 days per week throughout an academic year.

[Subpart 10—Physical Education

[SEC. 5501. SHORT TITLE.

[This subpart may be cited as the "Carol M. White Physical Education Program".

[SEC. 5502. PURPOSE.

[The purpose of this subpart is to award grants and contracts to initiate, expand, and improve physical education programs for all kindergarten through 12th-grade students.

[SEC. 5503. PROGRAM AUTHORIZED.

[(a) AUTHORIZATION.—The Secretary is authorized to award grants to local educational agencies and community-based organizations (such as Boys and Girls Clubs, Boy Scouts and Girl Scouts, and the Young Men's Christian Organization (YMCA) and Young Women's Christian Organization (YWCA)) to pay the Federal share of the costs of initiating, expanding, and improving physical education programs (including after-school programs) for kindergarten through 12th-grade students by—

[(1) providing equipment and support to enable students to participate actively in physical education activities; and

[(2) providing funds for staff and teacher training and education.

[(b) PROGRAM ELEMENTS.—A physical education program funded under this subpart may provide for one or more of the following:

[(1) Fitness education and assessment to help students understand, improve, or maintain their physical well-being.

[(2) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.

[(3) Development of, and instruction in, cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle.

[(4) Opportunities to develop positive social and cooperative skills through physical activity participation.

[(5) Instruction in healthy eating habits and good nutrition.

[(6) Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

[(c) SPECIAL RULE.—For the purpose of this subpart, extracurricular activities, such as team sports and Reserve Officers' Training Corps (ROTC) program activities, shall not be considered as part of the curriculum of a physical education program assisted under this subpart.

[SEC. 5504. APPLICATIONS.

[(a) SUBMISSION.—Each local educational agency or community-based organization desiring a grant or contract under this subpart

shall submit to the Secretary an application that contains a plan to initiate, expand, or improve physical education programs in order to make progress toward meeting State standards for physical education.

[(b) PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS.—An application for funds under this subpart may provide for the participation, in the activities funded under this subpart, of—

[(1) students enrolled in private nonprofit elementary schools or secondary schools, and their parents and teachers; or

[(2) home-schooled students, and their parents and teachers.

[SEC. 5505. REQUIREMENTS.

[(a) ANNUAL REPORT TO THE SECRETARY.—In order to continue receiving funding after the first year of a multiyear grant or contract under this subpart, the administrator of the grant or contract for the local educational agency or community-based organization shall submit to the Secretary an annual report that—

[(1) describes the activities conducted during the preceding year; and

[(2) demonstrates that progress has been made toward meeting State standards for physical education.

[(b) ADMINISTRATIVE EXPENSES.—Not more than 5 percent of the grant funds made available to a local educational agency or community-based organization under this subpart for any fiscal year may be used for administrative expenses.

[SEC. 5506. ADMINISTRATIVE PROVISIONS.

[(a) FEDERAL SHARE.—The Federal share under this subpart may not exceed—

[(1) 90 percent of the total cost of a program for the first year for which the program receives assistance under this subpart; and

[(2) 75 percent of such cost for the second and each subsequent such year.

[(b) PROPORTIONALITY.—To the extent practicable, the Secretary shall ensure that grants awarded under this subpart shall be equitably distributed among local educational agencies and community-based organizations serving urban and rural areas.

[(c) REPORT TO CONGRESS.—Not later than June 1, 2003, the Secretary shall submit a report to Congress that—

[(1) describes the programs assisted under this subpart;

[(2) documents the success of such programs in improving physical fitness; and

[(3) makes such recommendations as the Secretary determines appropriate for the continuation and improvement of the programs assisted under this subpart.

[(d) AVAILABILITY OF FUNDS.—Amounts made available to the Secretary to carry out this subpart shall remain available until expended.

[SEC. 5507. SUPPLEMENT, NOT SUPPLANT.

[Funds made available under this subpart shall be used to supplement, and not supplant, any other Federal, State, or local funds available for physical education activities.

[Subpart 11—Community Technology Centers

[SEC. 5511. PURPOSE AND PROGRAM AUTHORIZATION.

[(a) PURPOSE.—It is the purpose of this subpart to assist eligible applicants—

[(1) to create or expand community technology centers that will provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and related training; and

[(2) to provide technical assistance and support to community technology centers.

[(b) PROGRAM AUTHORIZATION.—The Secretary is authorized, in conjunction with the Office of Educational Technology, to award grants, contracts, or cooperative agreements, on a competitive basis, for a period of not more than 3 years, to eligible applicants in order to assist such applicants in—

[(1) creating or expanding community technology centers; or

[(2) providing technical assistance and support to community technology centers.

[(3) SERVICE OF AMERICORPS PARTICIPANTS.—The Secretary may collaborate with the Chief Executive Officer of the Corporation for National and Community Service on the use in community technology centers of participants in National Service programs carried out under subtitle C of title I of the National and Community Service Act of 1990 (42 U.S.C. 12571 et seq.).

[SEC. 5512. ELIGIBILITY AND APPLICATION REQUIREMENTS.

[(a) ELIGIBLE APPLICANTS.—In order to be eligible to receive an award under this subpart, an applicant shall—

[(1) be an entity (such as a foundation, museum, library, for-profit business, public or private nonprofit organization, or community-based organization), an institution of higher education, a State educational agency, a local education agency, or a consortium of such entities, institutions, or agencies; and

[(2) have the capacity to significantly expand access to computers and related services for disadvantaged residents of economically distressed urban and rural communities (who would otherwise be denied such access).

[(b) APPLICATION REQUIREMENTS.—In order to receive an award under this subpart, an eligible applicant shall submit an application to the Secretary at such time, and containing such information, as the Secretary may require. The application shall include each of the following:

[(1) A description of the proposed project, including a description of the magnitude of the need for the services and how the project would expand access to information technology and related services to disadvantaged residents of an economically distressed urban or rural community.

[(2) A demonstration of—

[(A) the commitment, including the financial commitment, of entities (such as institutions, organizations, business and other groups in the community) that will provide support for the creation, expansion, and continuation of the proposed project; and

[(B) the extent to which the proposed project coordinates with other appropriate agencies, efforts, and organizations providing services to disadvantaged residents of an economically distressed urban or rural community.

[(3) A description of how the proposed project would be sustained once the Federal funds awarded under this subpart end.

[(4) A plan for the evaluation of the program, which shall include benchmarks to monitor progress toward specific project objectives.

[(c) MATCHING REQUIREMENTS.—The Federal share of the cost of any project funded under this subpart shall not exceed 50 percent. The non-Federal share of such project may be in cash or in kind, fairly evaluated, including services.

[SEC. 5513. USES OF FUNDS.

[(a) REQUIRED USES.—A recipient shall use funds under this subpart for—

[(1) creating or expanding community technology centers that expand access to information technology and related training for disadvantaged residents of distressed urban or rural communities; and

[(2) evaluating the effectiveness of the project.

[(b) PERMISSIBLE USES.—A recipient may use funds under this subpart for activities, described in its application, that carry out the purposes of this subpart, such as—

[(1) supporting a center coordinator, and staff, to supervise instruction and build community partnerships;

[(2) acquiring equipment, networking capabilities, and infrastructure to carry out the project; and

[(3) developing and providing services and activities for community residents that provide access to computers, information technology, and the use of such technology in support of preschool preparation, academic achievement, educational development, and workforce development, such as the following:

[(A) After-school activities in which children and youths use software that provides academic enrichment and assistance with homework, develop their technical skills, explore the Internet, and participate in multimedia activities, including web page design and creation.

[(B) Adult education and family literacy activities through technology and the Internet, including—

[(i) General Education Development, Language Instruction Educational Programs, and adult basic education classes or programs;

[(ii) introduction to computers;

[(iii) intergenerational activities; and

[(iv) educational development opportunities.

[(C) Career development and job preparation activities, such as—

[(i) training in basic and advanced computer skills;

[(ii) resume writing workshops; and

[(iii) access to databases of employment opportunities, career information, and other online materials.

[(D) Small business activities, such as—

[(i) computer-based training for basic entrepreneurial skills and electronic commerce; and

[(ii) access to information on business start-up programs that is available online, or from other sources.

[(E) Activities that provide home access to computers and technology, such as assistance and services to promote the acquisition, installation, and use of information technology in the home through low-cost solutions such as networked computers, web-based television devices, and other technology.

[Subpart 12—Educational, Cultural, Apprenticeship, and Exchange Programs for Alaska Natives, Native Hawaiians, and Their Historical Whaling and Trading Partners in Massachusetts

[SEC. 5521. SHORT TITLE.

[This subpart may be cited as the "Alaska Native and Native Hawaiian Education Through Cultural and Historical Organizations Act".

[SEC. 5522. FINDINGS AND PURPOSES.

[(a) FINDINGS.—Congress finds the following:

[(1) Alaska Natives and Native Hawaiians have been linked for over 200 years to the coastal towns of Salem, Massachusetts, and New Bedford, Massachusetts, through the China trade from Salem and whaling voyages from New Bedford.

[(2) Nineteenth-century trading ships sailed from Salem, Massachusetts, around Cape Horn of South America, and up the Northwest coast of the United States to Alaska, where their crews traded with Alaska Native people for furs, and then went on to Hawaii to trade for sandalwood with Native Hawaiians before going on to China.

[(3) During the 19th century, over 2,000 whaling voyages sailed out of New Bedford, Massachusetts to the Arctic region of Alaska, and joined Alaska Natives from Barrow, Alaska and other areas in the Arctic region in subsistence whaling activities.

[(4) Many New Bedford whaling voyages continued on to Hawaii, where they joined Native Hawaiians from the neighboring islands.

[(5) From those commercial and whaling voyages, a rich cultural exchange and strong trading relationships developed among the three peoples involved.

[(6) In the past decades, awareness of the historical trading, cultural, and whaling links has faded among Alaska Natives, Native Hawaiians, and the people of the continental United States.

[(7) In 2000, the Alaska Native Heritage Center in Alaska, the Bishop Museum in Hawaii, and the Peabody-Essex Museum in Massachusetts initiated the New Trade Winds project to use 21st-century technology, including the Internet, to educate students and their parents about historic and contemporary cultural and trading ties that continue to link the diverse cultures of the peoples involved.

[(8) The New Bedford Whaling Museum, in partnership with the New Bedford Whaling National Historical Park, has devel-

oped a cultural exchange and educational program with the Inupiat Heritage Center in Barrow, Alaska to bring together the children, parents, and elders from the Arctic region of Alaska with children and families of Massachusetts to learn about their historical ties and about each other's contemporary cultures.

[(9) Within the fast-growing cultural sector, meaningful educational and career opportunities based on traditional relationships exist for Alaska Natives, Native Hawaiians, and low-income youth in Massachusetts.

[(10) Cultural institutions can provide practical, culturally relevant, education-related internship and apprentice programs, such as the Museum Action Corps at the Peabody-Essex Museum and similar programs at the New Bedford Oceanarium and other institutions, to prepare youths and their families for careers in the cultural sector.

[(11) The resources of the institutions described in paragraphs (7) and (8) provide unique opportunities for illustrating and interpreting the contributions of Alaska Natives, Native Hawaiians, the whaling industry, and the China trade to the economic, social, and environmental history of the United States, for educating students and their parents, and for providing opportunities for internships and apprenticeships leading to careers with cultural institutions.

[(b) PURPOSES.—The purposes of this subpart are the following:

[(1) To authorize and develop innovative culturally-based educational programs and cultural exchanges to assist Alaska Natives, Native Hawaiians, and children and families of Massachusetts linked by history and tradition to Alaska and Hawaii to learn about shared culture and traditions.

[(2) To authorize and develop internship and apprentice programs to assist Alaska Natives, Native Hawaiians, and children and families of Massachusetts linked by history and tradition with Alaska and Hawaii to prepare for careers with cultural institutions.

[(3) To supplement programs and authorities in the area of education to further the objectives of this subpart.

[(4) To authorize and develop cultural and educational programs relating to any Federally recognized Indian tribe in Mississippi.

[SEC. 5523. PROGRAM AUTHORIZATION.

[(a) GRANTS AND CONTRACTS.—In order to carry out programs that fulfill the purposes of this subpart, the Secretary is authorized to make grants to, or enter into contracts with, the following:

[(1) The Alaska Native Heritage Center in Anchorage, Alaska.

[(2) The Inupiat Heritage Center in Barrow, Alaska.

[(3) The Bishop Museum in Hawaii.

[(4) The Peabody-Essex Museum in Salem, Massachusetts.

[(5) The New Bedford Whaling Museum and the New Bedford Oceanarium in New Bedford, Massachusetts.

[(6) The Mississippi Band of Choctaw Indians in Choctaw, Mississippi.

[(7) Other Alaska Native and Native Hawaiian cultural and educational organizations.

[(8) Cultural and educational organizations with experience in developing or operating programs that illustrate and interpret the contributions of Alaska Natives, Native Hawaiians, the whaling industry, and the China trade to the economic, social, and environmental history of the United States.

[(9) Consortia of the organizations and entities described in this subsection.

[(b) USES OF FUNDS.—Activities provided through programs carried out under this subpart may include one or more of the following:

[(1) Development and implementation of educational programs to increase understanding of cultural diversity and multicultural communication among Alaska Natives, Native Hawaiians, and the people of the continental United States, based on historic patterns of trading and commerce.

[(2) Development and implementation of programs using modern technology, including the Internet, to educate students, their parents, and teachers about historic and contemporary cultural and trading ties that continue to link the diverse cultures of Alaska Natives, Native Hawaiians, and the people of Massachusetts.

[(3) Cultural exchanges of elders, students, parents, and teachers among Alaska Natives, Native Hawaiians, and the people of Massachusetts to increase awareness of diverse cultures among each group.

[(4) Sharing of collections among cultural institutions designed to increase awareness of diverse cultures and links among them.

[(5) Development and implementation of internship and apprentice programs in cultural institutions to train Alaska Natives, Native Hawaiians, and low-income students in Massachusetts for careers with cultural institutions.

[(6) Other activities, consistent with the purposes of this subpart, to meet the educational needs of Alaska Natives, Native Hawaiians, and students and their parents in Massachusetts.

[(7) Cultural and educational programs relating to any Federally recognized Indian tribe in Mississippi.

[SEC. 5524. ADMINISTRATIVE PROVISIONS.

[(a) APPLICATION REQUIRED.—No grant may be made under this subpart, and no contract may be entered into under this subpart, unless the entity seeking the grant or contract submits an application to the Secretary at such time, in such manner, and containing such information as the Secretary may determine to be necessary to carry out the provisions of this subpart.

[(b) LOCAL EDUCATIONAL AGENCY COORDINATION.—Each applicant for a grant or contract under this subpart shall inform each local educational agency serving students who will participate in the program to be carried out under the grant or contract about the application.

[SEC. 5525. AVAILABILITY OF FUNDS.

[If sufficient funds are made available under section 5401 to carry out this subpart for a fiscal year, the Secretary shall make

available, to support activities described in section 5523(b), the following amounts:

[(1) Not less than $2,000,000 each to—

[(A) the New Bedford Whaling Museum, in partnership with the New Bedford Oceanarium, in Massachusetts;

[(B) the Inupiat Heritage Center in Alaska; and

[(C) the Mississippi Band of Choctaw Indians in Choctaw, Mississippi.

[(2) For the New Trade Winds project, not less than $1,000,000 each to—

[(A) the Alaska Native Heritage Center in Alaska;

[(B) the Bishop Museum in Hawaii; and

[(C) the Peabody-Essex Museum in Massachusetts.

[(3) For internship and apprenticeship programs (including the Museum Action Corps of the Peabody-Essex Museum), not less than $1,000,000 each to—

[(A) the Alaska Native Heritage Center in Alaska;

[(B) the Bishop Museum in Hawaii; and

[(C) the Peabody-Essex Museum in Massachusetts.

[SEC. 5526. DEFINITIONS.

[In this subpart:

[(1) ALASKA NATIVE.—The term "Alaska Native" has the meaning given that term in section 7306.

[(2) NATIVE HAWAIIAN.—The term "Native Hawaiian" has the meaning given that term in section 7207.

[Subpart 13—Excellence in Economic Education

[SEC. 5531. SHORT TITLE.

[This subpart may be cited as the "Excellence in Economic Education Act of 2001".

[SEC. 5532. PURPOSE AND GOALS.

[(a) PURPOSE.—The purpose of this subpart is to promote economic and financial literacy among all students in kindergarten through grade 12 by awarding a competitive grant to a national nonprofit educational organization that has as its primary purpose the improvement of the quality of student understanding of personal finance and economics.

[(b) OBJECTIVES.—The objectives of this subpart are the following:

[(1) To increase students' knowledge of, and achievement in, economics to enable the students to become more productive and informed citizens.

[(2) To strengthen teachers' understanding of, and competency in, economics to enable the teachers to increase student mastery of economic principles and the practical application of those principles.

[(3) To encourage economic education research and development, to disseminate effective instructional materials, and to promote replication of best practices and exemplary programs that foster economic literacy.

[(4) To assist States in measuring the impact of education in economics.

[(5) To leverage and expand private and public support for economic education partnerships at national, State, and local levels.

[SEC. 5533. GRANT PROGRAM AUTHORIZED.

[(a) AUTHORIZATION.—The Secretary is authorized to award a competitive grant to a national nonprofit educational organization that has as its primary purpose the improvement of the quality of student understanding of personal finance and economics through effective teaching of economics in the Nation's classrooms (referred to in this subpart as the "grantee").

[(b) USES OF FUNDS.—

[(1) DIRECT ACTIVITIES.—The grantee shall use 25 percent of the funds made available through the grant for a fiscal year—

[(A) to strengthen and expand the grantee's relationships with State and local personal finance, entrepreneurial, and economic education organizations;

[(B) to support and promote training of teachers who teach a grade from kindergarten through grade 12 regarding economics, including the dissemination of information on effective practices and research findings regarding the teaching of economics;

[(C) to support research on effective teaching practices and the development of assessment instruments to document student understanding of personal finance and economics; and

[(D) to develop and disseminate appropriate materials to foster economic literacy.

[(2) SUBGRANTS.—The grantee shall use 75 percent of the funds made available through the grant for a fiscal year to award subgrants to State educational agencies or local educational agencies, and State or local economic, personal finance, or entrepreneurial education organizations (referred to in this section as the "recipient"). The grantee shall award such a subgrant to pay for the Federal share of the cost of enabling the recipient to work in partnership with one or more of the entities described in paragraph (3) for one or more of the following purposes:

[(A) Collaboratively establishing and conducting teacher training programs that use effective and innovative approaches to the teaching of economics, personal finance, and entrepreneurship.

[(B) Providing resources to school districts that desire to incorporate economics and personal finance into the curricula of the schools in the districts.

[(C) Conducting evaluations of the impact of economic and financial literacy education on students.

[(D) Conducting economic and financial literacy education research.

[(E) Creating and conducting school-based student activities to promote consumer, economic, and personal finance education (such as saving, investing, and entrepreneurial education) and to encourage awareness and student academic achievement in economics.

[(F) Encouraging replication of best practices to promote economic and financial literacy.

[(3) PARTNERSHIP ENTITIES.—The entities described in this paragraph are the following:

[(A) A private sector entity.

[(B) A State educational agency.

[(C) A local educational agency.

[(D) An institution of higher education.

[(E) An organization promoting economic development.

[(F) An organization promoting educational excellence.

[(G) An organization promoting personal finance or entrepreneurial education.

[SEC. 5534. APPLICATIONS.

[(a) GRANTEE APPLICATIONS.—To be eligible to receive a grant under this subpart, the grantee shall submit to the Secretary an application at such time, in such manner, and accompanied by such information as the Secretary may require.

[(b) RECIPIENT APPLICATIONS.—

[(1) SUBMISSION.—To be eligible to receive a subgrant under this section, a recipient shall submit an application to the grantee at such time, in such manner, and accompanied by such information as the grantee may require.

[(2) REVIEW.—The grantee shall invite the individuals described in paragraph (3) to review all applications from recipients for a subgrant under this section and to make recommendations to the grantee regarding the approval of the applications.

[(3) REVIEWERS.—The individuals described in this paragraph are the following:

[(i) Leaders in the fields of economics and education.

[(ii) Such other individuals as the grantee determines to be necessary, especially members of the State and local business, banking, and finance communities.

[SEC. 5535. REQUIREMENTS.

[(a) ADMINISTRATIVE COSTS.—The grantee and each recipient receiving a subgrant under this subpart for a fiscal year may use not more than 5 percent of the funds made available through the grant or subgrant for administrative costs.

[(b) TEACHER TRAINING PROGRAMS.—In carrying out the teacher training programs described in section 5533(b)(2)(A), a recipient shall—

[(1) train teachers who teach a grade from kindergarten through grade 12; and

[(2) encourage teachers from disciplines other than economics and financial literacy to participate in such teacher training programs, if the training will promote the economic and financial literacy of those teachers' students.

[(c) INVOLVEMENT OF BUSINESS COMMUNITY.—In carrying out the activities assisted under this subpart, the grantee and recipients are strongly encouraged to—

[(1) include interactions with the local business community to the fullest extent possible to reinforce the connection between economic and financial literacy and economic development; and

[(2) work with private businesses to obtain matching contributions for Federal funds and assist recipients in working toward self-sufficiency.

[(d) ADDITIONAL REQUIREMENTS AND TECHNICAL ASSISTANCE.—The grantee shall—

[(1) meet such other requirements as the Secretary determines to be necessary to assure compliance with this section; and

[(2) receive from the Secretary such technical assistance as may be necessary to carry out this section.

[SEC. 5536. ADMINISTRATIVE PROVISIONS.

[(a) FEDERAL SHARE.—The Federal share of the cost described in section 5533(b)(2) shall be 50 percent.

[(b) PAYMENT OF NON-FEDERAL SHARE.—The non-Federal share may be paid in cash or in kind (fairly evaluated, including plant, equipment, or services).

[(c) REPORTS TO CONGRESS.—Not later than 2 years after the date funds are first made available to carry out this subpart, and every 2 years thereafter, the Secretary shall submit to the appropriate committees of Congress a report regarding activities assisted under this subpart.

[SEC. 5537. SUPPLEMENT, NOT SUPPLANT.

[Funds made available to carry out this subpart shall be used to supplement, and not supplant, other Federal, State, and local funds expended for the purpose described in section 5532(a).

[Subpart 14—Grants to Improve the Mental Health of Children

[SEC. 5541. GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS.

[(a) AUTHORIZATION.—The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies, local educational agencies, or Indian tribes, for the purpose of increasing student access to quality mental health care by developing innovative programs to link local school systems with the local mental health system.

[(b) DURATION.—With respect to a grant, contract, or cooperative agreement awarded or entered into under this section, the period during which payments under such grant, contract or agreement are made to the recipient may not exceed 5 years.

[(c) USE OF FUNDS.—A State educational agency, local educational agency, or Indian tribe that receives a grant, contract, or cooperative agreement under this section shall use amounts made available through such grant, contract, or cooperative agreement for the following:

[(1) To enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.

[(2) To enhance the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.

[(3) To provide training for the school personnel and mental health professionals who will participate in the program carried out under this section.

[(4) To provide technical assistance and consultation to school systems and mental health agencies and families participating in the program carried out under this section.

[(5) To provide linguistically appropriate and culturally competent services.

[(6) To evaluate the effectiveness of the program carried out under this section in increasing student access to quality mental health services, and make recommendations to the Secretary about sustainability of the program.

[(d) APPLICATIONS.—To be eligible to receive a grant, contract, or cooperative agreement under this section, a State educational agency, local educational agency, or Indian tribe shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. The application shall include each of the following:

[(1) A description of the program to be funded under the grant, contract, or cooperative agreement.

[(2) A description of how such program will increase access to quality mental health services for students.

[(3) A description of how the applicant will establish a crisis intervention program to provide immediate mental health services to the school community when necessary.

[(4) An assurance that—

[(A) persons providing services under the grant, contract, or cooperative agreement are adequately trained to provide such services;

[(B) the services will be provided in accordance with subsection (c);

[(C) teachers, principal administrators, and other school personnel are aware of the program; and

[(D) parents of students participating in services under this section will be involved in the design and implementation of the services.

[(5) An explanation of how the applicant will support and integrate existing school-based services with the program to provide appropriate mental health services for students.

[(6) An explanation of how the applicant will establish a program that will support students and the school in maintaining an environment conducive to learning.

[(e) INTERAGENCY AGREEMENTS.—

[(1) DESIGNATION OF LEAD AGENCY.—The recipient of each grant, contract, or cooperative agreement shall designate a lead agency to direct the establishment of an interagency agreement among local educational agencies, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities and parents and guardians of students.

[(2) CONTENTS.—The interagency agreement shall ensure the provision of the services described in subsection (c), specifying with respect to each agency, authority, or entity—

[(A) the financial responsibility for the services;

[(B) the conditions and terms of responsibility for the services, including quality, accountability, and coordination of the services; and

[(C) the conditions and terms of reimbursement among the agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution.

[(f) EVALUATION.—The Secretary shall evaluate each program carried out by a State educational agency, local educational agency, or Indian tribe under this section and shall disseminate the findings with respect to each such evaluation to appropriate public and private entities.

[(g) DISTRIBUTION OF AWARDS.—The Secretary shall ensure that grants, contracts, and cooperative agreements awarded or entered into under this section are equitably distributed among the geographical regions of the United States and among urban, suburban, and rural populations.

[(h) RULE OF CONSTRUCTION.—Nothing in Federal law shall be construed—

[(1) to prohibit an entity involved with a program carried out under this section from reporting a crime that is committed by a student to appropriate authorities; or

[(2) to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student.

[(i) SUPPLEMENT, NOT SUPPLANT.—Any services provided through programs carried out under this section must supplement, and not supplant, existing mental health services, including any services required to be provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

[SEC. 5542. PROMOTION OF SCHOOL READINESS THROUGH EARLY CHILDHOOD EMOTIONAL AND SOCIAL DEVELOPMENT.

[(a) AUTHORIZATION.—The Secretary, in consultation with the Secretary of Health and Human Services, may award grants (to be known as "Foundations for Learning Grants") to local educational agencies, local councils, community-based organizations, and other public or nonprofit private entities to assist eligible children to become ready for school.

[(b) APPLICATIONS.—To be eligible to receive a grant under this section, a local educational agency, local council, community-based organization, or other public or nonprofit private entity, or a combination of such entities, shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require. The application shall include each of the following:

[(1) A description of the population that the applicant intends to serve and the types of services to be provided under the grant.

[(2) A description of the manner in which services under the grant will be coordinated with existing similar services provided by public and nonprofit private entities within the State.

[(3) An assurance that—

[(A) services under the grant shall be provided by or under the supervision of qualified professionals with expertise in early childhood development;

[(B) such services shall be culturally competent;

[(C) such services shall be provided in accordance with subsection (c);

[(D) funds received under this section shall be used to supplement, and not supplant, non-Federal funds; and

[(E) parents of students participating in services under this section will be involved in the design and implementation of the services.

[(c) USES OF FUNDS.—A local educational agency, local council, community-based organization, or other public or nonprofit private entity that receives funds under this section may use such funds to benefit eligible children, for one or more of the following:

[(1) To deliver services to eligible children and their families that foster eligible children's emotional, behavioral, and social development and take into consideration the characteristics described in subsection (f)(1).

[(2) To coordinate and facilitate access by eligible children and their families to the services available through community resources, including mental health, physical health, substance abuse, educational, domestic violence prevention, child welfare, and social services.

[(3) To provide ancillary services such as transportation or child care in order to facilitate the delivery of any other services or activities authorized by this section.

[(4) To develop or enhance early childhood community partnerships and build toward a community system of care that brings together child-serving agencies or organizations to provide individualized supports for eligible children and their families.

[(5) To evaluate the success of strategies and services provided pursuant to this section in promoting young children's successful entry to school and to maintain data systems required for effective evaluations.

[(6) To pay for the expenses of administering the activities authorized under this section, including assessment of children's eligibility for services.

[(d) LIMITATIONS.—

[(1) SERVICES NOT OTHERWISE FUNDED.—A local educational agency, local council, community-based organization, or other public or nonprofit private entity may use funds under this section only to pay for services that cannot be paid for using other Federal, State, or local public resources or through private insurance.

[(2) ADMINISTRATIVE EXPENSES.—A grantee may not use more than 3 percent of the amount of the grant to pay the administrative expenses described in subsection (c)(6).

[(e) EVALUATIONS.—The Secretary shall directly evaluate, or enter into a contract for an outside evaluation of, each program carried out under this section and shall disseminate the findings with respect to such evaluation to appropriate public and private entities.

[(f) DEFINITIONS.—In this section:

[(1) ELIGIBLE CHILD.—The term "eligible child" means a child who has not attained the age of 7 years, and to whom two or more of the following characteristics apply:

[(A) The child has been abused, maltreated, or neglected.

[(B) The child has been exposed to violence.

[(C) The child has been homeless.

[(D) The child has been removed from child care, Head Start, or preschool for behavioral reasons or is at risk of being so removed.

[(E) The child has been exposed to parental depression or other mental illness.

[(F) The family income with respect to the child is below 200 percent of the poverty line.

[(G) The child has been exposed to parental substance abuse.

[(H) The child has had early behavioral and peer relationship problems.

[(I) The child had a low birth weight.

[(J) The child has a cognitive deficit or developmental disability.

[(2) LOCAL COUNCIL.—The term "local council" means a council that is established or designated by a local government entity, Indian tribe, regional corporation, or native Hawaiian entity, as appropriate, which is composed of representatives of local agencies directly affected by early learning programs, parents, key community leaders, and other individuals concerned with early learning issues in the locality, such as elementary education, child care resource and referral services, early learning opportunities, child care, and health services.

[(3) PROVIDER OF EARLY CHILDHOOD SERVICES.—The term "provider of early childhood services" means a public or private entity that has regular contact with young children, including child welfare agencies, child care providers, Head Start and Early Head Start providers, preschools, kindergartens, libraries, mental health professionals, family courts, homeless shelters, and primary care providers.

[Subpart 15—Arts in Education

[SEC. 5551. ASSISTANCE FOR ARTS EDUCATION.

[(a) PURPOSES.—The purposes of this subpart are the following:

[(1) To support systemic education reform by strengthening arts education as an integral part of the elementary school and secondary school curriculum.

[(2) To help ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts.

[(3) To support the national effort to enable all students to demonstrate competence in the arts.

[(b) AUTHORITY.—The Secretary is authorized to make grants to, or enter into contracts or cooperative agreements with, eligible entities described in subsection (c).

[(c) ELIGIBLE ENTITIES.—The Secretary may make assistance available under subsection (b) to each of the following eligible entities:

[(1) State educational agencies.

[(2) Local educational agencies.

[(3) Institutions of higher education.

[(4) Museums or other cultural institutions.

[(5) Any other public or private agencies, institutions, or organizations.

[(d) USE OF FUNDS.—Assistance made available under this subpart may be used for any of the following:

[(1) Research on arts education.

[(2) Planning, developing, acquiring, expanding, improving, or disseminating information about model school-based arts education programs.

[(3) The development of model State arts education assessments based on State academic achievement standards.

[(4) The development and implementation of curriculum frameworks for arts education.

[(5) The development of model inservice professional development programs for arts educators and other instructional staff.

[(6) Supporting collaborative activities with Federal agencies or institutions involved in arts education, arts educators, and organizations representing the arts, including State and local arts agencies involved in arts education.

[(7) Supporting model projects and programs in the performing arts for children and youth through arrangements made with the John F. Kennedy Center for the Performing Arts.

[(8) Supporting model projects and programs by Very Special Arts which assure the participation in mainstream settings in arts and education programs of individuals with disabilities.

[(9) Supporting model projects and programs to integrate arts education into the regular elementary school and secondary school curriculum.

[(10) Other activities that further the purposes of this subpart.

[(e) SPECIAL RULE.—If the amount made available to the Secretary to carry out this subpart for any fiscal year is $15,000,000 or less, then such amount shall only be available to carry out the activities described in paragraphs (7) and (8) of subsection (d).

[(f) CONDITIONS.—As conditions of receiving assistance made available under this subpart, the Secretary shall require each entity receiving such assistance—

[(1) to coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters; and

[(2) to use such assistance only to supplement, and not to supplant, any other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

[(g) CONSULTATION.—In carrying out this subpart, the Secretary shall consult with Federal agencies or institutions, arts educators (including professional arts education associations), and organizations representing the arts (including State and local arts agencies involved in arts education).

[Subpart 16—Parental Assistance and Local Family Information Centers

[SEC. 5561. PURPOSES.

[The purposes of this subpart are the following:

[(1) To provide leadership, technical assistance, and financial support to nonprofit organizations (including statewide nonprofit organizations) and local educational agencies to help the organizations and agencies implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement.

[(2) To strengthen partnerships among parents (including parents of children from birth through age 5), teachers, principals, administrators, and other school personnel in meeting the educational needs of children.

[(3) To develop and strengthen the relationship between parents and their children's school.

[(4) To further the developmental progress of children assisted under this subpart.

[(5) To coordinate activities funded under this subpart with parental involvement initiatives funded under section 1118 and other provisions of this Act.

[(6) To provide a comprehensive approach to improving student learning, through coordination and integration of Federal, State, and local services and programs.

[SEC. 5562. GRANTS AUTHORIZED.

[(a) PARENTAL INFORMATION AND RESOURCE CENTERS.—The Secretary is authorized to award grants in each fiscal year to nonprofit organizations (including statewide nonprofit organizations), and consortia of such organizations and local educational agencies, to establish school-linked or school-based parental information and resource centers that provide comprehensive training, information, and support to—

[(1) parents of children enrolled in elementary schools and secondary schools;

[(2) individuals who work with the parents of children enrolled in elementary schools and secondary schools;

[(3) State educational agencies, local educational agencies, schools, organizations that support family-school partnerships (such as parent-teacher associations and Parents as Teachers organizations), and other organizations that carry out parent education and family involvement programs; and

[(4) parents of children from birth through age 5.

[(b) GEOGRAPHIC DISTRIBUTION.—In awarding grants under this subpart, the Secretary shall, to the extent practicable, ensure that such grants are distributed in all geographic regions of the United States.

[SEC. 5563. APPLICATIONS.

[(a) SUBMISSION.—Each nonprofit organization (including a statewide nonprofit organization), or a consortia of such an organization and a local educational agency, that desires a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

[(b) CONTENTS.—Each application submitted under subsection (a), at a minimum, shall include assurances that the organization or consortium will—

[(1)(A) be governed by a board of directors the membership of which includes parents; or

[(B) be an organization or consortium that represents the interests of parents;

[(2) establish a special advisory committee the membership of which includes—

[(A) parents of children enrolled in elementary schools and secondary schools, who shall constitute a majority of the members of the special advisory committee;

[(B) representatives of education professionals with expertise in improving services for disadvantaged children; and

[(C) representatives of local elementary schools and secondary schools, including students and representatives from local youth organizations;

[(3) use at least 50 percent of the funds received under this subpart in each fiscal year to serve areas with high concentrations of low-income families, in order to serve parents who are severely educationally or economically disadvantaged;

[(4) operate a center of sufficient size, scope, and quality to ensure that the center is adequate to serve the parents in the area;

[(5) serve both urban and rural areas;

[(6) design a center that meets the unique training, information, and support needs of parents of children enrolled in elementary schools and secondary schools, particularly such parents who are educationally or economically disadvantaged;

[(7) demonstrate the capacity and expertise to conduct the effective training, information, and support activities for which assistance is sought;

[(8) network with—

[(A) local educational agencies and schools;

[(B) parents of children enrolled in elementary schools and secondary schools;

[(C) parent training and information centers assisted under section 671 of the Individuals with Disabilities Education Act;

[(D) clearinghouses; and

[(E) other organizations and agencies;

[(9) focus on serving parents of children enrolled in elementary schools and secondary schools who are parents of low-income, minority, and limited English proficient children;

[(10) use at least 30 percent of the funds received under this subpart in each fiscal year to establish, expand, or operate Parents as Teachers programs, Home Instruction for Preschool

Youngsters programs, or other early childhood parent education programs;

[(11) provide assistance to parents in areas such as understanding State and local standards and measures of student and school academic achievement;

[(12) work with State educational agencies and local educational agencies to determine parental needs and the best means for delivery of services;

[(13) identify and coordinate Federal, State, and local services and programs that support improved student learning, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education, and job training; and

[(14) work with and foster partnerships with other agencies that provide programs and deliver services described in paragraph (13) to make such programs and services more accessible to children and families.

[SEC. 5564. USES OF FUNDS.

[(a) IN GENERAL.—Grant funds received under this subpart shall be used for one or more of the following:

[(1) To assist parents in participating effectively in their children's education and to help their children meet State and local standards, such as assisting parents—

[(A) to engage in activities that will improve student academic achievement, including understanding the accountability systems in place within their State educational agency and local educational agency and understanding their children's educational academic achievement in comparison to State and local standards;

[(B) to provide follow-up support for their children's educational achievement;

[(C) to communicate effectively with teachers, principals, counselors, administrators, and other school personnel;

[(D) to become active participants in the development, implementation, and review of school-parent compacts, parent involvement policies, and school planning and improvement;

[(E) to participate in the design and provision of assistance to students who are not making adequate academic progress;

[(F) to participate in State and local decisionmaking; and

[(G) to train other parents (such as training related to Parents as Teachers activities).

[(2) To obtain information about the range of options, programs, services, and resources available at the national, State, and local levels to assist parents and school personnel who work with parents.

[(3) To help the parents learn and use the technology applied in their children's education.

[(4) To plan, implement, and fund activities for parents that coordinate the education of their children with other Federal, State, and local services and programs that serve their children or their families.

[(5) To provide support for State or local educational personnel, if the participation of such personnel will further the activities assisted under the grant.

[(6) To coordinate and integrate early childhood programs with school-age programs.

[(b) PERMISSIVE ACTIVITIES.—Grant funds received under this subpart may be used to assist schools with activities including one or more of the following:

[(1) Developing and implementing the schools' plans or activities under sections 1118 and 1119.

[(2) Developing and implementing school improvement plans, including addressing problems that develop in the implementation of the schools' plans or activities under sections 1118 and 1119.

[(3) Providing information about assessment and individual results to parents in a manner and a language the family can understand.

[(4) Coordinating the efforts of Federal, State, and local parent education and family involvement initiatives.

[(5) Providing training, information, and support to—

[(A) State educational agencies;

[(B) local educational agencies and schools, especially low-performing local educational agencies and schools; and

[(C) organizations that support family-school partnerships.

[SEC. 5565. ADMINISTRATIVE PROVISIONS.

[(a) MATCHING FUNDS FOR GRANT RENEWAL.—For each fiscal year after the first fiscal year in which an organization or consortium receives assistance under this subpart, the organization or consortium shall demonstrate in the application submitted for such fiscal year, that a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which contributions may be in cash or in kind.

[(b) SUBMISSION OF INFORMATION.—

[(1) IN GENERAL.—Each organization or consortium receiving assistance under this subpart shall submit to the Secretary, on an annual basis, information concerning the parental information and resource centers assisted under this subpart, including the following information:

[(A) The number of parents (including the number of minority and limited English proficient parents) who receive information and training.

[(B) The types and modes of training, information, and support provided under this subpart.

[(C) The strategies used to reach and serve parents of minority and limited English proficient children, parents with limited literacy skills, and other parents in need of the services provided under this subpart.

[(D) The parental involvement policies and practices used by the center and an evaluation of whether such policies and practices are effective in improving home-school communication, student academic achievement, student and school academic achievement, and parental involvement in school planning, review, and improvement.

[(E) The effectiveness of the activities that local educational agencies and schools are carrying out, with regard to parental involvement and other activities assisted under this Act, that lead to improved student academic achievement and improved student and school academic achievement.

[(2) DISSEMINATION.—The Secretary shall disseminate annually to Congress and the public the information that each organization or consortium submits under paragraph (1).

[(c) TECHNICAL ASSISTANCE.—The Secretary shall provide technical assistance, by grant or contract, for the establishment, development, and coordination of parent training, information, and support programs and parental information and resource centers.

[(d) RULE OF CONSTRUCTION.—Nothing in this subpart shall be construed to prohibit a parental information and resource center from—

[(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

[(2) working with another agency that serves children.

[(e) PARENTAL RIGHTS.—Notwithstanding any other provision of this subpart—

[(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this subpart; and

[(2) no program or center assisted under this subpart shall take any action that infringes in any manner on the right of a parent to direct the education of their children.

[(f) CONTINUATION OF AWARDS.—The Secretary shall use funds made available under this subpart to continue to make grant or contract payments to each entity that was awarded a multiyear grant or contract under title IV of the Goals 2000: Educate America Act (as such title was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001) for the duration of the grant or contract award.

[SEC. 5566. LOCAL FAMILY INFORMATION CENTERS.

[(a) IN GENERAL.—If the amount made available to carry out this subpart for a fiscal year is more than $50,000,000, the Secretary is authorized to award 50 percent of the amount that exceeds $50,000,000 as grants to, and enter into contracts and cooperative agreements with, local nonprofit parent organizations to enable the organizations to support local family information centers that help ensure that parents of students in elementary schools and secondary schools assisted under this subpart have the training, information, and support the parents need to enable the parents to participate effectively in their children's early childhood education, in their children's elementary and secondary education, and in helping their children to meet challenging State academic content and student academic achievement standards.

[(b) LOCAL NONPROFIT PARENT ORGANIZATION DEFINED.—In this section, the term "local nonprofit parent organization" means a private nonprofit organization (other than an institution of higher education) that—

[(1) has a demonstrated record of working with low-income individuals and parents;

[(2)(A) has a board of directors, the majority of whom are parents of students in elementary schools and secondary schools assisted under part A of title I and located in the geographic area to be served by a local family information center; or

[(B) has a special governing committee to direct and implement a local family information center, a majority of the members of whom are parents of students in schools assisted under part A of title I; and

[(3) is located in a community with elementary schools and secondary schools that receive funds under part A of title I, and is accessible to the families of students in those schools.

[Subpart 17—Combatting Domestic Violence

[SEC. 5571. GRANTS TO COMBAT THE IMPACT OF EXPERIENCING OR WITNESSING DOMESTIC VIOLENCE ON ELEMENTARY AND SECONDARY SCHOOL CHILDREN.

[(a) DEFINITIONS.—In this section:

[(1) DOMESTIC VIOLENCE.—The term "domestic violence" has the meaning given that term in section 2003 of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796gg–2).

[(2) EXPERT.—The term "expert" means—

[(A) an expert on domestic violence, sexual assault, and child abuse from the educational, legal, youth, mental health, substance abuse, or victim advocacy field; and

[(B) a State or local domestic violence coalition or community-based youth organization.

[(3) WITNESS DOMESTIC VIOLENCE.—

[(A) IN GENERAL.—The term "witness domestic violence" means to witness—

[(i) an act of domestic violence that constitutes actual or attempted physical assault; or

[(ii) a threat or other action that places the victim in fear of domestic violence.

[(B) WITNESS.—In subparagraph (A), the term "witness" means—

[(i) to directly observe an act, threat, or action described in subparagraph (A), or the aftermath of that act, threat, or action; or

[(ii) to be within earshot of an act, threat, or action described in subparagraph (A), or the aftermath of that act, threat, or action.

[(b) GRANTS AUTHORIZED.—

[(1) AUTHORITY.—The Secretary is authorized to award grants to local educational agencies that work with experts to enable the elementary schools and secondary schools served by the local educational agency—

[(A) to provide training to school administrators, faculty, and staff, with respect to issues concerning children who experience domestic violence in dating relationships or who witness domestic violence, and the impact of the violence on the children;

[(B) to provide educational programming for students regarding domestic violence and the impact of experiencing or witnessing domestic violence on children;

[(C) to provide support services for students and school personnel to develop and strengthen effective prevention and intervention strategies with respect to issues concerning children who experience domestic violence in dating relationships or who witness domestic violence, and the impact of the violence on the children; and

[(D) to develop and implement school system policies regarding appropriate and safe responses to, identification of, and referral procedures for, students who are experiencing or witnessing domestic violence.

[(2) AWARD BASIS.—The Secretary is authorized to award grants under this section—

[(A) on a competitive basis; and

[(B) in a manner that ensures that such grants are equitably distributed among local educational agencies located in rural, urban, and suburban areas.

[(3) POLICY DISSEMINATION.—The Secretary shall disseminate to local educational agencies any Department policy guidance regarding the prevention of domestic violence and the impact on children of experiencing or witnessing domestic violence.

[(c) USES OF FUNDS.—Funds made available to carry out this subpart may be used for one or more of the following purposes:

[(1) To provide training for elementary school and secondary school administrators, faculty, and staff that addresses issues concerning elementary school and secondary school students who experience domestic violence in dating relationships or who witness domestic violence, and the impact of such violence on those students.

[(2) To provide education programs for elementary school and secondary school students that are developmentally appropriate for the students' grade levels and are designed to meet any unique cultural and language needs of the particular student populations.

[(3) To develop and implement elementary school and secondary school system policies regarding—

[(A) appropriate and safe responses to, identification of, and referral procedures for, students who are experiencing or witnessing domestic violence; and

[(B) to develop and implement policies on reporting and referral procedures for those students.

[(4) To provide the necessary human resources to respond to the needs of elementary school and secondary school students and personnel who are faced with the issue of domestic violence, such as a resource person who is either on-site or on-call and who is an expert.

[(5) To provide media center materials and educational materials to elementary schools and secondary schools that address issues concerning children who experience domestic violence in dating relationships or who witness domestic violence, and the impact of the violence on those children.

[(6) To conduct evaluations to assess the impact of programs and policies assisted under this subpart in order to enhance the development of the programs.

[(d) CONFIDENTIALITY.—Policies, programs, training materials, and evaluations developed and implemented under subsection (c) shall address issues of safety and confidentiality for the victim and the victim's family in a manner consistent with applicable Federal and State laws.

[(e) APPLICATION.—To be eligible for a grant under this section for a fiscal year, a local educational agency, in consultation with an expert, shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. The application shall include each of the following:

[(1) A description of the need for funds provided under the grant and the plan for implementation of any of the activities described in subsection (c).

[(2) A description of how the experts will work in consultation and collaboration with the local educational agency.

[(3) Measurable objectives for, and expected results from, the use of the funds provided under the grant.

[(4) Provisions for appropriate remuneration for collaborating partners.

[Subpart 18—Healthy, High-Performance Schools

[SEC. 5581. GRANT PROGRAM AUTHORIZED.

[The Secretary, in consultation with the Secretary of Energy and the Administrator of the Environmental Protection Agency, is authorized to award grants to State educational agencies to permit such State educational agencies to carry out section 5582.

[SEC. 5582. STATE USES OF FUNDS.

[(a) SUBGRANTS.—

[(1) IN GENERAL.—A State educational agency receiving a grant under this subpart shall use funds made available under the grant to award subgrants to local educational agencies to permit such local educational agencies to carry out the activities described in section 5583.

[(2) LIMITATION.—A State educational agency shall award subgrants under this subsection to local educational agencies that are the neediest, as determined by the State, and that have made a commitment to develop healthy, high-performance school buildings in accordance with the plan developed and approved under paragraph (3)(A).

[(3) IMPLEMENTATION.—

[(A) PLANS.—A State educational agency shall award subgrants under this subsection only to local educational agencies that, in consultation with the State educational agency and State agencies with responsibilities relating to energy and health, have developed plans that the State educational agency determines to be feasible and appropriate in order to achieve the purposes for which the subgrants are made.

[(B) SUPPLEMENTING GRANT FUNDS.—The State educational agency shall encourage local educational agencies

that receive subgrants under this subsection to supplement their subgrant funds with funds from other sources in order to implement their plans.

[(b) ADMINISTRATION.—A State educational agency receiving a grant under this subpart shall use the grant funds made available under this subpart for one or more of the following:

[(1) To evaluate compliance by local educational agencies with the requirements of this subpart.

[(2) To distribute information and materials on healthy, high-performance school buildings for both new and existing facilities.

[(3) To organize and conduct programs for school board members, school district personnel, and others to disseminate information on healthy, high-performance school buildings.

[(4) To provide technical services and assistance in planning and designing healthy, high-performance school buildings.

[(5) To collect and monitor information pertaining to healthy, high-performance school building projects.

[SEC. 5583. LOCAL USES OF FUNDS.

[(a) IN GENERAL.—A local educational agency that receives a subgrant under section 5582(a) shall use the subgrant funds to plan and prepare for healthy, high-performance school building projects that—

[(1) reduce energy use to at least 30 percent below that of a school constructed in compliance with standards prescribed in chapter 8 of the 2000 International Energy Conservation Code, or a similar State code intended to achieve substantially equivalent results;

[(2) meet Federal and State health and safety codes; and

[(3) support healthful, energy efficient, and environmentally sound practices.

[(b) USE OF FUNDS.—A local educational agency that receives a subgrant under section 5582(a) shall use funds for one or more of the following:

[(1) To develop a comprehensive energy audit of the energy consumption characteristics of a building and the need for additional energy conservation measures necessary to allow schools to meet the guidelines set out in subsection (a).

[(2) To produce a comprehensive analysis of building strategies, designs, materials, and equipment that—

[(A) are cost effective, produce greater energy efficiency, and enhance indoor air quality; and

[(B) can be used when conducting school construction and renovation or purchasing materials and equipment.

[(3) To obtain research and provide technical services and assistance in planning and designing healthy, high-performance school buildings, including developing a timeline for implementation of such plans.

[SEC. 5584. REPORT TO CONGRESS.

[The Secretary shall conduct a biennial review of State actions implementing this subpart and carrying out the plans developed under this subpart through State and local funding, and shall submit a report to Congress on the results of such reviews.

[SEC. 5585. LIMITATIONS.

[No funds received under this subpart may be used for any of the following:

[(1) Payment of maintenance of costs in connection with any projects constructed in whole or in part with Federal funds provided under this subpart.

[(2) Construction, renovation, or repair of school facilities.

[(3) Construction, renovation, repair, or acquisition of a stadium or other facility primarily used for athletic contests or exhibitions, or other events for which admission is charged to the general public.

[SEC. 5586. HEALTHY, HIGH-PERFORMANCE SCHOOL BUILDING DEFINED.

[In this subpart, the term "healthy, high-performance school building" means a school building in which the design, construction, operation, and maintenance—

[(1) use energy-efficient and affordable practices and materials;

[(2) are cost-effective;

[(3) enhance indoor air quality; and

[(4) protect and conserve water.

[Subpart 19—Grants for Capital Expenses of Providing Equitable Services for Private School Students

[SEC. 5591. GRANT PROGRAM AUTHORIZED.

[The Secretary is authorized to award grants to State educational agencies, from allotments made under section 5593, to enable the State educational agencies to award subgrants to local educational agencies to pay for capital expenses in accordance with this subpart.

[SEC. 5592. USES OF FUNDS.

[A local educational agency that receives a subgrant under this subpart shall use the subgrant funds only to pay for capital expenses incurred in providing equitable services for private school students under section 1120.

[SEC. 5593. ALLOTMENTS TO STATES.

[From the funds made available to carry out this subpart for a fiscal year, the Secretary shall allot to each State an amount that bears the same ratio to the funds made available as the number of private school students who received services under part A of title I in the State in the most recent year for which data, satisfactory to the Secretary, are available bears to the number of such students in all States in such year.

[SEC. 5594. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.

[(a) APPLICATIONS.—A local educational agency that desires to receive a subgrant under this subpart shall submit an application to the State educational agency involved at such time, in such manner, and containing such information as the State educational agency may require.

[(b) DISTRIBUTION.—A State educational agency shall award subgrants to local educational agencies within the State based on the

degree of need set forth in their respective applications submitted under subsection (a).

[SEC. 5595. CAPITAL EXPENSES DEFINED.

[In this subpart, the term "capital expenses" means—

[(1) expenditures for noninstructional goods and services, such as the purchase, lease, or renovation of real and personal property, including mobile educational units and leasing of neutral sites or spaces;

[(2) insurance and maintenance costs;

[(3) transportation; and

[(4) other comparable goods and services.

[SEC. 5596. TERMINATION.

[The authority provided by this subpart terminates effective October 1, 2003.

[Subpart 20—Additional Assistance for Certain Local Educational Agencies Impacted by Federal Property Acquisition

[SEC. 5601. RESERVATION.

[The Secretary is authorized to provide additional assistance to meet special circumstances relating to the provision of education in local educational agencies eligible to receive assistance under section 8002.

[SEC. 5602. ELIGIBILITY.

[A local educational agency is eligible to receive additional assistance under this subpart only if such agency—

[(1) received a payment under both section 8002 and section 8003(b) for fiscal year 1996 and is eligible to receive payments under those sections for the year of application;

[(2) provided a free public education to children described under subparagraph (A), (B), or (D) of section 8003(a)(1);

[(3) had a military installation located within the geographic boundaries of the local educational agency that was closed as a result of base closure or realignment and, at the time at which the agency is applying for a payment under this subpart, the agency does not have a military installation located within its geographic boundaries;

[(4) remains responsible for the free public education of children residing in housing located on Federal property within the boundaries of the closed military installation but whose parents are on active duty in the uniformed services and assigned to a military activity located within the boundaries of an adjoining local educational agency; and

[(5) demonstrates to the satisfaction of the Secretary that such agency's per-pupil revenue derived from local sources for current expenditures is not less than that revenue for the preceding fiscal year.

[SEC. 5603. MAXIMUM AMOUNT.

[(a) MAXIMUM AMOUNT.—The maximum amount that a local educational agency is eligible to receive under this subpart for any fiscal year, when combined with its payment under section 8002(b),

shall not be more than 50 percent of the maximum amount determined under section 8002(b).

[(b) INSUFFICIENT FUNDS.—If funds appropriated under section 5401 are insufficient to pay the amount determined under subsection (a), the Secretary shall ratably reduce the payment to each local educational agency eligible under this subpart.

[(c) EXCESS FUNDS.—If funds appropriated under section 5401 are in excess of the amount determined under subsection (a), the Secretary shall ratably distribute any excess funds to all local educational agencies eligible for payment under section 8002(b).

[Subpart 21—Women's Educational Equity Act

[SEC. 5611. SHORT TITLE AND FINDINGS.

[(a) SHORT TITLE.—This subpart may be cited as the "Women's Educational Equity Act of 2001".

[(b) FINDINGS.—Congress finds that—

[(1) since the enactment of title IX of the Education Amendments of 1972, women and girls have made strides in educational achievement and in their ability to avail themselves of educational opportunities;

[(2) because of funding provided under the Women's Educational Equity Act of 2001, more curricula, training, and other educational materials concerning educational equity for women and girls are available for national dissemination;

[(3) teaching and learning practices in the United States are frequently inequitable as such practices relate to women and girls, for example—

[(A) sexual harassment, particularly that experienced by girls, undermines the ability of schools to provide a safe and equitable learning or workplace environment;

[(B) classroom textbooks and other educational materials do not sufficiently reflect the experiences, achievements, or concerns of women and, in most cases, are not written by women or persons of color;

[(C) girls do not take as many mathematics and science courses as boys, girls lose confidence in their mathematics and science ability as girls move through adolescence, and there are few women role models in the sciences; and

[(D) pregnant and parenting teenagers are at high risk for dropping out of school and existing dropout prevention programs do not adequately address the needs of such teenagers;

[(4) efforts to improve the quality of public education also must include efforts to ensure equal access to quality education programs for all women and girls;

[(5) Federal support should address not only research and development of innovative model curricula and teaching and learning strategies to promote gender equity, but should also assist schools and local communities implement gender equitable practices;

[(6) Federal assistance for gender equity must be tied to systemic reform, involve collaborative efforts to implement effective gender practices at the local level, and encourage parental participation; and

[(7) excellence in education, high educational achievements and standards, and the full participation of women and girls in American society, cannot be achieved without educational equity for women and girls.

[SEC. 5612. STATEMENT OF PURPOSE.

[It is the purpose of this subpart—

[(1) to promote gender equity in education in the United States;

[(2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and

[(3) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age.

[SEC. 5613. PROGRAMS AUTHORIZED.

[(a) IN GENERAL.—The Secretary is authorized—

[(1) to promote, coordinate, and evaluate gender equity policies, programs, activities, and initiatives in all Federal education programs and offices;

[(2) to develop, maintain, and disseminate materials, resources, analyses, and research relating to education equity for women and girls;

[(3) to provide information and technical assistance to assure the effective implementation of gender equity programs;

[(4) to coordinate gender equity programs and activities with other Federal agencies with jurisdiction over education and related programs;

[(5) to assist the Director of the Institute of Education Sciences in identifying research priorities related to education equity for women and girls; and

[(6) to perform any other activities consistent with achieving the purposes of this subpart.

[(b) GRANTS AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to, and enter into contracts and cooperative agreements with, public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals, for a period not to exceed 4 years, to—

[(A) provide grants to develop model equity programs; and

[(B) provide funds for the implementation of equity programs in schools throughout the Nation.

[(2) SUPPORT AND TECHNICAL ASSISTANCE.—To achieve the purposes of this subpart, the Secretary is authorized to provide support and technical assistance—

[(A) to implement effective gender-equity policies and programs at all educational levels, including—

[(i) assisting educational agencies and institutions to implement policies and practices to comply with title IX of the Education Amendments of 1972;

[(ii) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, in gender equitable teaching and learning practices;

[(iii) leadership training for women and girls to develop professional and marketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;

[(iv) school-to-work transition programs, guidance and counseling activities, and other programs to increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter highly skilled, high paying careers in which women and girls have been underrepresented;

[(v) enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex, and on race, ethnic origin, limited English proficiency, disability, socioeconomic status, or age;

[(vi) assisting pregnant students and students rearing children to remain in or to return to secondary school, graduate, and prepare their preschool children to start school;

[(vii) evaluating exemplary model programs to assess the ability of such programs to advance educational equity for women and girls;

[(viii) introduction into the classroom of textbooks, curricula, and other materials designed to achieve equity for women and girls;

[(ix) programs and policies to address sexual harassment and violence against women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;

[(x) nondiscriminatory tests of aptitude and achievement and of alternative assessments that eliminate biased assessment instruments from use;

[(xi) programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women, including underemployed and unemployed women, and women receiving assistance under a State program funded under part A of title IV of the Social Security Act;

[(xii) programs to improve representation of women in educational administration at all levels; and

[(xiii) planning, development, and initial implementation of—

[(I) comprehensive institutionwide or districtwide evaluation to assess the presence or absence of gender equity in educational settings;

[(II) comprehensive plans for implementation of equity programs in State educational agencies and local educational agencies and institutions of higher education, including community colleges; and

[(III) innovative approaches to school-community partnerships for educational equity; and

[(B) for research and development, which shall be coordinated with each of the National Education Centers of the Institute of Education Sciences to avoid duplication of

research efforts, designed to advance gender equity nationwide and to help make policies and practices in educational agencies and institutions, and local communities, gender equitable, including—

[(i) research and development of innovative strategies and model training programs for teachers and other education personnel;

[(ii) the development of high-quality and challenging assessment instruments that are nondiscriminatory;

[(iii) the development and evaluation of model curricula, textbooks, software, and other educational materials to ensure the absence of gender stereotyping and bias;

[(iv) the development of instruments and procedures that employ new and innovative strategies to assess whether diverse educational settings are gender equitable;

[(v) the development of instruments and strategies for evaluation, dissemination, and replication of promising or exemplary programs designed to assist local educational agencies in integrating gender equity in their educational policies and practices;

[(vi) updating high-quality educational materials previously developed through awards made under this subpart;

[(vii) the development of policies and programs to address and prevent sexual harassment and violence to ensure that educational institutions are free from threats to safety of students and personnel;

[(viii) the development and improvement of programs and activities to increase opportunity for women, including continuing educational activities, vocational education, and programs for low-income women, including underemployed and unemployed women, and women receiving assistance under the State program funded under part A of title IV of the Social Security Act; and

[(ix) the development of guidance and counseling activities, including career education programs, designed to ensure gender equity.

[SEC. 5614. APPLICATIONS.

[An application under this subpart shall—

[(1) set forth policies and procedures that will ensure a comprehensive evaluation of the activities assisted under this subpart, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period;

[(2) demonstrate how the applicant will address perceptions of gender roles based on cultural differences or stereotypes;

[(3) for applications for assistance under section 5613(b)(1), demonstrate how the applicant will foster partnerships and, where applicable, share resources with State educational agencies, local educational agencies, institutions of higher edu-

cation, community-based organizations (including organizations serving women), parent, teacher, and student groups, businesses, or other recipients of Federal educational funding which may include State literacy resource centers;

[(4) for applications for assistance under section 5613(b)(1), demonstrate how parental involvement in the project will be encouraged; and

[(5) for applications for assistance under section 5613(b)(1), describe plans for continuation of the activities assisted under this subpart with local support following completion of the grant period and termination of Federal support under this subpart.

[SEC. 5615. CRITERIA AND PRIORITIES.

[(a) CRITERIA AND PRIORITIES.—

[(1) IN GENERAL.—The Secretary shall establish separate criteria and priorities for awards under paragraphs (1) and (2) of section 5613(b) to ensure that funds under this subpart are used for programs that most effectively will achieve the purposes of this subpart.

[(2) CRITERIA.—The criteria described in paragraph (1) may include the extent to which the activities assisted under this subpart—

[(A) address the needs of women and girls of color and women and girls with disabilities;

[(B) meet locally defined and documented educational equity needs and priorities, including compliance with title IX of the Education Amendments of 1972;

[(C) are a significant component of a comprehensive plan for educational equity and compliance with title IX of the Education Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution; and

[(D) implement an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated.

[(b) PRIORITIES.—In awarding grants under this subpart, the Secretary may give special consideration to applications—

[(1) submitted by applicants that have not received assistance under this subpart or this subpart's predecessor authorities;

[(2) for projects that will contribute significantly to directly improving teaching and learning practices in the local community; and

[(3) for projects that will—

[(A) provide for a comprehensive approach to enhancing gender equity in educational institutions and agencies;

[(B) draw on a variety of resources, including the resources of local educational agencies, community-based organizations, institutions of higher education, and private organizations;

[(C) implement a strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated;

[(D) address issues of national significance that can be duplicated; and

[(E) address the educational needs of women and girls who suffer multiple or compound discrimination based on sex and on race, ethnic origin, disability, or age.

[(c) SPECIAL RULE.—To the extent feasible, the Secretary shall ensure that grants awarded under this subpart for each fiscal year address—

[(1) all levels of education, including preschool, elementary and secondary education, higher education, vocational education, and adult education;

[(2) all regions of the United States; and

[(3) urban, rural, and suburban educational institutions.

[(d) COORDINATION.—Research activities supported under this subpart—

[(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordinated with and enhance the research and development activities supported by the Institute; and

[(2) may include collaborative research activities which are jointly funded and carried out with the Institute of Education Sciences.

[(e) LIMITATION.—Nothing in this subpart shall be construed as prohibiting men and boys from participating in any programs or activities assisted with funds under this subpart.

[SEC. 5616. REPORT.

[Not later than January 1, 2006, the Secretary shall submit to the President and Congress a report on the status of educational equity for girls and women in the Nation.

[SEC. 5617. ADMINISTRATION.

[(a) EVALUATION AND DISSEMINATION.—Not later than January 1, 2005, the Secretary shall evaluate and disseminate materials and programs developed under this subpart and shall report to Congress regarding such evaluation materials and programs.

[(b) PROGRAM OPERATIONS.—The Secretary shall ensure that the activities assisted under this subpart are administered within the Department by a person who has recognized professional qualifications and experience in the field of gender equity education.

[SEC. 5618. AMOUNT.

[From amounts made available to carry out this subpart for a fiscal year, not less than two-thirds of such amount shall be used to carry out the activities described in section 5613(b)(1).

[TITLE VI—FLEXIBILITY AND ACCOUNTABILITY

[PART A—IMPROVING ACADEMIC ACHIEVEMENT

[Subpart 1—Accountability

[SEC. 6111. GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES.

[The Secretary shall make grants to States to enable the States—

[(1) to pay the costs of the development of the additional State assessments and standards required by section 1111(b), which may include the costs of working in voluntary partnerships with other States, at the sole discretion of each such State; and

[(2) if a State has developed the assessments and standards required by section 1111(b), to administer those assessments or to carry out other activities described in this subpart and other activities related to ensuring that the State's schools and local educational agencies are held accountable for results, such as the following:

[(A) Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b).

[(B) Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7).

[(C) Ensuring the continued validity and reliability of State assessments.

[(D) Refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials.

[(E) Developing multiple measures to increase the reliability and validity of State assessment systems.

[(F) Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments.

[(G) Expanding the range of accommodations available to students with limited English proficiency and students with disabilities to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments.

[(H) Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best edu-

cational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time.

[SEC. 6112. GRANTS FOR ENHANCED ASSESSMENT INSTRUMENTS.

[(a) GRANT PROGRAM AUTHORIZED.—From funds made available to carry out this subpart, the Secretary shall award, on a competitive basis, grants to State educational agencies that have submitted an application at such time, in such manner, and containing such information as the Secretary may require, which demonstrate to the satisfaction of the Secretary, that the requirements of this section will be met, for the following:

[(1) To enable States (or consortia of States) to collaborate with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in section 1111(b)(3).

[(2) To measure student academic achievement using multiple measures of student academic achievement from multiple sources.

[(3) To chart student progress over time.

[(4) To evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments.

[(b) APPLICATION.—Each State wishing to apply for funds under this section shall include in its State plan under part A of title I such information as the Secretary may require.

[(c) ANNUAL REPORT.—Each State educational agency receiving a grant under this section shall submit an annual report to the Secretary describing its activities, and the result of those activities, under the grant.

[SEC. 6113. FUNDING.

[(a) AUTHORIZATION OF APPROPRIATIONS.—

[(1) NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.—For the purpose of administering the State assessments under the National Assessment of Educational Progress, there are authorized to be appropriated $72,000,000 for fiscal year 2002, and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(2) STATE ASSESSMENTS AND RELATED ACTIVITIES.—For the purpose of carrying out this subpart, there are authorized to be appropriated $490,000,000 for fiscal year 2002, and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) ALLOTMENT OF APPROPRIATED FUNDS.—

[(1) IN GENERAL.—From amounts made available for each fiscal year under subsection (a)(2) that are equal to or less than the amount described in section 1111(b)(3)(D) (hereinafter in this subsection referred to as the "trigger amount"), the Secretary shall—

[(A) reserve one-half of 1 percent for the Bureau of Indian Affairs;

[(B) reserve one-half of 1 percent for the outlying areas; and

[(C) from the remainder, allocate to each State an amount equal to—

[(i) $3,000,000; and

[(ii) with respect to any amounts remaining after the allocation is made under clause (i), an amount that bears the same relationship to such total remaining amounts as the number of students ages 5 through 17 in the State (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

[(2) REMAINDER.—Any amounts remaining for a fiscal year after the Secretary carries out paragraph (1) shall be made available as follows:

[(A)(i) To award funds under section 6112 to States according to the quality, needs, and scope of the State application under that section.

[(ii) In determining the grant amount under clause (i), the Secretary shall ensure that a State's grant shall include an amount that bears the same relationship to the total funds available under this paragraph for the fiscal year as the number of students ages 5 through 17 in the State (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

[(B) Any amounts remaining after the Secretary awards funds under subparagraph (A) shall be allocated to each State that did not receive a grant under such subparagraph, in an amount that bears the same relationship to the total funds available under this subparagraph as the number of students ages 5 through 17 in the State (as determined by the Secretary on the basis of the most recent satisfactory data) bears to the total number of such students in all States.

[(c) STATE DEFINED.—In this section, the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

[Subpart 2—Funding Transferability for State and Local Educational Agencies

[SEC. 6121. SHORT TITLE.

[This subpart may be cited as the "State and Local Transferability Act".

[SEC. 6122. PURPOSE.

[The purpose of this subpart is to allow States and local educational agencies the flexibility—

[(1) to target Federal funds to Federal programs that most effectively address the unique needs of States and localities; and

[(2) to transfer Federal funds allocated to other activities to allocations for certain activities authorized under title I.

[SEC. 6123. TRANSFERABILITY OF FUNDS.

[(a) TRANSFERS BY STATES.—

[(1) IN GENERAL.—In accordance with this subpart, a State may transfer not more than 50 percent of the nonadministrative State funds (including funds transferred under paragraph (2)) allotted to the State for use for State-level activities under the following provisions for a fiscal year to one or more of the State's allotments for such fiscal year under any other of such provisions:

[(A) Section 2113(a)(3).

[(B) Section 2412(a)(1).

[(C) Subsections (a)(1) (with the agreement of the Governor) and (c)(1) of section 4112 and section 4202(c)(3).

[(D) Section 5112(b).

[(2) ADDITIONAL FUNDS FOR TITLE I.—In accordance with this subpart and subject to the 50 percent limitation described in paragraph (1), a State may transfer any funds allotted to the State under a provision listed in paragraph (1) to its allotment under title I.

[(b) TRANSFERS BY LOCAL EDUCATIONAL AGENCIES.—

[(1) AUTHORITY TO TRANSFER FUNDS.—

[(A) IN GENERAL.—In accordance with this subpart, a local educational agency (except a local educational agency identified for improvement under section 1116(c) or subject to corrective action under section 1116(c)(9)) may transfer not more than 50 percent of the funds allocated to it (including funds transferred under subparagraph (C)) under each of the provisions listed in paragraph (2) for a fiscal year to one or more of its allocations for such fiscal year under any other provision listed in paragraph (2).

[(B) AGENCIES IDENTIFIED FOR IMPROVEMENT.—In accordance with this subpart, a local educational agency identified for improvement under section 1116(c) may transfer not more than 30 percent of the funds allocated to it (including funds transferred under subparagraph (C)) under each of the provisions listed in paragraph (2) for a fiscal year—

[(i) to its allocation for school improvement for such fiscal year under section 1003; or

[(ii) to any other allocation for such fiscal year if such transferred funds are used only for local educational agency improvement activities consistent with section 1116(c).

[(C) ADDITIONAL FUNDS FOR TITLE I.—In accordance with this subpart and subject to the percentage limitation described in subparagraph (A) or (B), as applicable, a local educational agency may transfer funds allocated to such agency under any of the provisions listed in paragraph (2) for a fiscal year to its allocation for part A of title I for that fiscal year.

[(2) APPLICABLE PROVISIONS.—A local educational agency may transfer funds under subparagraph (A), (B), or (C) of paragraph (1) from allocations made under each of the following provisions:

[(A) Section 2121.

[(B) Section 2412(a)(2)(A).

[(C) Section 4112(b)(1).

[(D) Section 5112(a).

[(c) NO TRANSFER OF TITLE I FUNDS.—A State or a local educational agency may not transfer under this subpart to any other program any funds allotted or allocated to it for part A of title I.

[(d) MODIFICATION OF PLANS AND APPLICATIONS; NOTIFICATION.—

[(1) STATE TRANSFERS.—Each State that makes a transfer of funds under this section shall—

[(A) modify, to account for such transfer, each State plan, or application submitted by the State, to which such funds relate;

[(B) not later than 30 days after the date of such transfer, submit a copy of such modified plan or application to the Secretary; and

[(C) not later than 30 days before the effective date of such transfer, notify the Secretary of such transfer.

[(2) LOCAL TRANSFERS.—Each local educational agency that makes a transfer of funds under this section shall—

[(A) modify, to account for such transfer, each local plan, or application submitted by the agency, to which such funds relate;

[(B) not later than 30 days after the date of such transfer, submit a copy of such modified plan or application to the State; and

[(C) not later than 30 days before the effective date of such transfer, notify the State of such transfer.

[(e) APPLICABLE RULES.—

[(1) IN GENERAL.—Except as otherwise provided in this subpart, funds transferred under this section are subject to each of the rules and requirements applicable to the funds under the provision to which the transferred funds are transferred.

[(2) CONSULTATION.—Each State educational agency or local educational agency that transfers funds under this section shall conduct consultations in accordance with section 9501, if such transfer transfers funds from a program that provides for the participation of students, teachers, or other educational personnel, from private schools.

[Subpart 3—State and Local Flexibility Demonstration

[SEC. 6131. SHORT TITLE.

[This subpart may be cited as the "State and Local Flexibility Demonstration Act".

[SEC. 6132. PURPOSE.

[The purpose of this subpart is to create options for selected State educational agencies and local educational agencies—

[(1) to improve the academic achievement of all students, and to focus the resources of the Federal Government upon such achievement;

[(2) to improve teacher quality and subject matter mastery, especially in mathematics, reading, and science;

[(3) to better empower parents, educators, administrators, and schools to effectively address the needs of their children and students;

[(4) to give participating State educational agencies and local educational agencies greater flexibility in determining how to increase their students' academic achievement and implement education reforms in their schools;

[(5) to eliminate barriers to implementing effective State and local education reform, while preserving the goals of opportunity for all students and accountability for student progress;

[(6) to hold participating State educational agencies and local educational agencies accountable for increasing the academic achievement of all students, especially disadvantaged students; and

[(7) to narrow achievement gaps between the lowest and highest achieving groups of students so that no child is left behind.

[SEC. 6133. GENERAL PROVISION.

[For purposes of this subpart, any State that is one local educational agency shall be considered a State educational agency and not a local educational agency.

[CHAPTER A—STATE FLEXIBILITY AUTHORITY

[SEC. 6141. STATE FLEXIBILITY.

[(a) FLEXIBILITY AUTHORITY.—Except as otherwise provided in this chapter, the Secretary shall, on a competitive basis, grant flexibility authority to not more than seven eligible State educational agencies, under which the agencies may consolidate and use funds in accordance with section 6142.

[(b) DEFINITIONS.—In this chapter:

[(1) ELIGIBLE STATE EDUCATIONAL AGENCY.—The term "eligible State educational agency" means a State educational agency that—

[(A) submits an approvable application under subsection (c); and

[(B) proposes performance agreements—

[(i) that shall be entered into with not fewer than 4, and not more than 10, local educational agencies;

[(ii) not fewer than half of which shall be entered into with high-poverty local educational agencies; and

[(iii) that require the local educational agencies described in clause (i) to align their use of consolidated funds under section 6152 with the State educational agency's use of consolidated funds under section 6142.

[(2) HIGH-POVERTY LOCAL EDUCATIONAL AGENCY.—The term "high-poverty local educational agency" means a local educational agency for which 20 percent or more of the children who are age 5 through 17, and served by the local educational agency, are from families with incomes below the poverty line.

[(c) STATE APPLICATIONS.—

[(1) APPLICATIONS.—To be eligible to receive flexibility authority under this chapter, a State educational agency shall submit an application to the Secretary at such time, in such

manner, and containing such information as the Secretary may require, including—

[(A) information demonstrating, to the satisfaction of the Secretary, that the grant of authority offers substantial promise of—

[(i) assisting the State educational agency in making adequate yearly progress, as defined under section 1111(b)(2); and

[(ii) aligning State and local reforms and assisting the local educational agencies that enter into performance agreements with the State educational agency under paragraph (2) in making such adequate yearly progress;

[(B) the performance agreements that the State educational agency proposes to enter into with eligible local educational agencies under paragraph (2);

[(C) information demonstrating that the State educational agency has consulted with and involved parents, representatives of local educational agencies, and other educators in the development of the terms of the grant of authority;

[(D) a provision specifying that the grant of flexibility authority shall be for a term of not more than 5 years;

[(E) a list of the programs described in section 6142(b) that are included in the scope of the grant of authority;

[(F) a provision specifying that no requirements of any program described in section 6142(b) and included by a State educational agency in the scope of the grant of authority shall apply to that agency, except as otherwise provided in this chapter;

[(G) a 5-year plan describing how the State educational agency intends to consolidate and use the funds from programs included in the scope of the grant of authority, for any educational purpose authorized under this Act, in order to make adequate yearly progress and advance the education priorities of the State and the local educational agencies with which the State educational agency enters into performance agreements;

[(H) an assurance that the State educational agency will provide parents, teachers, and representatives of local educational agencies and schools with notice and an opportunity to comment on the proposed terms of the grant of authority;

[(I) an assurance that the State educational agency, and the local educational agencies with which the State educational agency enters into performance agreements, will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds consolidated and used under the grant of authority;

[(J) an assurance that the State educational agency, and the local educational agencies with which the State educational agency enters into performance agreements, will meet the requirements of all applicable Federal civil rights laws in carrying out the grant of authority, including consolidating and using funds under the grant of authority;

[(K) an assurance that, in consolidating and using funds under the grant of authority—

[(i) the State educational agency, and the local educational agencies with which the State educational agency enters into performance agreements, will provide for the equitable participation of students and professional staff in private schools consistent with section 9501; and

[(ii) that sections 9502, 9503, and 9504 shall apply to all services and assistance provided with such funds in the same manner as such sections apply to services and assistance provided in accordance with section 9501;

[(L) an assurance that the State educational agency will, for the duration of the grant of authority, use funds consolidated under section 6142 only to supplement the amount of funds that would, in the absence of those Federal funds, be made available from non-Federal sources for the education of students participating in programs assisted with the consolidated funds, and not to supplant those funds; and

[(M) an assurance that the State educational agency shall, not later than 1 year after the date on which the Secretary makes the grant of authority, and annually thereafter during the term of the grant of authority, disseminate widely to parents and the general public, transmit to the Secretary, distribute to print and broadcast media, and post on the Internet, a report, which shall include a detailed description of how the State educational agency, and the local educational agencies with which the State educational agency enters into performance agreements, used the funds consolidated under the grant of authority to make adequate yearly progress and advance the education priorities of the State and local educational agencies in the State.

[(2) PROPOSED PERFORMANCE AGREEMENTS WITH LOCAL EDUCATIONAL AGENCIES.—

[(A) IN GENERAL.—A State educational agency that wishes to receive flexibility authority under this subpart shall propose performance agreements that meet the requirements of clauses (i) and (ii) of subsection (b)(1)(B) (subject to approval of the application or amendment involved under subsection (d) or (e)).

[(B) PERFORMANCE AGREEMENTS.—Each proposed performance agreement with a local educational agency shall—

[(i) contain plans for the local educational agency to consolidate and use funds in accordance with section 6152, for activities that are aligned with the State educational agency's plan described in paragraph (1)(G);

[(ii) be subject to the requirements of chapter B relating to agreements between the Secretary and a local educational agency, except—

[(I) that, as appropriate, references in that chapter to the Secretary shall be deemed to be references to the State educational agency; and

[(II) as otherwise provided in this chapter; and

[(iii) contain an assurance that the local educational agency will, for the duration of the grant of authority, use funds consolidated under section 6152 only to supplement the amount of funds that would, in the absence of those Federal funds, be made available from non-Federal sources for the education of students participating in programs assisted with the consolidated funds, and not to supplant those funds.

[(d) APPROVAL AND SELECTION.—The Secretary shall—

[(1) establish a peer review process to assist in the review of proposed State applications under this section; and

[(2) appoint individuals to participate in the peer review process who are—

[(A) representative of parents, teachers, State educational agencies, and local educational agencies; and

[(B) familiar with educational standards, assessments, accountability, curricula, instruction, and staff development, and other diverse educational needs of students.

[(e) AMENDMENT TO GRANT OF AUTHORITY.—

[(1) IN GENERAL.—Subject to paragraph (2), the Secretary shall amend the grant of flexibility authority made to a State educational agency under this chapter, in each of the following circumstances:

[(A) REDUCTION IN SCOPE OF THE GRANT OF AUTHORITY.—Not later than 1 year after receiving a grant of flexibility authority, the State educational agency seeks to amend the grant of authority to remove from the scope of the grant of authority any program described in section 6142(b).

[(B) EXPANSION OF SCOPE OF THE GRANT OF AUTHORITY.—Not later than 1 year after receiving a grant of flexibility authority, the State educational agency seeks to amend the grant of authority to include in the scope of the grant of authority any additional program described in section 6142(b) or any additional achievement indicators for which the State will be held accountable.

[(C) CHANGES WITH RESPECT TO NUMBER OF PERFORMANCE AGREEMENTS.—The State educational agency seeks to amend the grant of authority to include or remove performance agreements that the State educational agency proposes to enter into with eligible local educational agencies, except that in no case may the State educational agency enter into performance agreements that do not meet the requirements of clauses (i) and (ii) of subsection (b)(1)(B).

[(2) APPROVAL AND DISAPPROVAL.—

[(A) DEEMED APPROVAL.—A proposed amendment to a grant of flexibility authority submitted by a State educational agency pursuant to paragraph (1) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of

the 120-day period beginning on the date on which the Secretary received the proposed amendment, that the proposed amendment is not in compliance with this chapter.

[(B) DISAPPROVAL.—The Secretary shall not finally disapprove the proposed amendment, except after giving the State educational agency notice and an opportunity for a hearing.

[(C) NOTIFICATION.—If the Secretary finds that the proposed amendment is not in compliance, in whole or in part, with this chapter, the Secretary shall—

[(i) give the State educational agency notice and an opportunity for a hearing; and

[(ii) notify the State educational agency of the finding of noncompliance and, in such notification, shall—

[(I) cite the specific provisions in the proposed amendment that are not in compliance; and

[(II) request additional information, only as to the noncompliant provisions, needed to make the proposed amendment compliant.

[(D) RESPONSE.—If the State educational agency responds to the Secretary's notification described in subparagraph (C)(ii) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the proposed amendment with the requested information described in subparagraph (C)(ii)(II), the Secretary shall approve or disapprove such proposed amendment prior to the later of—

[(i) the expiration of the 45-day period beginning on the date on which the proposed amendment is resubmitted; or

[(ii) the expiration of the 120-day period described in subparagraph (A).

[(E) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary's notification described in subparagraph (C)(ii) during the 45-day period beginning on the date on which the agency received the notification, such proposed amendment shall be deemed to be disapproved.

[(3) TREATMENT OF PROGRAM FUNDS WITHDRAWN FROM GRANT OF AUTHORITY.—Beginning on the effective date of an amendment executed under paragraph (1)(A), each program requirement of each program removed from the scope of a grant of authority shall apply to the use of funds made available under the program by the State educational agency and each local educational agency with which the State educational agency has a performance agreement.

[SEC. 6142. CONSOLIDATION AND USE OF FUNDS.

[(a) IN GENERAL.—

[(1) AUTHORITY.—Under a grant of flexibility authority made under this chapter, a State educational agency may consolidate Federal funds described in subsection (b) and made available to the agency, and use such funds for any educational purpose authorized under this Act.

[(2) PROGRAM REQUIREMENTS.—Except as otherwise provided in this chapter, a State educational agency may use funds

under paragraph (1) notwithstanding the program requirements of the program under which the funds were made available to the State.

[(b) ELIGIBLE FUNDS AND PROGRAMS.—

[(1) FUNDS.—The funds described in this subsection are funds, for State-level activities and State administration, that are described in the following provisions:

[(A) Section 1004.

[(B) Paragraphs (4) and (5) of section 1202(d).

[(C) Section 2113(a)(3).

[(D) Section 2412(a)(1).

[(E) Subsections (a) (with the agreement of the Governor), (b)(2), and (c)(1) of section 4112.

[(F) Paragraphs (2) and (3) of section 4202(c).

[(G) Section 5112(b).

[(2) PROGRAMS.—The programs described in this subsection are the programs authorized to be carried out with funds described in paragraph (1).

[(c) SPECIAL RULE.—A State educational agency that receives a grant of flexibility authority under this chapter—

[(1) shall ensure that the funds described in section 5112(a) are allocated to local educational agencies in the State in accordance with section 5112(a); but

[(2) may specify how the local educational agencies shall use the allocated funds.

[SEC. 6143. PERFORMANCE REVIEW AND PENALTIES.

[(a) MIDTERM REVIEW.—

[(1) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS.—If, during the term of a grant of flexibility authority under this chapter, a State educational agency fails to make adequate yearly progress for 2 consecutive years, the Secretary shall, after providing notice and an opportunity for a hearing, terminate the grant of authority promptly.

[(2) NONCOMPLIANCE.—The Secretary may, after providing notice and an opportunity for a hearing (including the opportunity to provide evidence as described in paragraph (3)), terminate a grant of flexibility authority for a State if there is evidence that the State educational agency involved has failed to comply with the terms of the grant of authority.

[(3) EVIDENCE.—If a State educational agency believes that a determination of the Secretary under this subsection is in error for statistical or other substantive reasons, the State educational agency may provide supporting evidence to the Secretary, and the Secretary shall consider that evidence before making a final termination determination under this subsection.

[(b) FINAL REVIEW.—

[(1) IN GENERAL.—If, at the end of the 5-year term of a grant of flexibility authority made under this chapter, the State educational agency has not met the requirements described in section 6141(c), the Secretary may not renew the grant of flexibility authority under section 6144.

[(2) COMPLIANCE.—Beginning on the date on which such term ends, the State educational agency, and the local educational agencies with which the State educational agency has

entered into performance agreements, shall be required to comply with each of the program requirements in effect on such date for each program that was included in the grant of authority.

[SEC. 6144. RENEWAL OF GRANT OF FLEXIBILITY AUTHORITY.

[(a) IN GENERAL.—Except as provided in section 6143 and in accordance with this section, if a State educational agency has met, by the end of the original 5-year term of a grant of flexibility authority under this chapter, the requirements described in section 6141(c), the Secretary shall renew a grant of flexibility authority for one additional 5-year term.

[(b) RENEWAL.—The Secretary may not renew a grant of flexibility authority under this chapter unless, not later than 6 months before the end of the original term of the grant of authority, the State educational agency seeking the renewal notifies the Secretary, and the local educational agencies with which the State educational agency has entered into performance agreements, of the agency's intention to renew the grant of authority.

[(c) EFFECTIVE DATE.—A renewal under this section shall be effective on the later of—

[(1) the expiration of the original term of the grant of authority; or

[(2) the date on which the State educational agency seeking the renewal provides to the Secretary all data required for the application described in section 6141(c).

[CHAPTER B—LOCAL FLEXIBILITY DEMONSTRATION

[SEC. 6151. LOCAL FLEXIBILITY DEMONSTRATION AGREEMENTS.

[(a) AUTHORITY.—Except as otherwise provided in this chapter, the Secretary shall, on a competitive basis, enter into local flexibility demonstration agreements—

[(1) with local educational agencies that submit approvable proposed agreements under subsection (c) and that are selected under subsection (b); and

[(2) under which those agencies may consolidate and use funds in accordance with section 6152.

[(b) SELECTION OF LOCAL EDUCATIONAL AGENCIES.—

[(1) IN GENERAL.—Subject to paragraph (2), the Secretary shall enter into local flexibility demonstration agreements under this chapter with not more than 80 local educational agencies. Each local educational agency shall be selected on a competitive basis from among those local educational agencies that—

[(A) submit a proposed local flexibility demonstration agreement under subsection (c) to the Secretary and demonstrate, to the satisfaction of the Secretary, that the agreement—

[(i) has a substantial promise of assisting the local educational agency in meeting the State's definition of adequate yearly progress, advancing the education priorities of the local educational agency, meeting the general purposes of the programs included under this chapter and the purposes of this part, improving stu-

dent achievement, and narrowing achievement gaps in accordance with section 1111(b);

[(ii) meets the requirements of this chapter; and

[(iii) contains a plan to consolidate and use funds in accordance with section 6152 in order to meet the State's definition of adequate yearly progress and the local educational agency's specific, measurable goals for improving student achievement and narrowing achievement gaps; and

[(B) have consulted and involved parents and other educators in the development of the proposed local flexibility demonstration agreement.

[(2) GEOGRAPHIC DISTRIBUTION.—

[(A) INITIAL AGREEMENTS.—The Secretary may enter into not more than three local flexibility demonstration agreements under this chapter with local educational agencies in each State that does not have a grant of flexibility authority under chapter A.

[(B) URBAN AND RURAL AREAS.—If more than three local educational agencies in a State submit approvable local flexibility demonstration agreements under this chapter, the Secretary shall select local educational agencies with which to enter into such agreements in a manner that ensures an equitable distribution among such agencies serving urban and rural areas.

[(C) PRIORITY OF STATES TO ENTER INTO STATE FLEXIBILITY DEMONSTRATION AGREEMENTS.—Notwithstanding any other provision of this part, a local educational agency may not seek to enter into a local flexibility demonstration agreement under this chapter if that agency is located in a State for which the State educational agency—

[(i) has, not later than 4 months after the date of enactment of the No Child Left Behind Act of 2001, notified the Secretary of its intent to apply for a grant of flexibility authority under chapter A and, within such period of time as the Secretary may establish, is provided with such authority by the Secretary; or

[(ii) has, at any time after such period, been granted flexibility authority under chapter A.

[(c) REQUIRED TERMS OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.—Each local flexibility demonstration agreement entered into with the Secretary under this chapter shall contain each of the following terms:

[(1) DURATION.—The local flexibility demonstration agreement shall be for a term of 5 years.

[(2) APPLICATION OF PROGRAM REQUIREMENTS.—The local flexibility demonstration agreement shall provide that no requirements of any program described in section 6152 and included by a local educational agency in the scope of its agreement shall apply to that agency, except as otherwise provided in this chapter.

[(3) LIST OF PROGRAMS.—The local flexibility demonstration agreement shall list which of the programs described in section 6152 are included in the scope of the agreement.

[(4) USE OF FUNDS TO IMPROVE STUDENT ACHIEVEMENT.—The local flexibility demonstration agreement shall contain a 5-year plan describing how the local educational agency intends to consolidate and use the funds from programs included in the scope of the agreement for any educational purpose authorized under this Act to advance the education priorities of the local educational agency, meet the general purposes of the included programs, improve student achievement, and narrow achievement gaps in accordance with section 1111(b).

[(5) LOCAL INPUT.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency will provide parents, teachers, and representatives of schools with notice and an opportunity to comment on the proposed terms of the local flexibility demonstration agreement.

[(6) FISCAL RESPONSIBILITIES.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds consolidated and used under the agreement.

[(7) CIVIL RIGHTS.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency will meet the requirements of all applicable Federal civil rights laws in carrying out the agreement and in consolidating and using the funds under the agreement.

[(8) PRIVATE SCHOOL PARTICIPATION.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency agrees that in consolidating and using funds under the agreement—

[(A) the local educational agency, will provide for the equitable participation of students and professional staff in private schools consistent with section 9501; and

[(B) that sections 9502, 9503, and 9504 shall apply to all services and assistance provided with such funds in the same manner as such sections apply to services and assistance provided in accordance with section 9501.

[(9) SUPPLANTING.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency will, for the duration of the grant of authority, use funds consolidated under section 6152 only to supplement the amount of funds that would, in the absence of those Federal funds, be made available from non-Federal sources for the education of students participating in programs assisted with the consolidated funds, and not to supplant those funds.

[(10) ANNUAL REPORTS.—The local flexibility demonstration agreement shall contain an assurance that the local educational agency shall, not later than 1 year after the date on which the Secretary enters into the agreement, and annually thereafter during the term of the agreement, disseminate widely to parents and the general public, transmit to the Secretary, and the State educational agency for the State in which the local educational agency is located, distribute to print and broadcast media, and post on the Internet, a report that includes a detailed description of how the local educational agen-

cy used the funds consolidated under the agreement to improve student academic achievement and reduce achievement gaps.

[(d) PEER REVIEW.—The Secretary shall—

[(1) establish a peer review process to assist in the review of proposed local flexibility demonstration agreements under this chapter; and

[(2) appoint individuals to the peer review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, curriculum, instruction and staff development, and other diverse educational needs of students.

[(e) AMENDMENT TO PERFORMANCE AGREEMENT.—

[(1) IN GENERAL.—In each of the following circumstances, the Secretary shall amend a local flexibility demonstration agreement entered into with a local educational agency under this chapter:

[(A) REDUCTION IN SCOPE OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.—Not later than 1 year after entering into a local flexibility demonstration agreement, the local educational agency seeks to amend the agreement to remove from the scope any program described in section 6152.

[(B) EXPANSION OF SCOPE OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.—Not later than 1 year after entering into the local flexibility demonstration agreement, a local educational agency seeks to amend the agreement to include in its scope any additional program described in section 6251 or any additional achievement indicators for which the local educational agency will be held accountable.

[(2) APPROVAL AND DISAPPROVAL.—

[(A) DEEMED APPROVAL.—A proposed amendment to a local flexibility demonstration agreement pursuant to paragraph (1) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the proposed amendment, that the proposed amendment is not in compliance with this chapter.

[(B) DISAPPROVAL.—The Secretary shall not finally disapprove the proposed amendment, except after giving the local educational agency notice and an opportunity for a hearing.

[(C) NOTIFICATION.—If the Secretary finds that the proposed amendment is not in compliance, in whole or in part, with this chapter, the Secretary shall—

[(i) give the local educational agency notice and an opportunity for a hearing; and

[(ii) notify the local educational agency of the finding of noncompliance and, in such notification, shall—

[(I) cite the specific provisions in the proposed amendment that are not in compliance; and

[(II) request additional information, only as to the noncompliant provisions, needed to make the proposed amendment compliant.

[(D) RESPONSE.—If the local educational agency responds to the Secretary's notification described in subparagraph (C)(ii) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the proposed amendment with the requested information described in subparagraph (C)(ii)(II), the Secretary shall approve or disapprove such proposed amendment prior to the later of—

[(i) the expiration of the 45-day period beginning on the date on which the proposed amendment is resubmitted; or

[(ii) the expiration of the 120-day period described in subparagraph (A).

[(E) FAILURE TO RESPOND.—If the local educational agency does not respond to the Secretary's notification described in subparagraph (C)(ii) during the 45-day period beginning on the date on which the agency received the notification, such proposed amendment shall be deemed to be disapproved.

[(3) TREATMENT OF PROGRAM FUNDS WITHDRAWN FROM AGREEMENT.—Beginning on the effective date of an amendment executed under paragraph (1)(A), each program requirement of each program removed from the scope of a local flexibility demonstration agreement shall apply to the use of funds made available under the program by the local educational agency.

[SEC. 6152. CONSOLIDATION AND USE OF FUNDS.

[(a) IN GENERAL.—

[(1) AUTHORITY.—Under a local flexibility demonstration agreement entered into under this chapter, a local educational agency may consolidate Federal funds made available to the agency under the provisions listed in subsection (b) and use such funds for any educational purpose permitted under this Act.

[(2) PROGRAM REQUIREMENTS.—Except as otherwise provided in this chapter, a local educational agency may use funds under paragraph (1) notwithstanding the program requirements of the program under which the funds were made available to the agency.

[(b) ELIGIBLE PROGRAMS.—Program funds made available to local educational agencies on the basis of a formula under the following provisions may be consolidated and used under subsection (a):

[(1) Subpart 2 of part A of title II.

[(2) Subpart 1 of part D of title II.

[(3) Subpart 1 of part A of title IV.

[(4) Subpart 1 of part A of title V.

[SEC. 6153. LIMITATIONS ON ADMINISTRATIVE EXPENDITURES.

[Each local educational agency that has entered into a local flexibility demonstration agreement with the Secretary under this chapter may use for administrative purposes not more than 4 per-

cent of the total amount of funds allocated to the agency under the programs included in the scope of the agreement.

[SEC. 6154. PERFORMANCE REVIEW AND PENALTIES.

[(a) MIDTERM REVIEW.—

[(1) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS.—If, during the term of a local flexibility demonstration agreement, a local educational agency fails to make adequate yearly progress for 2 consecutive years, the Secretary shall, after notice and opportunity for a hearing, promptly terminate the agreement.

[(2) NONCOMPLIANCE.—The Secretary may, after providing notice and an opportunity for a hearing (including the opportunity to provide information as provided for in paragraph (3)), terminate a local flexibility demonstration agreement under this chapter if there is evidence that the local educational agency has failed to comply with the terms of the agreement.

[(3) EVIDENCE.—If a local educational agency believes that the Secretary's determination under this subsection is in error for statistical or other substantive reasons, the local educational agency may provide supporting evidence to the Secretary, and the Secretary shall consider that evidence before making a final early termination determination.

[(b) FINAL REVIEW.—If, at the end of the 5-year term of a local flexibility demonstration agreement entered into under this chapter, the local educational agency has not met the requirements described in section 6151(c), the Secretary may not renew the agreement under section 6155 and, beginning on the date on which such term ends, the local educational agency shall be required to comply with each of the program requirements in effect on such date for each program included in the local flexibility demonstration agreement.

[SEC. 6155. RENEWAL OF LOCAL FLEXIBILITY DEMONSTRATION AGREEMENT.

[(a) IN GENERAL.—Except as provided in section 6154 and in accordance with this section, the Secretary shall renew for one additional 5-year term a local flexibility demonstration agreement entered into under this chapter if the local educational agency has met, by the end of the original term of the agreement, the requirements described in section 6151(c).

[(b) NOTIFICATION.—The Secretary may not renew a local flexibility demonstration agreement under this chapter unless, not less than 6 months before the end of the original term of the agreement, the local educational agency seeking the renewal notifies the Secretary of its intention to renew.

[(c) EFFECTIVE DATE.—A renewal under this section shall be effective at the end of the original term of the agreement or on the date on which the local educational agency seeking renewal provides to the Secretary all data required under the agreement, whichever is later.

[SEC. 6156. REPORTS.

[(a) TRANSMITTAL TO CONGRESS.—Not later than 60 days after the Secretary receives a report described in section 6151(b)(10), the Secretary shall make the report available to the Committee on Education and the Workforce of the House of Representatives and

the Committee on Health, Education, Labor, and Pensions of the Senate.

[(b) LIMITATION.—A State in which a local educational agency that has a local flexibility demonstration agreement is located may not require such local educational agency to provide any application information with respect to the programs included within the scope of that agreement other than that information that is required to be included in the report described in section 6151(b)(10).

[Subpart 4—State Accountability for Adequate Yearly Progress

[SEC. 6161. ACCOUNTABILITY FOR ADEQUATE YEARLY PROGRESS.

[In the case of a State educational agency that has a plan approved under subpart 1 of part A of title I after the date of enactment of the No Child Left Behind Act of 2001, and has a plan approved under subpart 1 of part A of title III of such Act after such date of enactment, the Secretary shall annually, starting with the beginning of the first school year following the first two school years for which such plans were implemented, review whether the State has—

[(1) made adequate yearly progress, as defined in section 1111(b)(2)(B), for each of the groups of students described in section 1111(b)(2)(C)(v); and

[(2) met its annual measurable achievement objectives under section 3122(a).

[SEC. 6162. PEER REVIEW.

[The Secretary shall use a peer review process to review, based on data from the State assessments administered under section 1111(b)(3) and on data from the evaluations conducted under section 3121, whether the State has failed to make adequate yearly progress for 2 consecutive years or whether the State has met its annual measurable achievement objectives.

[SEC. 6163. TECHNICAL ASSISTANCE.

[(a) PROVISION OF ASSISTANCE.—

[(1) ADEQUATE YEARLY PROGRESS.—Based on the review described in section 6161(1), the Secretary shall provide technical assistance to a State that has failed to make adequate yearly progress, as defined in section 1111(b)(2), for 2 consecutive years. The Secretary shall provide such assistance not later than the beginning of the first school year that begins after such determination is made.

[(2) ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES.—Based on the reviews described in section 6161(2), the Secretary may provide technical assistance to a State that has failed to meet its annual measurable achievement objectives under section 3122(a) for 2 consecutive years. The Secretary shall provide such assistance not later than the beginning of the first school year that begins after such determination is made.

[(b) CHARACTERISTICS.—The technical assistance described in subsection (a) shall—

[(1) be valid, reliable and rigorous; and

[(2) provide constructive feedback to help the State make adequate yearly progress, as defined in section 1111(b)(2), or

meet the annual measurable achievement objectives under section 3122(a).

[SEC. 6164. REPORT TO CONGRESS.

[Beginning with the school year that begins in 2005, the Secretary shall submit an annual report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate containing the following:

[(1) A list of each State that has not made adequate yearly progress based on the review conducted under section 6161(1).

[(2) A list of each State that has not met its annual measurable achievement objectives based on the review conducted under section 6161(2).

[(3) The information reported by the State to the Secretary pursuant to section 1119(a).

[(4) A description of any technical assistance provided pursuant to section 6163.

[PART B—RURAL EDUCATION INITIATIVE

[SEC. 6201. SHORT TITLE.

[This part may be cited as the "Rural Education Achievement Program".

[SEC. 6202. PURPOSE.

[It is the purpose of this part to address the unique needs of rural school districts that frequently—

[(1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and

[(2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

[Subpart 1—Small, Rural School Achievement Program

[SEC. 6211. USE OF APPLICABLE FUNDING.

[(a) ALTERNATIVE USES.—

[(1) IN GENERAL.—Notwithstanding any other provision of law, an eligible local educational agency may use the applicable funding that the agency is eligible to receive from the State educational agency for a fiscal year to carry out local activities authorized under any of the following provisions:

[(A) Part A of title I.

[(B) Part A or D of title II.

[(C) Title III.

[(D) Part A or B of title IV.

[(E) Part A of title V.

[(2) NOTIFICATION.—An eligible local educational agency shall notify the State educational agency of the local educational agency's intention to use the applicable funding in accordance with paragraph (1), by a date that is established by the State educational agency for the notification.

[(b) ELIGIBILITY.—

[(1) IN GENERAL.—A local educational agency shall be eligible to use the applicable funding in accordance with subsection (a) if—

[(A)(i)(I) the total number of students in average daily attendance at all of the schools served by the local educational agency is fewer than 600; or

[(II) each county in which a school served by the local educational agency is located has a total population density of fewer than 10 persons per square mile; and

[(ii) all of the schools served by the local educational agency are designated with a school locale code of 7 or 8, as determined by the Secretary; or

[(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii).

[(2) CERTIFICATION.—The Secretary shall determine whether to waive the criteria described in paragraph (1)(A)(ii) based on a demonstration by the local educational agency, and concurrence by the State educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

[(c) APPLICABLE FUNDING DEFINED.—In this section, the term "applicable funding" means funds provided under any of the following provisions:

[(1) Subpart 2 and section 2412(a)(2)(A) of title II.

[(2) Section 4114.

[(3) Part A of title V.

[(d) DISBURSEMENT.—Each State educational agency that receives applicable funding for a fiscal year shall disburse the applicable funding to local educational agencies for alternative uses under this section for the fiscal year at the same time as the State educational agency disburses the applicable funding to local educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

[(e) APPLICABLE RULES.—Applicable funding under this section shall be available to carry out local activities authorized under subsection (a).

[SEC. 6212. GRANT PROGRAM AUTHORIZED.

[(a) IN GENERAL.—The Secretary is authorized to award grants to eligible local educational agencies to enable the local educational agencies to carry out activities authorized under any of the following provisions:

[(1) Part A of title I.

[(2) Part A or D of title II.

[(3) Title III.

[(4) Part A or B of title IV.

[(5) Part A of title V.

[(b) ALLOCATION.—

[(1) IN GENERAL.—Except as provided in paragraph (3), the Secretary shall award a grant under subsection (a) to a local educational agency eligible under section 6211(b) for a fiscal year in an amount equal to the initial amount determined under paragraph (2) for the fiscal year minus the total amount

received by the agency under the provisions of law described in section 6211(c) for the preceding fiscal year.

[(2) DETERMINATION OF INITIAL AMOUNT.—The initial amount referred to in paragraph (1) is equal to $100 multiplied by the total number of students in excess of 50 students, in average daily attendance at the schools served by the local educational agency, plus $20,000, except that the initial amount may not exceed $60,000.

[(3) RATABLE ADJUSTMENT.—

[(A) IN GENERAL.—If the amount made available to carry out this section for any fiscal year is not sufficient to pay in full the amounts that local educational agencies are eligible to receive under paragraph (1) for such year, the Secretary shall ratably reduce such amounts for such year.

[(B) ADDITIONAL AMOUNTS.—If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

[(c) DISBURSEMENT.—The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that fiscal year.

[(d) SPECIAL ELIGIBILITY RULE.—A local educational agency that is eligible to receive a grant under this subpart for a fiscal year is not eligible to receive funds for such fiscal year under subpart 2.

[SEC. 6213. ACCOUNTABILITY.

[(a) ACADEMIC ACHIEVEMENT ASSESSMENT.—Each local educational agency that uses or receives funds under this subpart for a fiscal year shall administer an assessment that is consistent with section 1111(b)(3).

[(b) DETERMINATION REGARDING CONTINUING PARTICIPATION.—Each State educational agency that receives funding under the provisions of law described in section 6211(c) shall—

[(1) after the third year that a local educational agency in the State participates in a program under this subpart and on the basis of the results of the assessments described in subsection (a), determine whether the local educational agency participating in the program made adequate yearly progress, as described in section 1111(b)(2);

[(2) permit only those local educational agencies that participated and made adequate yearly progress, as described in section 1111(b)(2), to continue to participate; and

[(3) permit those local educational agencies that participated and failed to make adequate yearly progress, as described in section 1111(b)(2), to continue to participate only if such local educational agencies use applicable funding under this subpart to carry out the requirements of section 1116.

[Subpart 2—Rural and Low-Income School Program

[SEC. 6221. PROGRAM AUTHORIZED.

[(a) GRANTS TO STATES.—

[(1) IN GENERAL.—From amounts appropriated under section 6234 for this subpart for a fiscal year that are not reserved under subsection (c), the Secretary shall award grants (from allotments made under paragraph (2)) for the fiscal year to State educational agencies that have applications submitted under section 6223 approved to enable the State educational agencies to award grants to eligible local educational agencies for local authorized activities described in section 6222(a).

[(2) ALLOTMENT.—From amounts described in paragraph (1) for a fiscal year, the Secretary shall allot to each State educational agency for that fiscal year an amount that bears the same ratio to those amounts as the number of students in average daily attendance served by eligible local educational agencies in the State for that fiscal year bears to the number of all such students served by eligible local educational agencies in all States for that fiscal year.

[(3) SPECIALLY QUALIFIED AGENCIES.—

[(A) ELIGIBILITY AND APPLICATION.—If a State educational agency elects not to participate in the program under this subpart or does not have an application submitted under section 6223 approved, a specially qualified agency in such State desiring a grant under this subpart may submit an application under such section directly to the Secretary to receive an award under this subpart.

[(B) DIRECT AWARDS.—The Secretary may award, on a competitive basis or by formula, the amount the State educational agency is eligible to receive under paragraph (2) directly to a specially qualified agency in the State that has submitted an application in accordance with subparagraph (A) and obtained approval of the application.

[(C) SPECIALLY QUALIFIED AGENCY DEFINED.—In this subpart, the term "specially qualified agency" means an eligible local educational agency served by a State educational agency that does not participate in a program under this subpart in a fiscal year, that may apply directly to the Secretary for a grant in such year under this subsection.

[(b) LOCAL AWARDS.—

[(1) ELIGIBILITY.—A local educational agency shall be eligible to receive a grant under this subpart if—

[(A) 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line; and

[(B) all of the schools served by the agency are designated with a school locale code of 6, 7, or 8, as determined by the Secretary.

[(2) AWARD BASIS.—A State educational agency shall award grants to eligible local educational agencies—

[(A) on a competitive basis;

[(B) according to a formula based on the number of students in average daily attendance served by the eligible local educational agencies or schools in the State; or

[(C) according to an alternative formula, if, prior to awarding the grants, the State educational agency demonstrates, to the satisfaction of the Secretary, that the al-

ternative formula enables the State educational agency to allot the grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentrations that would be served if the State educational agency used the formula described in subparagraph (B).

[(c) RESERVATIONS.—From amounts appropriated under section 6234 for this subpart for a fiscal year, the Secretary shall reserve—

[(1) one-half of 1 percent to make awards to elementary schools or secondary schools operated or supported by the Bureau of Indian Affairs, to carry out the activities authorized under this subpart; and

[(2) one-half of 1 percent to make awards to the outlying areas in accordance with their respective needs, to carry out the activities authorized under this subpart.

[SEC. 6222. USES OF FUNDS.

[(a) LOCAL AWARDS.—Grant funds awarded to local educational agencies under this subpart shall be used for any of the following:

[(1) Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.

[(2) Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.

[(3) Educational technology, including software and hardware, as described in part D of title II.

[(4) Parental involvement activities.

[(5) Activities authorized under the Safe and Drug-Free Schools program under part A of title IV.

[(6) Activities authorized under part A of title I.

[(7) Activities authorized under title III.

[(b) ADMINISTRATIVE COSTS.—A State educational agency receiving a grant under this subpart may not use more than 5 percent of the amount of the grant for State administrative costs and to provide technical assistance to eligible local educational agencies.

[SEC. 6223. APPLICATIONS.

[(a) IN GENERAL.—Each State educational agency or specially qualified agency desiring to receive a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

[(b) CONTENTS.—At a minimum, each application submitted under subsection (a) shall include information on specific measurable goals and objectives to be achieved through the activities carried out through the grant, which may include specific educational goals and objectives relating to—

[(1) increased student academic achievement;

[(2) decreased student dropout rates; or

[(3) such other factors as the State educational agency or specially qualified agency may choose to measure.

[SEC. 6224. ACCOUNTABILITY.

[(a) STATE REPORT.—Each State educational agency that receives a grant under this subpart shall prepare and submit an annual report to the Secretary. The report shall describe—

[(1) the method the State educational agency used to award grants to eligible local educational agencies, and to provide assistance to schools, under this subpart;

[(2) how local educational agencies and schools used funds provided under this subpart; and

[(3) the degree to which progress has been made toward meeting the goals and objectives described in the application submitted under section 6223.

[(b) SPECIALLY QUALIFIED AGENCY REPORT.—Each specially qualified agency that receives a grant under this subpart shall provide an annual report to the Secretary. Such report shall describe—

[(1) how such agency uses funds provided under this subpart; and

[(2) the degree to which progress has been made toward meeting the goals and objectives described in the application submitted under section 6223.

[(c) REPORT TO CONGRESS.—The Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a biennial report. The report shall describe—

[(1) the methods the State educational agencies used to award grants to eligible local educational agencies, and to provide assistance to schools, under this subpart;local educational agencies and schools used funds provided under this subpart; and

[(3) the degree to which progress has been made toward meeting the goals and objectives described in the applications submitted under section 6223.

[(d) ACADEMIC ACHIEVEMENT ASSESSMENT.—Each local educational agency or specially qualified agency that receives a grant under this subpart for a fiscal year shall administer an assessment that is consistent with section 1111(b)(3).

[(e) DETERMINATION REGARDING CONTINUING PARTICIPATION.—Each State educational agency or specially qualified agency that receives a grant under this subpart shall—

[(1) after the third year that a local educational agency or specially qualified agency in the State receives funds under this subpart, and on the basis of the results of the assessments described in subsection (d)—

[(A) in the case of a local educational agency, determine whether the local educational agency made adequate yearly progress, as described in section 1111(b)(2); and

[(B) in the case of a specially qualified agency, submit to the Secretary information that would allow the Secretary to determine whether the specially qualified agency has made adequate yearly progress, as described in section 1111(b)(2);

[(2) permit only those local educational agencies or specially qualified agencies that made adequate yearly progress, as described in section 1111(b)(2), to continue to receive grants under this subpart; and

[(3) permit those local educational agencies or specially qualified agencies that failed to make adequate yearly

progress, as described in section 1111(b)(2), to continue to receive such grants only if the State educational agency disbursed such grants to the local educational agencies or specially qualified agencies to carry out the requirements of section 1116.

[Subpart 3—General Provisions

[SEC. 6231. ANNUAL AVERAGE DAILY ATTENDANCE DETERMINATION.

[(a) CENSUS DETERMINATION.—Each local educational agency desiring a grant under section 6212 and each local educational agency or specially qualified agency desiring a grant under subpart 2 shall—

[(1) not later than December 1 of each year, conduct a census to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by the agency; and

[(2) not later than March 1 of each year, submit the number described in paragraph (1) to the Secretary (and to the State educational agency, in the case of a local educational agency seeking a grant under subpart (2)).

[(b) PENALTY.—If the Secretary determines that a local educational agency or specially qualified agency has knowingly submitted false information under subsection (a) for the purpose of gaining additional funds under section 6212 or subpart 2, then the agency shall be fined an amount equal to twice the difference between the amount the agency received under this section and the correct amount the agency would have received under section 6212 or subpart 2 if the agency had submitted accurate information under subsection (a).

[SEC. 6232. SUPPLEMENT, NOT SUPPLANT.

[Funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

[SEC. 6233. RULE OF CONSTRUCTION.

[Nothing in this part shall be construed to prohibit a local educational agency that enters into cooperative arrangements with other local educational agencies for the provision of special, compensatory, or other education services, pursuant to State law or a written agreement, from entering into similar arrangements for the use, or the coordination of the use, of the funds made available under this part.

[SEC. 6234. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this part $300,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years, to be distributed equally between subparts 1 and 2.

[PART C—GENERAL PROVISIONS

[SEC. 6301. PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

[Nothing in this title shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's specific instructional content, academic achievement standards and assessments, curriculum, or program of instruction, as a condition of eligibility to receive funds under this Act.

[SEC. 6302. RULE OF CONSTRUCTION ON EQUALIZED SPENDING.

[Nothing in this title shall be construed to mandate equalized spending per pupil for a State, local educational agency, or school.

[TITLE VII—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

[PART A—INDIAN EDUCATION

[SEC. 7101. STATEMENT OF POLICY.

[It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

[SEC. 7102. PURPOSE.

[(a) PURPOSE.—It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

[(b) PROGRAMS.—This part carries out the purpose described in subsection (a) by authorizing programs of direct assistance for—

[(1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;

[(2) the education of Indian children and adults;

[(3) the training of Indian persons as educators and counselors, and in other professions serving Indian people; and

[(4) research, evaluation, data collection, and technical assistance.

[Subpart 1—Formula Grants to Local Educational Agencies

[SEC. 7111. PURPOSE.

[It is the purpose of this subpart to support local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs—

[(1) are based on challenging State academic content and student academic achievement standards that are used for all students; and

[(2) are designed to assist Indian students in meeting those standards.

[SEC. 7112. GRANTS TO LOCAL EDUCATIONAL AGENCIES AND TRIBES.

[(a) IN GENERAL.—The Secretary may make grants, from allocations made under section 7113, to local educational agencies and Indian tribes, in accordance with this section and section 7113.

[(b) LOCAL EDUCATIONAL AGENCIES.—

[(1) ENROLLMENT REQUIREMENTS.—A local educational agency shall be eligible for a grant under this subpart for any fiscal year if the number of Indian children eligible under section 7117 who were enrolled in the schools of the agency, and to whom the agency provided free public education, during the preceding fiscal year—

[(A) was at least 10; or

[(B) constituted not less than 25 percent of the total number of individuals enrolled in the schools of such agency.

[(2) EXCLUSION.—The requirement of paragraph (1) shall not apply in Alaska, California, or Oklahoma, or with respect to any local educational agency located on, or in proximity to, a reservation.

[(c) INDIAN TRIBES.—

[(1) IN GENERAL.—If a local educational agency that is otherwise eligible for a grant under this subpart does not establish a committee under section 7114(c)(4) for such grant, an Indian tribe that represents not less than ½ of the eligible Indian children who are served by such local educational agency may apply for such grant.

[(2) SPECIAL RULE.—The Secretary shall treat each Indian tribe applying for a grant pursuant to paragraph (1) as if such Indian tribe were a local educational agency for purposes of this subpart, except that any such tribe is not subject to section 7114(c)(4), section 7118(c), or section 7119.

[SEC. 7113. AMOUNT OF GRANTS.

[(a) AMOUNT OF GRANT AWARDS.—

[(1) IN GENERAL.—Except as provided in subsection (b) and paragraph (2), the Secretary shall allocate to each local educational agency that has an approved application under this subpart an amount equal to the product of—

[(A) the number of Indian children who are eligible under section 7117 and served by such agency; and

[(B) the greater of—

[(i) the average per pupil expenditure of the State in which such agency is located; or

[(ii) 80 percent of the average per pupil expenditure of all the States.

[(2) REDUCTION.—The Secretary shall reduce the amount of each allocation otherwise determined under this section in accordance with subsection (e).

[(b) MINIMUM GRANT.—

[(1) IN GENERAL.—Notwithstanding subsection (e), an entity that is eligible for a grant under section 7112, and a school that is operated or supported by the Bureau of Indian Affairs that is eligible for a grant under subsection (d), that submits an application that is approved by the Secretary, shall, subject to appropriations, receive a grant under this subpart in an amount that is not less than $3,000.

[(2) CONSORTIA.—Local educational agencies may form a consortium for the purpose of obtaining grants under this subpart.

[(3) INCREASE.—The Secretary may increase the minimum grant under paragraph (1) to not more than $4,000 for all grantees if the Secretary determines such increase is necessary to ensure the quality of the programs provided.

[(c) DEFINITION.—For the purpose of this section, the term "average per pupil expenditure", used with respect to a State, means an amount equal to—

[(1) the sum of the aggregate current expenditures of all the local educational agencies in the State, plus any direct current expenditures by the State for the operation of such agencies, without regard to the sources of funds from which such local or State expenditures were made, during the second fiscal year preceding the fiscal year for which the computation is made; divided by

[(2) the aggregate number of children who were included in average daily attendance for whom such agencies provided free public education during such preceding fiscal year.

[(d) SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN AFFAIRS.—

[(1) IN GENERAL.—Subject to subsection (e), in addition to the grants awarded under subsection (a), the Secretary shall allocate to the Secretary of the Interior an amount equal to the product of—

[(A) the total number of Indian children enrolled in schools that are operated by—

[(i) the Bureau of Indian Affairs; or

[(ii) an Indian tribe, or an organization controlled or sanctioned by an Indian tribal government, for the children of that tribe under a contract with, or grant from, the Department of the Interior under the Indian Self-Determination Act or the Tribally Controlled Schools Act of 1988; and

[(B) the greater of—

[(i) the average per pupil expenditure of the State in which the school is located; or

[(ii) 80 percent of the average per pupil expenditure of all the States.

[(2) SPECIAL RULE.—Any school described in paragraph (1)(A) that wishes to receive an allocation under this subpart shall submit an application in accordance with section 7114, and shall otherwise be treated as a local educational agency for the purpose of this subpart, except that such school shall not be subject to section 7114(c)(4), section 7118(c), or section 7119.

[(e) RATABLE REDUCTIONS.—If the sums appropriated for any fiscal year under section 7152(a) are insufficient to pay in full the amounts determined for local educational agencies under subsection (a)(1) and for the Secretary of the Interior under subsection (d), each of those amounts shall be ratably reduced.

[SEC. 7114. APPLICATIONS.

[(a) APPLICATION REQUIRED.—Each local educational agency that desires to receive a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

[(b) COMPREHENSIVE PROGRAM REQUIRED.—Each application submitted under subsection (a) shall include a description of a comprehensive program for meeting the needs of Indian children served by the local educational agency, including the language and cultural needs of the children, that—

[(1) describes how the comprehensive program will offer programs and activities to meet the culturally related academic needs of American Indian and Alaska Native students;

[(2)(A) is consistent with the State and local plans submitted under other provisions of this Act; and

[(B) includes academic content and student academic achievement goals for such children, and benchmarks for attaining such goals, that are based on the challenging State academic content and student academic achievement standards adopted under title I for all children;

[(3) explains how Federal, State, and local programs, especially programs carried out under title I, will meet the needs of such students;

[(4) demonstrates how funds made available under this subpart will be used for activities described in section 7115;

[(5) describes the professional development opportunities that will be provided, as needed, to ensure that—

[(A) teachers and other school professionals who are new to the Indian community are prepared to work with Indian children; and

[(B) all teachers who will be involved in programs assisted under this subpart have been properly trained to carry out such programs; and

[(6) describes how the local educational agency—

[(A) will periodically assess the progress of all Indian children enrolled in the schools of the local educational agency, including Indian children who do not participate in programs assisted under this subpart, in meeting the goals described in paragraph (2);

[(B) will provide the results of each assessment referred to in subparagraph (A) to—

[(i) the committee described in subsection (c)(4); and

[(ii) the community served by the local educational agency; and

[(C) is responding to findings of any previous assessments that are similar to the assessments described in subparagraph (A).

[(c) ASSURANCES.—Each application submitted under subsection (a) shall include assurances that—

[(1) the local educational agency will use funds received under this subpart only to supplement the funds that, in the absence of the Federal funds made available under this subpart, such agency would make available for the education of Indian children, and not to supplant such funds;

[(2) the local educational agency will prepare and submit to the Secretary such reports, in such form and containing such information, as the Secretary may require to—

[(A) carry out the functions of the Secretary under this subpart; and

[(B) determine the extent to which activities carried out with funds provided to the local educational agency under this subpart are effective in improving the educational achievement of Indian students served by such agency;

[(3) the program for which assistance is sought—

[(A) is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the local educational agency is providing an education;

[(B) will use the best available talents and resources, including individuals from the Indian community; and

[(C) was developed by such agency in open consultation with parents of Indian children and teachers, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this subparagraph a full opportunity to understand the program and to offer recommendations regarding the program; and

[(4) the local educational agency developed the program with the participation and written approval of a committee—

[(A) that is composed of, and selected by—

[(i) parents of Indian children in the local educational agency's schools;

[(ii) teachers in the schools; and

[(iii) if appropriate, Indian students attending secondary schools of the agency;

[(B) a majority of whose members are parents of Indian children;

[(C) that has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served;

[(D) with respect to an application describing a schoolwide program in accordance with section 7115(c), that has—

[(i) reviewed in a timely fashion the program; and

[(ii) determined that the program will not diminish the availability of culturally related activities for American Indian and Alaska Native students; and

[(E) that has adopted reasonable bylaws for the conduct of the activities of the committee and abides by such bylaws.

[SEC. 7115. AUTHORIZED SERVICES AND ACTIVITIES.

[(a) GENERAL REQUIREMENTS.—Each local educational agency that receives a grant under this subpart shall use the grant funds, in a manner consistent with the purpose specified in section 7111, for services and activities that—

[(1) are designed to carry out the comprehensive program of the local educational agency for Indian students, and described in the application of the local educational agency submitted to the Secretary under section 7114(a);

[(2) are designed with special regard for the language and cultural needs of the Indian students; and

[(3) supplement and enrich the regular school program of such agency.

[(b) PARTICULAR ACTIVITIES.—The services and activities referred to in subsection (a) may include—

[(1) culturally related activities that support the program described in the application submitted by the local educational agency;

[(2) early childhood and family programs that emphasize school readiness;

[(3) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic content and student academic achievement standards;

[(4) integrated educational services in combination with other programs that meet the needs of Indian children and their families;

[(5) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006, including programs for tech-prep education, mentoring, and apprenticeship;

[(6) activities to educate individuals concerning substance abuse and to prevent substance abuse;

[(7) the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 7111;

[(8) activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;

[(9) activities that incorporate American Indian and Alaska Native specific curriculum content, consistent with State standards, into the curriculum used by the local educational agency;

[(10) family literacy services; and

[(11) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

[(c) SCHOOLWIDE PROGRAMS.—Notwithstanding any other provision of law, a local educational agency may use funds made available to such agency under this subpart to support a schoolwide program under section 1114 if—

[(1) the committee established pursuant to section 7114(c)(4) approves the use of the funds for the schoolwide program; and

[(2) the schoolwide program is consistent with the purpose described in section 7111.

[(d) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.

[SEC. 7116. INTEGRATION OF SERVICES AUTHORIZED.

[(a) PLAN.—An entity receiving funds under this subpart may submit a plan to the Secretary for the integration of education and related services provided to Indian students.

[(b) CONSOLIDATION OF PROGRAMS.—Upon the receipt of an acceptable plan under subsection (a), the Secretary, in cooperation with each Federal agency providing grants for the provision of education and related services to the entity, shall authorize the entity to consolidate, in accordance with such plan, the federally funded education and related services programs of the entity and the Federal programs, or portions of the programs, serving Indian students in a manner that integrates the program services involved into a single, coordinated, comprehensive program and reduces administrative costs by consolidating administrative functions.

[(c) PROGRAMS AFFECTED.—The funds that may be consolidated in a demonstration project under any such plan referred to in subsection (a) shall include funds for any Federal program exclusively serving Indian children, or the funds reserved under any Federal program to exclusively serve Indian children, under which the entity is eligible for receipt of funds under a statutory or administrative formula for the purposes of providing education and related services that would be used to serve Indian students.

[(d) PLAN REQUIREMENTS.—For a plan to be acceptable pursuant to subsection (b), the plan shall—

[(1) identify the programs or funding sources to be consolidated;

[(2) be consistent with the objectives of this section concerning authorizing the services to be integrated in a demonstration project;

[(3) describe a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist Indian students to achieve the objectives set forth in this subpart;

[(4) describe the way in which services are to be integrated and delivered and the results expected from the plan;

[(5) identify the projected expenditures under the plan in a single budget;

[(6) identify the State, tribal, or local agency or agencies to be involved in the delivery of the services integrated under the plan;

[(7) identify any statutory provisions, regulations, policies, or procedures that the entity believes need to be waived in order to implement the plan;

[(8) set forth measures for academic content and student academic achievement goals designed to be met within a specific period of time; and

[(9) be approved by a committee formed in accordance with section 7114(c)(4), if such a committee exists.

[(e) PLAN REVIEW.—Upon receipt of the plan from an eligible entity, the Secretary shall consult with the Secretary of each Federal department providing funds to be used to implement the plan, and with the entity submitting the plan. The parties so consulting shall identify any waivers of statutory requirements or of Federal departmental regulations, policies, or procedures necessary to enable the entity to implement the plan. Notwithstanding any other provision of law, the Secretary of the affected department shall have the authority to waive any regulation, policy, or procedure promulgated by that department that has been so identified by the entity or department, unless the Secretary of the affected department determines that such a waiver is inconsistent with the objectives of this subpart or those provisions of the statute from which the program involved derives authority that are specifically applicable to Indian students.

[(f) PLAN APPROVAL.—Within 90 days after the receipt of an entity's plan by the Secretary, the Secretary shall inform the entity, in writing, of the Secretary's approval or disapproval of the plan. If the plan is disapproved, the entity shall be informed, in writing, of the reasons for the disapproval and shall be given an opportunity to amend the plan or to petition the Secretary to reconsider such disapproval.

[(g) RESPONSIBILITIES OF DEPARTMENT OF EDUCATION.—Not later than 180 days after the date of enactment of the No Child Left Behind Act of 2001, the Secretary of Education, the Secretary of the Interior, and the head of any other Federal department or agency identified by the Secretary of Education, shall enter into an interdepartmental memorandum of agreement providing for the implementation of the demonstration projects authorized under this section. The lead agency head for a demonstration project under this section shall be—

[(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

[(2) the Secretary of Education, in the case of any other entity.

[(h) RESPONSIBILITIES OF LEAD AGENCY.—The responsibilities of the lead agency shall include—

[(1) the use of a single report format related to the plan for the individual project, which shall be used by an eligible entity to report on the activities undertaken under the project;

[(2) the use of a single report format related to the projected expenditures for the individual project which shall be used by an eligible entity to report on all project expenditures;

[(3) the development of a single system of Federal oversight for the project, which shall be implemented by the lead agency; and

[(4) the provision of technical assistance to an eligible entity appropriate to the project, except that an eligible entity shall

have the authority to accept or reject the plan for providing such technical assistance and the technical assistance provider.

[(i) REPORT REQUIREMENTS.—A single report format shall be developed by the Secretary, consistent with the requirements of this section. Such report format shall require that reports described in subsection (h), together with records maintained on the consolidated program at the local level, shall contain such information as will allow a determination that the eligible entity has complied with the requirements incorporated in its approved plan, including making a demonstration of student academic achievement, and will provide assurances to each Secretary that the eligible entity has complied with all directly applicable statutory requirements and with those directly applicable regulatory requirements that have not been waived.

[(j) NO REDUCTION IN AMOUNTS.—In no case shall the amount of Federal funds available to an eligible entity involved in any demonstration project be reduced as a result of the enactment of this section.

[(k) INTERAGENCY FUND TRANSFERS AUTHORIZED.—The Secretary is authorized to take such action as may be necessary to provide for an interagency transfer of funds otherwise available to an eligible entity in order to further the objectives of this section.

[(l) ADMINISTRATION OF FUNDS.—

[(1) IN GENERAL.—Program funds for the consolidated programs shall be administered in such a manner as to allow for a determination that funds from a specific program are spent on allowable activities authorized under such program, except that the eligible entity shall determine the proportion of the funds granted that shall be allocated to such program.

[(2) SEPARATE RECORDS NOT REQUIRED.—Nothing in this section shall be construed as requiring the eligible entity to maintain separate records tracing any services or activities conducted under the approved plan to the individual programs under which funds were authorized for the services or activities, nor shall the eligible entity be required to allocate expenditures among such individual programs.

[(m) OVERAGE.—The eligible entity may commingle all administrative funds from the consolidated programs and shall be entitled to the full amount of such funds (under each program's or agency's regulations). The overage (defined as the difference between the amount of the commingled funds and the actual administrative cost of the programs) shall be considered to be properly spent for Federal audit purposes, if the overage is used for the purposes provided for under this section.

[(n) FISCAL ACCOUNTABILITY.—Nothing in this part shall be construed so as to interfere with the ability of the Secretary or the lead agency to fulfill the responsibilities for the safeguarding of Federal funds pursuant to chapter 75 of title 31, United States Code.

[(o) REPORT ON STATUTORY OBSTACLES TO PROGRAM INTEGRATION.—

[(1) PRELIMINARY REPORT.—Not later than 2 years after the date of enactment of the No Child Left Behind Act of 2001, the Secretary of Education shall submit a preliminary report to the Committee on Education and the Workforce and the Com-

mittee on Resources of the House of Representatives and the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate on the status of the implementation of the demonstration projects authorized under this section.

[(2) FINAL REPORT.—Not later than 5 years after the date of enactment of the No Child Left Behind Act of 2001, the Secretary of Education shall submit a report to the Committee on Education and the Workforce and the Committee on Resources of the House of Representatives and the Committee on Health, Education, Labor, and Pensions and the Committee on Indian Affairs of the Senate on the results of the implementation of the demonstration projects authorized under this section. Such report shall identify statutory barriers to the ability of participants to integrate more effectively their education and related services to Indian students in a manner consistent with the objectives of this section.

[(p) DEFINITIONS.—For the purposes of this section, the term "Secretary" means—

[(1) the Secretary of the Interior, in the case of an entity meeting the definition of a contract or grant school under title XI of the Education Amendments of 1978; or

[(2) the Secretary of Education, in the case of any other entity.

[SEC. 7117. STUDENT ELIGIBILITY FORMS.

[(a) IN GENERAL.—The Secretary shall require that, as part of an application for a grant under this subpart, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this subpart, and that otherwise meets the requirements of subsection (b).

[(b) FORMS.—The form described in subsection (a) shall include—

[(1) either—

[(A)(i) the name of the tribe or band of Indians (as defined in section 7151) with respect to which the child claims membership;

[(ii) the enrollment number establishing the membership of the child (if readily available); and

[(iii) the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians; or

[(B) the name, the enrollment number (if readily available), and the name and address of the organization responsible for maintaining updated and accurate membership data, of any parent or grandparent of the child from whom the child claims eligibility under this subpart, if the child is not a member of the tribe or band of Indians (as so defined);

[(2) a statement of whether the tribe or band of Indians (as so defined), with respect to which the child, or parent or grandparent of the child, claims membership, is federally recognized;

[(3) the name and address of the parent or legal guardian of the child;

[(4) a signature of the parent or legal guardian of the child that verifies the accuracy of the information supplied; and

[(5) any other information that the Secretary considers necessary to provide an accurate program profile.

[(c) STATUTORY CONSTRUCTION.—Nothing in this section shall be construed to affect a definition contained in section 7151.

[(d) FORMS AND STANDARDS OF PROOF.—The forms and the standards of proof (including the standard of good faith compliance) that were in use during the 1985–86 academic year to establish the eligibility of a child for entitlement under the Indian Elementary and Secondary School Assistance Act shall be the forms and standards of proof used—

[(1) to establish eligibility under this subpart; and

[(2) to meet the requirements of subsection (a).

[(e) DOCUMENTATION.—For purposes of determining whether a child is eligible to be counted for the purpose of computing the amount of a grant award under section 7113, the membership of the child, or any parent or grandparent of the child, in a tribe or band of Indians (as so defined) may be established by proof other than an enrollment number, notwithstanding the availability of an enrollment number for a member of such tribe or band. Nothing in subsection (b) shall be construed to require the furnishing of an enrollment number.

[(f) MONITORING AND EVALUATION REVIEW.—

[(1) IN GENERAL.—

[(A) REVIEW.—For each fiscal year, in order to provide such information as is necessary to carry out the responsibility of the Secretary to provide technical assistance under this subpart, the Secretary shall conduct a monitoring and evaluation review of a sampling of the recipients of grants under this subpart. The sampling conducted under this subparagraph shall take into account the size of and the geographic location of each local educational agency.

[(B) EXCEPTION.—A local educational agency may not be held liable to the United States or be subject to any penalty, by reason of the findings of an audit that relates to the date of completion, or the date of submission, of any forms used to establish, before April 28, 1988, the eligibility of a child for an entitlement under the Indian Elementary and Secondary School Assistance Act.

[(2) FALSE INFORMATION.—Any local educational agency that provides false information in an application for a grant under this subpart shall—

[(A) be ineligible to apply for any other grant under this subpart; and

[(B) be liable to the United States for any funds from the grant that have not been expended.

[(3) EXCLUDED CHILDREN.—A student who provides false information for the form required under subsection (a) shall not be counted for the purpose of computing the amount of a grant under section 7113.

[(g) TRIBAL GRANT AND CONTRACT SCHOOLS.—Notwithstanding any other provision of this section, in calculating the amount of a grant under this subpart to a tribal school that receives a grant or

contract from the Bureau of Indian Affairs, the Secretary shall use only one of the following, as selected by the school:

[(1) A count of the number of students in the schools certified by the Bureau.

[(2) A count of the number of students for whom the school has eligibility forms that comply with this section.

[(h) TIMING OF CHILD COUNTS.—For purposes of determining the number of children to be counted in calculating the amount of a local educational agency's grant under this subpart (other than in the case described in subsection (g)(1)), the local educational agency shall—

[(1) establish a date on, or a period not longer than 31 consecutive days during, which the agency counts those children, if that date or period occurs before the deadline established by the Secretary for submitting an application under section 7114; and

[(2) determine that each such child was enrolled, and receiving a free public education, in a school of the agency on that date or during that period, as the case may be.

[SEC. 7118. PAYMENTS.

[(a) IN GENERAL.—Subject to subsections (b) and (c), the Secretary shall pay to each local educational agency that submits an application that is approved by the Secretary under this subpart the amount determined under section 7113. The Secretary shall notify the local educational agency of the amount of the payment not later than June 1 of the year for which the Secretary makes the payment.

[(b) PAYMENTS TAKEN INTO ACCOUNT BY THE STATE.—The Secretary may not make a grant under this subpart to a local educational agency for a fiscal year if, for such fiscal year, the State in which the local educational agency is located takes into consideration payments made under this chapter in determining the eligibility of the local educational agency for State aid, or the amount of the State aid, with respect to the free public education of children during such fiscal year or the preceding fiscal year.

[(c) REDUCTION OF PAYMENT FOR FAILURE TO MAINTAIN FISCAL EFFORT.—

[(1) IN GENERAL.—The Secretary may not pay a local educational agency the full amount of a grant award determined under section 7113 for any fiscal year unless the State educational agency notifies the Secretary, and the Secretary determines, that with respect to the provision of free public education by the local educational agency for the preceding fiscal year, the combined fiscal effort of the local educational agency and the State, computed on either a per student or aggregate expenditure basis, was not less than 90 percent of the amount of the combined fiscal effort, computed on the same basis, for the second preceding fiscal year.

[(2) FAILURE TO MAINTAIN EFFORT.—If, for the preceding fiscal year, the Secretary determines that a local educational agency and State failed to maintain the combined fiscal effort for such agency at the level specified in paragraph (1), the Secretary shall—

[(A) reduce the amount of the grant that would otherwise be made to such agency under this subpart in the

exact proportion of the failure to maintain the fiscal effort at such level; and

[(B) not use the reduced amount of the agency and State expenditures for the preceding year to determine compliance with paragraph (1) for any succeeding fiscal year, but shall use the amount of expenditures that would have been required to comply with paragraph (1).

[(3) WAIVER.—

[(A) IN GENERAL.—The Secretary may waive the requirement of paragraph (1) for a local educational agency, for not more than 1 year at a time, if the Secretary determines that the failure to comply with such requirement is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the agency's financial resources.

[(B) FUTURE DETERMINATIONS.—The Secretary shall not use the reduced amount of the agency's expenditures for the fiscal year preceding the fiscal year for which a waiver is granted to determine compliance with paragraph (1) for any succeeding fiscal year, but shall use the amount of expenditures that would have been required to comply with paragraph (1) in the absence of the waiver.

[(d) REALLOCATIONS.—The Secretary may reallocate, in a manner that the Secretary determines will best carry out the purpose of this subpart, any amounts that—

[(1) based on estimates made by local educational agencies or other information, the Secretary determines will not be needed by such agencies to carry out approved programs under this subpart; or

[(2) otherwise become available for reallocation under this subpart.

[SEC. 7119. STATE EDUCATIONAL AGENCY REVIEW.

[Before submitting an application to the Secretary under section 7114, a local educational agency shall submit the application to the State educational agency, which may comment on such application. If the State educational agency comments on the application, the agency shall comment on all applications submitted by local educational agencies in the State and shall provide those comments to the respective local educational agencies, with an opportunity to respond.

[Subpart 2—Special Programs and Projects To Improve Educational Opportunities for Indian Children

[SEC. 7121. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN.

[(a) PURPOSE.—

[(1) IN GENERAL.—It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children.

[(2) COORDINATION.—The Secretary shall take the necessary actions to achieve the coordination of activities assisted under this subpart with—

[(A) other programs funded under this Act; and

[(B) other Federal programs operated for the benefit of American Indian and Alaska Native children.

[(b) ELIGIBLE ENTITIES.—In this section, the term "eligible entity" means a State educational agency, local educational agency, Indian tribe, Indian organization, federally supported elementary school or secondary school for Indian students, Indian institution (including an Indian institution of higher education), or a consortium of such entities.

[(c) GRANTS AUTHORIZED.—

[(1) IN GENERAL.—The Secretary shall award grants to eligible entities to enable such entities to carry out activities that meet the purpose of this section, including—

[(A) innovative programs related to the educational needs of educationally disadvantaged children;

[(B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects of English, mathematics, science, foreign languages, art, history, and geography;

[(C) bilingual and bicultural programs and projects;

[(D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children;

[(E) special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children;

[(F) comprehensive guidance, counseling, and testing services;

[(G) early childhood and kindergarten programs, including family-based preschool programs that emphasize school readiness and parental skills, and the provision of services to Indian children with disabilities;

[(H) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education;

[(I) partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill, high-wage career;

[(J) programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education;

[(K) family literacy services;

[(L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors; or

[(M) other services that meet the purpose described in this section.

[(2) PROFESSIONAL DEVELOPMENT.—Professional development of teaching professionals and paraprofessionals may be a part of any program assisted under this section.

[(d) GRANT REQUIREMENTS AND APPLICATIONS.—

[(1) GRANT REQUIREMENTS.—

[(A) IN GENERAL.—The Secretary may make multiyear grants under subsection (c) for the planning, development, pilot operation, or demonstration of any activity described in subsection (c) for a period not to exceed 5 years.

[(B) PRIORITY.—In making multiyear grants described in this paragraph, the Secretary shall give priority to entities submitting applications that present a plan for combining two or more of the activities described in subsection (c) over a period of more than 1 year.

[(C) PROGRESS.—The Secretary shall make a grant payment for a grant described in this paragraph to an eligible entity after the initial year of the multiyear grant only if the Secretary determines that the eligible entity has made substantial progress in carrying out the activities assisted under the grant in accordance with the application submitted under paragraph (3) and any subsequent modifications to such application.

[(2) DISSEMINATION GRANTS.—

[(A) IN GENERAL.—In addition to awarding the multiyear grants described in paragraph (1), the Secretary may award grants under subsection (c) to eligible entities for the dissemination of exemplary materials or programs assisted under this section.

[(B) DETERMINATION.—The Secretary may award a dissemination grant described in this paragraph if, prior to awarding the grant, the Secretary determines that the material or program to be disseminated—

[(i) has been adequately reviewed;

[(ii) has demonstrated educational merit; and

[(iii) can be replicated.

[(3) APPLICATION.—

[(A) IN GENERAL.—Any eligible entity that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

[(B) CONTENTS.—Each application submitted to the Secretary under subparagraph (A), other than an application for a dissemination grant under paragraph (2), shall contain—

[(i) a description of how parents of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;

[(ii) assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of activities assisted under this section;

[(iii) information demonstrating that the proposed program for the activities is a scientifically based re-

search program, where applicable, which may include a program that has been modified to be culturally appropriate for students who will be served;

[(iv) a description of how the applicant will incorporate the proposed activities into the ongoing school program involved once the grant period is over; and

[(v) such other assurances and information as the Secretary may reasonably require.

[(e) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.

[SEC. 7122. PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATION PROFESSIONALS.

[(a) PURPOSES.—The purposes of this section are—

[(1) to increase the number of qualified Indian individuals in teaching or other education professions that serve Indian people;

[(2) to provide training to qualified Indian individuals to enable such individuals to become teachers, administrators, teacher aides, social workers, and ancillary educational personnel; and

[(3) to improve the skills of qualified Indian individuals who serve in the capacities described in paragraph (2).

[(b) ELIGIBLE ENTITIES.—For the purpose of this section, the term "eligible entity" means—

[(1) an institution of higher education, including an Indian institution of higher education;

[(2) a State educational agency or local educational agency, in consortium with an institution of higher education;

[(3) an Indian tribe or organization, in consortium with an institution of higher education; and

[(4) a Bureau-funded school (as defined in section 1146 of the Education Amendments of 1978).

[(c) PROGRAM AUTHORIZED.—The Secretary is authorized to award grants to eligible entities having applications approved under this section to enable those entities to carry out the activities described in subsection (d).

[(d) AUTHORIZED ACTIVITIES.—

[(1) IN GENERAL.—Grant funds under this section shall be used for activities to provide support and training for Indian individuals in a manner consistent with the purposes of this section. Such activities may include continuing programs, symposia, workshops, conferences, and direct financial support, and may include programs designed to train tribal elders and seniors.

[(2) SPECIAL RULES.—

[(A) TYPE OF TRAINING.—For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

[(B) PROGRAM.—For individuals who are being trained to enter any field other than teaching, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

[(e) APPLICATION.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such

time, in such manner, and accompanied by such information, as the Secretary may reasonably require.

[(f) SPECIAL RULE.—In awarding grants under this section, the Secretary—

[(1) shall consider the prior performance of the eligible entity; and

[(2) may not limit eligibility to receive a grant under this section on the basis of—

[(A) the number of previous grants the Secretary has awarded such entity; or

[(B) the length of any period during which such entity received such grants.

[(g) GRANT PERIOD.—Each grant under this section shall be awarded for a period of not more than 5 years.

[(h) SERVICE OBLIGATION.—

[(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives training pursuant to a grant made under this section—

[(A) perform work—

[(i) related to the training received under this section; and

[(ii) that benefits Indian people; or

[(B) repay all or a prorated part of the assistance received.

[(2) REPORTING.—The Secretary shall establish, by regulation, a reporting procedure under which a grant recipient under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning compliance with the work requirement under paragraph (1).

[Subpart 3—National Activities

[SEC. 7131. NATIONAL RESEARCH ACTIVITIES.

[(a) AUTHORIZED ACTIVITIES.—The Secretary may use funds made available under section 7152(b) for each fiscal year to—

[(1) conduct research related to effective approaches for the education of Indian children and adults;

[(2) evaluate federally assisted education programs from which Indian children and adults may benefit;

[(3) collect and analyze data on the educational status and needs of Indians; and

[(4) carry out other activities that are consistent with the purpose of this part.

[(b) ELIGIBILITY.—The Secretary may carry out any of the activities described in subsection (a) directly or through grants to, or contracts or cooperative agreements with, Indian tribes, Indian organizations, State educational agencies, local educational agencies, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions.

[(c) COORDINATION.—Research activities supported under this section—

[(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordi-

nated with and enhance the research and development activities supported by the Institute; and

[(2) may include collaborative research activities that are jointly funded and carried out by the Office of Indian Education Programs and the Institute of Education Sciences.

[SEC. 7132. IN-SERVICE TRAINING FOR TEACHERS OF INDIAN CHILDREN.

[(a) GRANTS AUTHORIZED.—In addition to the grants authorized by section 7122(c), the Secretary may make grants to eligible consortia for the provision of high quality in-service training. The Secretary may make such a grant to—

[(1) a consortium of a tribal college and an institution of higher education that awards a degree in education; or

[(2) a consortium of—

[(A) a tribal college;

[(B) an institution of higher education that awards a degree in education; and

[(C) one or more elementary schools or secondary schools operated by the Bureau of Indian Affairs, local educational agencies serving Indian children, or tribal educational agencies.

[(b) USE OF FUNDS.—

[(1) IN-SERVICE TRAINING.—A consortium that receives a grant under subsection (a) shall use the grant funds only to provide high quality in-service training to teachers, including teachers who are not Indians, in schools of local educational agencies with substantial numbers of Indian children enrolled in their schools, in order to better meet the needs of those children.

[(2) COMPONENTS.—The training described in paragraph (1) shall include such activities as preparing teachers to use the best available scientifically based research practices and learning strategies, and to make the most effective use of curricula and materials, to respond to the unique needs of Indian children in their classrooms.

[(c) PREFERENCE FOR INDIAN APPLICANTS.—In applying section 7143 to this section, the Secretary shall give a preference to any consortium that includes one or more of the entities described in section 7143.

[SEC. 7133. FELLOWSHIPS FOR INDIAN STUDENTS.

[(a) FELLOWSHIPS.—

[(1) AUTHORITY.—The Secretary is authorized to award fellowships to Indian students to enable such students to study in graduate and professional programs at institutions of higher education.

[(2) REQUIREMENTS.—The fellowships described in paragraph (1) shall be awarded to Indian students to enable such students to pursue a course of study—

[(A) of not more than 4 academic years; and

[(B) that leads—

[(i) toward a postbaccalaureate degree in medicine, clinical psychology, psychology, law, education, or a related field; or

[(ii) to an undergraduate or graduate degree in engineering, business administration, natural resources, or a related field.

[(b) STIPENDS.—The Secretary shall pay to Indian students awarded fellowships under subsection (a) such stipends (including allowances for subsistence of such students and dependents of such students) as the Secretary determines to be consistent with prevailing practices under comparable federally supported programs.

[(c) PAYMENTS TO INSTITUTIONS IN LIEU OF TUITION.—The Secretary shall pay to the institution of higher education at which such a fellowship recipient is pursuing a course of study, in lieu of tuition charged to such recipient, such amounts as the Secretary may determine to be necessary to cover the cost of education provided to such recipient.

[(d) SPECIAL RULES.—

[(1) IN GENERAL.—If a fellowship awarded under subsection (a) is vacated prior to the end of the period for which the fellowship is awarded, the Secretary may award an additional fellowship for the unexpired portion of the period of the first fellowship.

[(2) WRITTEN NOTICE.—Not later than 45 days before the commencement of an academic term, the Secretary shall provide to each individual who is awarded a fellowship under subsection (a) for such academic term written notice of—

[(A) the amount of the funding for the fellowship; and

[(B) any stipends or other payments that will be made under this section to, or for the benefit of, the individual for the academic term.

[(3) PRIORITY.—Not more than 10 percent of the fellowships awarded under subsection (a) shall be awarded, on a priority basis, to persons receiving training in guidance counseling with a specialty in the area of alcohol and substance abuse counseling and education.

[(e) SERVICE OBLIGATION.—

[(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives financial assistance under this section—

[(A) perform work—

[(i) related to the training for which the individual receives the assistance under this section; and

[(ii) that benefits Indian people; or

[(B) repay all or a prorated portion of such assistance.

[(2) REPORTING.—The Secretary shall establish, by regulation, a reporting procedure under which a recipient of assistance under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning the compliance of such recipient with the work requirement described in paragraph (1).

[(f) ADMINISTRATION OF FELLOWSHIPS.—The Secretary may administer the fellowships authorized under this section through a grant to, or contract or cooperative agreement with, an Indian organization with demonstrated qualifications to administer all facets of the program assisted under this section.

[SEC. 7134. GIFTED AND TALENTED INDIAN STUDENTS.

[(a) PROGRAM AUTHORIZED.—The Secretary is authorized to—

[(1) establish two centers for gifted and talented Indian students at tribally controlled community colleges in accordance with this section; and

[(2) support demonstration projects described in subsection (c).

[(b) ELIGIBLE ENTITIES.—The Secretary shall make grants, or enter into contracts, for the activities described in subsection (a), to or with—

[(1) two tribally controlled community colleges that—

[(A) are eligible for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978; and

[(B) are fully accredited; or

[(2) the American Indian Higher Education Consortium, if the Secretary does not receive applications that the Secretary determines to be approvable from two colleges that meet the requirements of paragraph (1).

[(c) USE OF FUNDS.—

[(1) IN GENERAL.—Funds made available through the grants made, or contracts entered into, by the Secretary under subsection (b) shall be used for—

[(A) the establishment of centers described in subsection (a); and

[(B) carrying out demonstration projects designed to—

[(i) address the special needs of Indian students in elementary schools and secondary schools who are gifted and talented; and

[(ii) provide such support services to the families of the students described in clause (i) as are needed to enable such students to benefit from the projects.

[(2) SUBCONTRACTS.—Each recipient of a grant or contract under subsection (b) to carry out a demonstration project under subsection (a) may enter into a contract with any other entity, including the Children's Television Workshop, to carry out the demonstration project.

[(3) DEMONSTRATION PROJECTS.—Demonstration projects assisted under subsection (b) may include—

[(A) the identification of the special needs of gifted and talented Indian students, particularly at the elementary school level, giving attention to—

[(i) identifying the emotional and psychosocial needs of such students; and

[(ii) providing such support services to the families of such students as are needed to enable such students to benefit from the projects;

[(B) the conduct of educational, psychosocial, and developmental activities that the Secretary determines hold a reasonable promise of resulting in substantial progress toward meeting the educational needs of such gifted and talented children, including—

[(i) demonstrating and exploring the use of Indian languages and exposure to Indian cultural traditions; and

[(ii) carrying out mentoring and apprenticeship programs;

[(C) the provision of technical assistance and the coordination of activities at schools that receive grants under subsection (d) with respect to the activities assisted under such grants, the evaluation of programs assisted under such grants, or the dissemination of such evaluations;

[(D) the use of public television in meeting the special educational needs of such gifted and talented children;

[(E) leadership programs designed to replicate programs for such children throughout the United States, including disseminating information derived from the demonstration projects conducted under subsection (a); and

[(F) appropriate research, evaluation, and related activities pertaining to the needs of such children and to the provision of such support services to the families of such children as are needed to enable such children to benefit from the projects.

[(4) APPLICATION.—Each eligible entity desiring a grant or contract under subsection (b) shall submit an application to the Secretary at such time, in such manner, and accompanied by such information, as the Secretary may reasonably require.

[(d) ADDITIONAL GRANTS.—

[(1) IN GENERAL.—The Secretary, in consultation with the Secretary of the Interior, shall award 5 grants to schools funded by the Bureau of Indian Affairs (hereafter referred to individually in this section as a "Bureau school") for program research and development and the development and dissemination of curriculum and teacher training material, regarding—

[(A) gifted and talented students;

[(B) college preparatory studies (including programs for Indian students with an interest in pursuing teaching careers);

[(C) students with special culturally related academic needs, including students with social, lingual, and cultural needs; or

[(D) mathematics and science education.

[(2) APPLICATIONS.—Each Bureau school desiring a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and accompanied by such information, as the Secretary may reasonably require.

[(3) SPECIAL RULE.—Each application described in paragraph (2) shall be developed, and each grant under this subsection shall be administered, jointly by the supervisor of the Bureau school and the local educational agency serving such school.

[(4) REQUIREMENTS.—In awarding grants under paragraph (1), the Secretary shall achieve a mixture of the programs described in paragraph (1) that ensures that Indian students at all grade levels and in all geographic areas of the United States are able to participate in a program assisted under this subsection.

[(5) GRANT PERIOD.—Subject to the availability of appropriations, a grant awarded under paragraph (1) shall be awarded for a 3-year period and may be renewed by the Secretary for

additional 3-year periods if the Secretary determines that the performance of the grant recipient has been satisfactory.

[(6) DISSEMINATION.—

[(A) COOPERATIVE EFFORTS.—The dissemination of any materials developed from activities assisted under paragraph (1) shall be carried out in cooperation with entities that receive funds pursuant to subsection (b).

[(B) REPORT.—The Secretary shall prepare and submit to the Secretary of the Interior and to Congress a report concerning any results from activities described in this subsection.

[(7) EVALUATION COSTS.—

[(A) DIVISION.—The costs of evaluating any activities assisted under paragraph (1) shall be divided between the Bureau schools conducting such activities and the recipients of grants or contracts under subsection (b) who conduct demonstration projects under subsection (a).

[(B) GRANTS AND CONTRACTS.—If no funds are provided under subsection (b) for—

[(i) the evaluation of activities assisted under paragraph (1);

[(ii) technical assistance and coordination with respect to such activities; or

[(iii) the dissemination of the evaluations referred to in clause (i),

the Secretary shall make such grants, or enter into such contracts, as are necessary to provide for the evaluations, technical assistance, and coordination of such activities, and the dissemination of the evaluations.

[(e) INFORMATION NETWORK.—The Secretary shall encourage each recipient of a grant or contract under this section to work cooperatively as part of a national network to ensure that the information developed by the grant or contract recipient is readily available to the entire educational community.

[SEC. 7135. GRANTS TO TRIBES FOR EDUCATION ADMINISTRATIVE PLANNING AND DEVELOPMENT.

[(a) IN GENERAL.—The Secretary may make grants to Indian tribes, and tribal organizations approved by Indian tribes, to plan and develop a centralized tribal administrative entity to—

[(1) coordinate all education programs operated by the tribe or within the territorial jurisdiction of the tribe;

[(2) develop education codes for schools within the territorial jurisdiction of the tribe;

[(3) provide support services and technical assistance to schools serving children of the tribe; and

[(4) perform child-find screening services for the preschool-aged children of the tribe to—

[(A) ensure placement in appropriate educational facilities; and

[(B) coordinate the provision of any needed special services for conditions such as disabilities and English language skill deficiencies.

[(b) PERIOD OF GRANT.—Each grant awarded under this section may be awarded for a period of not more than 3 years. Such grant may be renewed upon the termination of the initial period of the

grant if the grant recipient demonstrates to the satisfaction of the Secretary that renewing the grant for an additional 3-year period is necessary to carry out the objectives of the grant described in subsection (c)(2)(A).

[(c) APPLICATION FOR GRANT.—

[(1) IN GENERAL.—Each Indian tribe and tribal organization desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, containing such information, and consistent with such criteria, as the Secretary may prescribe in regulations.

[(2) CONTENTS.—Each application described in paragraph (1) shall contain—

[(A) a statement describing the activities to be conducted, and the objectives to be achieved, under the grant; and

[(B) a description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and for determining whether such objectives are achieved.

[(3) APPROVAL.—The Secretary may approve an application submitted by a tribe or tribal organization pursuant to this section only if the Secretary is satisfied that such application, including any documentation submitted with the application—

[(A) demonstrates that the applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant who will be affected by the activities to be conducted under the grant;

[(B) provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant; and

[(C) demonstrates that there will be adequate resources provided under this section or from other sources to complete the activities for which assistance is sought, except that the availability of such other resources shall not be a basis for disapproval of such application.

[(d) RESTRICTION.—A tribe may not receive funds under this section if such tribe receives funds under section 1144 of the Education Amendments of 1978.

[SEC. 7136. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR ADULT INDIANS.

[(a) IN GENERAL.—The Secretary shall make grants to State educational agencies, local educational agencies, and Indian tribes, institutions, and organizations—

[(1) to support planning, pilot, and demonstration projects that are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

[(2) to assist in the establishment and operation of programs that are designed to stimulate—

[(A) the provision of basic literacy opportunities for all nonliterate Indian adults; and

[(B) the provision of opportunities to all Indian adults to qualify for a secondary school diploma, or its recognized equivalent, in the shortest period of time feasible;

[(3) to support a major research and development program to develop more innovative and effective techniques for achieving literacy and secondary school equivalency for Indians;

[(4) to provide for basic surveys and evaluations to define accurately the extent of the problems of illiteracy and lack of secondary school completion among Indians; and

[(5) to encourage the dissemination of information and materials relating to, and the evaluation of, the effectiveness of education programs that may offer educational opportunities to Indian adults.

[(b) EDUCATIONAL SERVICES.—The Secretary may make grants to Indian tribes, institutions, and organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

[(c) INFORMATION AND EVALUATION.—The Secretary may make grants to, and enter into contracts with, public agencies and institutions and Indian tribes, institutions, and organizations, for—

[(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations of the programs, services, and resources; and

[(2) the evaluation of federally assisted programs in which Indian adults may participate to determine the effectiveness of the programs in achieving the purposes of the programs with respect to Indian adults.

[(d) APPLICATIONS.—

[(1) IN GENERAL.—Each entity desiring a grant or contract under this section shall submit to the Secretary an application at such time, in such manner, containing such information, and consistent with such criteria, as the Secretary may prescribe in regulations.

[(2) CONTENTS.—Each application described in paragraph (1) shall contain—

[(A) a statement describing the activities to be conducted and the objectives to be achieved under the grant or contract; and

[(B) a description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and determining whether the objectives of the grant or contract are achieved.

[(3) APPROVAL.—The Secretary shall not approve an application described in paragraph (1) unless the Secretary determines that such application, including any documentation submitted with the application, indicates that—

[(A) there has been adequate participation, by the individuals to be served and the appropriate tribal communities, in the planning and development of the activities to be assisted; and

[(B) the individuals and tribal communities referred to in subparagraph (A) will participate in the operation and evaluation of the activities to be assisted.

[(4) PRIORITY.—In approving applications under paragraph (1), the Secretary shall give priority to applications from Indian educational agencies, organizations, and institutions.

[(e) ADMINISTRATIVE COSTS.—Not more than 5 percent of the funds made available to an entity through a grant or contract made or entered into under this section for a fiscal year may be used to pay for administrative costs.

[Subpart 4—Federal Administration

[SEC. 7141. NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

[(a) MEMBERSHIP.—There is established a National Advisory Council on Indian Education (hereafter in this section referred to as the "Council"), which shall—

[(1) consist of 15 Indian members, who shall be appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations; and

[(2) represent different geographic areas of the United States.

[(b) DUTIES.—The Council shall—

[(1) advise the Secretary concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under this part—

[(A) with respect to which the Secretary has jurisdiction; and

[(B)(i) that includes Indian children or adults as participants; or

[(ii) that may benefit Indian children or adults;

[(2) make recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs; and

[(3) submit to Congress, not later than June 30 of each year, a report on the activities of the Council, including—

[(A) any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants, or that may benefit Indian children or adults; and

[(B) recommendations concerning the funding of any program described in subparagraph (A).

[SEC. 7142. PEER REVIEW.

[The Secretary may use a peer review process to review applications submitted to the Secretary under subpart 2 or subpart 3.

[SEC. 7143. PREFERENCE FOR INDIAN APPLICANTS.

[In making grants and entering into contracts or cooperative agreements under subpart 2 or subpart 3, the Secretary shall give a preference to Indian tribes, organizations, and institutions of higher education under any program with respect to which Indian tribes, organizations, and institutions are eligible to apply for grants, contracts, or cooperative agreements.

[SEC. 7144. MINIMUM GRANT CRITERIA.

[The Secretary may not approve an application for a grant, contract, or cooperative agreement under subpart 2 or subpart 3 unless the application is for a grant, contract, or cooperative agreement that is—

[(1) of sufficient size, scope, and quality to achieve the purpose or objectives of such grant, contract, or cooperative agreement; and

[(2) based on relevant research findings.

[Subpart 5—Definitions; Authorizations of Appropriations

[SEC. 7151. DEFINITIONS.

[For the purposes of this part:

[(1) ADULT.—The term "adult" means an individual who—

[(A) has attained the age of 16 years; or

[(B) has attained an age that is greater than the age of compulsory school attendance under an applicable State law.

[(2) FREE PUBLIC EDUCATION.—The term "free public education" means education that is—

[(A) provided at public expense, under public supervision and direction, and without tuition charge; and

[(B) provided as elementary or secondary education in the applicable State or to preschool children.

[(3) INDIAN.—The term "Indian" means an individual who is—

[(A) a member of an Indian tribe or band, as membership is defined by the tribe or band, including—

[(i) any tribe or band terminated since 1940; and

[(ii) any tribe or band recognized by the State in which the tribe or band resides;

[(B) a descendant, in the first or second degree, of an individual described in subparagraph (A);

[(C) considered by the Secretary of the Interior to be an Indian for any purpose;

[(D) an Eskimo, Aleut, or other Alaska Native; or

[(E) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of enactment of the Improving America's Schools Act of 1994.

[SEC. 7152. AUTHORIZATIONS OF APPROPRIATIONS.

[(a) SUBPART 1.—For the purpose of carrying out subpart 1, there are authorized to be appropriated $96,400,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[(b) SUBPARTS 2 AND 3.—For the purpose of carrying out subparts 2 and 3, there are authorized to be appropriated $24,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

[PART B—NATIVE HAWAIIAN EDUCATION

[SEC. 7201. SHORT TITLE.

[This part may be cited as the "Native Hawaiian Education Act".

[SEC. 7202. FINDINGS.

[Congress finds the following:

[(1) Native Hawaiians are a distinct and unique indigenous people with a historical continuity to the original inhabitants of the Hawaiian archipelago, whose society was organized as a nation and internationally recognized as a nation by the United States, Britain, France, and Japan, as evidenced by treaties governing friendship, commerce, and navigation.

[(2) At the time of the arrival of the first nonindigenous people in Hawaii in 1778, the Native Hawaiian people lived in a highly organized, self-sufficient subsistence social system based on a communal land tenure system with a sophisticated language, culture, and religion.

[(3) A unified monarchal government of the Hawaiian Islands was established in 1810 under Kamehameha I, the first King of Hawaii.

[(4) From 1826 until 1893, the United States recognized the sovereignty and independence of the Kingdom of Hawaii, which was established in 1810 under Kamehameha I, extended full and complete diplomatic recognition to the Kingdom of Hawaii, and entered into treaties and conventions with the Kingdom of Hawaii to govern friendship, commerce and navigation in 1826, 1842, 1849, 1875, and 1887.

[(5) In 1893, the sovereign, independent, internationally recognized, and indigenous government of Hawaii, the Kingdom of Hawaii, was overthrown by a small group of non-Hawaiians, including United States citizens, who were assisted in their efforts by the United States Minister, a United States naval representative, and armed naval forces of the United States. Because of the participation of United States agents and citizens in the overthrow of the Kingdom of Hawaii, in 1993 the United States apologized to Native Hawaiians for the overthrow and the deprivation of the rights of Native Hawaiians to self-determination through Public Law 103–150 (107 Stat. 1510).

[(6) In 1898, the joint resolution entitled "Joint Resolution to provide for annexing the Hawaiian Islands to the United States", approved July 7, 1898 (30 Stat. 750), ceded absolute title of all lands held by the Republic of Hawaii, including the government and crown lands of the former Kingdom of Hawaii, to the United States, but mandated that revenue generated from the lands be used "solely for the benefit of the inhabitants of the Hawaiian Islands for educational and other public purposes".

[(7) By 1919, the Native Hawaiian population had declined from an estimated 1,000,000 in 1778 to an alarming 22,600, and in recognition of this severe decline, Congress enacted the Hawaiian Homes Commission Act, 1920 (42 Stat. 108), which designated approximately 200,000 acres of ceded public lands for homesteading by Native Hawaiians.

[(8) Through the enactment of the Hawaiian Homes Commission Act, 1920, Congress affirmed the special relationship between the United States and the Native Hawaiians, which was described by then Secretary of the Interior Franklin K. Lane, who said: "One thing that impressed me... was the fact that the natives of the island who are our wards, I should say, and for whom in a sense we are trustees, are falling off rapidly in numbers and many of them are in poverty.".

[(9) In 1938, Congress again acknowledged the unique status of the Hawaiian people by including in the Act of June 20, 1938 (52 Stat. 781, chapter 530; 16 U.S.C. 391b, 391b–1, 392b, 392c, 396, 396a), a provision to lease lands within the National Parks extension to Native Hawaiians and to permit fishing in the area "only by native Hawaiian residents of said area or of adjacent villages and by visitors under their guidance.".

[(10) Under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", approved March 18, 1959 (73 Stat. 4), the United States transferred responsibility for the administration of the Hawaiian Home Lands to the State of Hawaii but reaffirmed the trust relationship between the United States and the Hawaiian people by retaining the exclusive power to enforce the trust, including the power to approve land exchanges and amendments to such Act affecting the rights of beneficiaries under such Act.

[(11) In 1959, under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", the United States also ceded to the State of Hawaii title to the public lands formerly held by the United States, but mandated that such lands be held by the State "in public trust" and reaffirmed the special relationship that existed between the United States and the Hawaiian people by retaining the legal responsibility to enforce the public trust responsibility of the State of Hawaii for the betterment of the conditions of Native Hawaiians, as defined in section 201(a) of the Hawaiian Homes Commission Act, 1920.

[(12) The United States has recognized and reaffirmed that—

[(A) Native Hawaiians have a cultural, historic, and land-based link to the indigenous people who exercised sovereignty over the Hawaiian Islands, and that group has never relinquished its claims to sovereignty or its sovereign lands;

[(B) Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation as to whom the United States has established a trust relationship;

[(C) Congress has also delegated broad authority to administer a portion of the Federal trust responsibility to the State of Hawaii;

[(D) the political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

[(E) the aboriginal, indigenous people of the United States have—

[(i) a continuing right to autonomy in their internal affairs; and

[(ii) an ongoing right of self-determination and self-governance that has never been extinguished.

[(13) The political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States, as evidenced by the inclusion of Native Hawaiians in—

[(A) the Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.);

[(B) the American Indian Religious Freedom Act (42 U.S.C. 1996);

[(C) the National Museum of the American Indian Act (20 U.S.C. 80q et seq.);

[(D) the Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et seq.);

[(E) the National Historic Preservation Act (16 U.S.C. 470 et seq.);

[(F) the Native American Languages Act (25 U.S.C. 2901 et seq.);

[(G) the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.);

[(H) the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.); and

[(I) the Older Americans Act of 1965 (42 U.S.C. 3001 et seq.).

[(14) In 1981, Congress instructed the Office of Education to submit to Congress a comprehensive report on Native Hawaiian education. The report, entitled the "Native Hawaiian Educational Assessment Project", was released in 1983 and documented that Native Hawaiians scored below parity with regard to national norms on standardized achievement tests, were disproportionately represented in many negative social and physical statistics indicative of special educational needs, and had educational needs that were related to their unique cultural situation, such as different learning styles and low self-image.

[(15) In recognition of the educational needs of Native Hawaiians, in 1988, Congress enacted title IV of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (102 Stat. 130) to authorize and develop supplemental educational programs to address the unique conditions of Native Hawaiians.

[(16) In 1993, the Kamehameha Schools Bishop Estate released a 10-year update of findings of the Native Hawaiian Educational Assessment Project, which found that despite the successes of the programs established under title IV of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, many of the same educational needs still existed for Native Hawaiians. Subsequent reports by the Kamehameha Schools Bishop Estate and other organizations have generally confirmed those findings. For example—

[(A) educational risk factors continue to start even before birth for many Native Hawaiian children, including—

[(i) late or no prenatal care;

[(ii) high rates of births by Native Hawaiian women who are unmarried; and

[(iii) high rates of births to teenage parents;

[(B) Native Hawaiian students continue to begin their school experience lagging behind other students in terms of readiness factors such as vocabulary test scores;

[(C) Native Hawaiian students continue to score below national norms on standardized education achievement tests at all grade levels;

[(D) both public and private schools continue to show a pattern of lower percentages of Native Hawaiian students in the uppermost achievement levels and in gifted and talented programs;

[(E) Native Hawaiian students continue to be overrepresented among students qualifying for special education programs provided to students with learning disabilities, mild intellectual disabilities, emotional impairment, and other such disabilities;

[(F) Native Hawaiians continue to be underrepresented in institutions of higher education and among adults who have completed four or more years of college;

[(G) Native Hawaiians continue to be disproportionately represented in many negative social and physical statistics indicative of special educational needs, as demonstrated by the fact that—

[(i) Native Hawaiian students are more likely to be retained in grade level and to be excessively absent in secondary school;

[(ii) Native Hawaiian students have the highest rates of drug and alcohol use in the State of Hawaii; and

[(iii) Native Hawaiian children continue to be disproportionately victimized by child abuse and neglect; and

[(H) Native Hawaiians now comprise over 23 percent of the students served by the State of Hawaii Department of Education, and there are and will continue to be geographically rural, isolated areas with a high Native Hawaiian population density.

[(17) In the 1998 National Assessment of Educational Progress, Hawaiian fourth-graders ranked 39th among groups of students from 39 States in reading. Given that Hawaiian students rank among the lowest groups of students nationally in reading, and that Native Hawaiian students rank the lowest among Hawaiian students in reading, it is imperative that greater focus be placed on beginning reading and early education and literacy in Hawaii.

[(18) The findings described in paragraphs (16) and (17) are inconsistent with the high rates of literacy and integration of traditional culture and Western education historically achieved by Native Hawaiians through a Hawaiian language-based public school system established in 1840 by Kamehameha III.

[(19) Following the overthrow of the Kingdom of Hawaii in 1893, Hawaiian medium schools were banned. After annexation, throughout the territorial and statehood period of Hawaii, and until 1986, use of the Hawaiian language as an instructional medium in education in public schools was declared unlawful. The declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying: "I ka "olelo no ke ola;

I ka "olelo no ka make. In the language rests life; In the language rests death.".

[(20) Despite the consequences of over 100 years of non-indigenous influence, the Native Hawaiian people are determined to preserve, develop, and transmit to future generations their ancestral territory and their cultural identity in accordance with their own spiritual and traditional beliefs, customs, practices, language, and social institutions.

[(21) The State of Hawaii, in the constitution and statutes of the State of Hawaii—

[(A) reaffirms and protects the unique right of the Native Hawaiian people to practice and perpetuate their culture and religious customs, beliefs, practices, and language;

[(B) recognizes the traditional language of the Native Hawaiian people as an official language of the State of Hawaii, which may be used as the language of instruction for all subjects and grades in the public school system; and

[(C) promotes the study of the Hawaiian culture, language, and history by providing a Hawaiian education program and using community expertise as a suitable and essential means to further the program.

[SEC. 7203. PURPOSES.

[The purposes of this part are to—

[(1) authorize and develop innovative educational programs to assist Native Hawaiians;

[(2) provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

[(3) supplement and expand programs and authorities in the area of education to further the purposes of this title; and

[(4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

[SEC. 7204. NATIVE HAWAIIAN EDUCATION COUNCIL AND ISLAND COUNCILS.

[(a) ESTABLISHMENT OF NATIVE HAWAIIAN EDUCATION COUNCIL.—In order to better effectuate the purposes of this part through the coordination of educational and related services and programs available to Native Hawaiians, including those programs receiving funding under this part, the Secretary is authorized to establish a Native Hawaiian Education Council (hereafter in this part referred to as the "Education Council").

[(b) COMPOSITION OF EDUCATION COUNCIL.—The Education Council shall consist of not more than 21 members, unless otherwise determined by a majority of the council.

[(c) CONDITIONS AND TERMS.—

[(1) CONDITIONS.—At least 10 members of the Education Council shall be Native Hawaiian education service providers and 10 members of the Education Council shall be Native Hawaiians or Native Hawaiian education consumers. In addition, a representative of the State of Hawaii Office of Hawaiian Affairs shall serve as a member of the Education Council.

[(2) APPOINTMENTS.—The members of the Education Council shall be appointed by the Secretary based on recommendations received from the Native Hawaiian community.

[(3) TERMS.—Members of the Education Council shall serve for staggered terms of 3 years, except as provided in paragraph (4).

[(4) COUNCIL DETERMINATIONS.—Additional conditions and terms relating to membership on the Education Council, including term lengths and term renewals, shall be determined by a majority of the Education Council.

[(d) NATIVE HAWAIIAN EDUCATION COUNCIL GRANT.—The Secretary shall make a direct grant to the Education Council to carry out the following activities:

[(1) Coordinate the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.

[(2) Assess the extent to which such services and programs meet the needs of Native Hawaiians, and collect data on the status of Native Hawaiian education.

[(3) Provide direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serve, where appropriate, in an advisory capacity.

[(4) Make direct grants, if such grants enable the Education Council to carry out the duties of the Education Council, as described in paragraphs (1) through (3).

[(e) ADDITIONAL DUTIES OF THE EDUCATION COUNCIL.—

[(1) IN GENERAL.—The Education Council shall provide copies of any reports and recommendations issued by the Education Council, including any information that the Education Council provides to the Secretary pursuant to subsection (i), to the Secretary, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Indian Affairs of the Senate.

[(2) ANNUAL REPORT.—The Education Council shall prepare and submit to the Secretary an annual report on the Education Council's activities.

[(3) ISLAND COUNCIL SUPPORT AND ASSISTANCE.—The Education Council shall provide such administrative support and financial assistance to the island councils established pursuant to subsection (f) as the Secretary determines to be appropriate, in a manner that supports the distinct needs of each island council.

[(f) ESTABLISHMENT OF ISLAND COUNCILS.—

[(1) IN GENERAL.—In order to better effectuate the purposes of this part and to ensure the adequate representation of island and community interests within the Education Council, the Secretary is authorized to facilitate the establishment of Native Hawaiian education island councils (hereafter in this part referred to as an "island council") for the following islands:

[(A) Hawaii.

[(B) Maui.

[(C) Molokai.
[(D) Lanai.
[(E) Oahu.
[(F) Kauai.
[(G) Niihau.

[(2) COMPOSITION OF ISLAND COUNCILS.—Each island council shall consist of parents, students, and other community members who have an interest in the education of Native Hawaiians, and shall be representative of individuals concerned with the educational needs of all age groups, from children in preschool through adults. At least three-fourths of the members of each island council shall be Native Hawaiians.

[(g) ADMINISTRATIVE PROVISIONS RELATING TO EDUCATION COUNCIL AND ISLAND COUNCILS.—The Education Council and each island council shall meet at the call of the chairperson of the appropriate council, or upon the request of the majority of the members of the appropriate council, but in any event not less often than four times during each calendar year. The provisions of the Federal Advisory Committee Act shall not apply to the Education Council and each island council.

[(h) COMPENSATION.—Members of the Education Council and each island council shall not receive any compensation for service on the Education Council and each island council, respectively.

[(i) REPORT.—Not later than 4 years after the date of enactment of the No Child Left Behind Act of 2001, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Indian Affairs of the Senate a report that summarizes the annual reports of the Education Council, describes the allocation and use of funds under this part, and contains recommendations for changes in Federal, State, and local policy to advance the purposes of this part.

[SEC. 7205. PROGRAM AUTHORIZED.

[(a) GENERAL AUTHORITY.—

[(1) GRANTS AND CONTRACTS.—The Secretary is authorized to make direct grants to, or enter into contracts with—

[(A) Native Hawaiian educational organizations;
[(B) Native Hawaiian community-based organizations;
[(C) public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; and
[(D) consortia of the organizations, agencies, and institutions described in subparagraphs (A) through (C),

to carry out programs that meet the purposes of this part.

[(2) PRIORITIES.—In awarding grants or contracts to carry out activities described in paragraph (3), the Secretary shall give priority to entities proposing projects that are designed to address—

[(A) beginning reading and literacy among students in kindergarten through third grade;
[(B) the needs of at-risk children and youth;
[(C) needs in fields or disciplines in which Native Hawaiians are underemployed; and
[(D) the use of the Hawaiian language in instruction.

[(3) AUTHORIZED ACTIVITIES.—Activities provided through programs carried out under this part may include—

[(A) the development and maintenance of a statewide Native Hawaiian early education and care system to provide a continuum of services for Native Hawaiian children from the prenatal period of the children through age 5;

[(B) the operation of family-based education centers that provide such services as—

[(i) programs for Native Hawaiian parents and their infants from the prenatal period of the infants through age 3;

[(ii) preschool programs for Native Hawaiians; and

[(iii) research on, and development and assessment of, family-based, early childhood, and preschool programs for Native Hawaiians;

[(C) activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through third grade and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in fifth and sixth grade;

[(D) activities to meet the special needs of Native Hawaiian students with disabilities, including—

[(i) the identification of such students and their needs;

[(ii) the provision of support services to the families of those students; and

[(iii) other activities consistent with the requirements of the Individuals with Disabilities Education Act;

[(E) activities that address the special needs of Native Hawaiian students who are gifted and talented, including—

[(i) educational, psychological, and developmental activities designed to assist in the educational progress of those students; and

[(ii) activities that involve the parents of those students in a manner designed to assist in the students' educational progress;

[(F) the development of academic and vocational curricula to address the needs of Native Hawaiian children and adults, including curriculum materials in the Hawaiian language and mathematics and science curricula that incorporate Native Hawaiian tradition and culture;

[(G) professional development activities for educators, including—

[(i) the development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;

[(ii) in-service programs to improve the ability of teachers who teach in schools with concentrations of Native Hawaiian students to meet those students' unique needs; and

[(iii) the recruitment and preparation of Native Hawaiians, and other individuals who live in communities with a high concentration of Native Hawaiians, to become teachers;

[(H) the operation of community-based learning centers that address the needs of Native Hawaiian families and communities through the coordination of public and private programs and services, including—

[(i) preschool programs;

[(ii) after-school programs;

[(iii) vocational and adult education programs; and

[(iv) programs that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors;

[(I) activities, including program co-location, to enable Native Hawaiians to enter and complete programs of postsecondary education, including—

[(i) provision of full or partial scholarships for undergraduate or graduate study that are awarded to students based on their academic promise and financial need, with a priority, at the graduate level, given to students entering professions in which Native Hawaiians are underrepresented;

[(ii) family literacy services;

[(iii) counseling and support services for students receiving scholarship assistance;

[(iv) counseling and guidance for Native Hawaiian secondary students who have the potential to receive scholarships; and

[(v) faculty development activities designed to promote the matriculation of Native Hawaiian students;

[(J) research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults;

[(K) other research and evaluation activities related to programs carried out under this part; and

[(L) other activities, consistent with the purposes of this part, to meet the educational needs of Native Hawaiian children and adults.

[(4) SPECIAL RULE AND CONDITIONS.—

[(A) INSTITUTIONS OUTSIDE HAWAII.—The Secretary shall not establish a policy under this section that prevents a Native Hawaiian student enrolled at a 2- or 4-year degree granting institution of higher education outside of the State of Hawaii from receiving a scholarship pursuant to paragraph (3)(I).

[(B) SCHOLARSHIP CONDITIONS.—The Secretary shall establish conditions for receipt of a scholarship awarded under paragraph (3)(I). The conditions shall require that an individual seeking such a scholarship enter into a contract to provide professional services, either during the scholarship period or upon completion of a program of postsecondary education, to the Native Hawaiian community.

[(b) ADMINISTRATIVE COSTS.—Not more than 5 percent of funds provided to a recipient of a grant or contract under subsection (a) for any fiscal year may be used for administrative purposes.

[(c) AUTHORIZATION OF APPROPRIATIONS.—

[(1) IN GENERAL.—There are authorized to be appropriated to carry out this section and section 7204 such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[(2) RESERVATION.—Of the funds appropriated under this subsection, the Secretary shall reserve $500,000 for fiscal year 2002 and each of the 5 succeeding fiscal years to make a direct grant to the Education Council to carry out section 7204.

[(3) AVAILABILITY.—Funds appropriated under this subsection shall remain available until expended.

[SEC. 7206. ADMINISTRATIVE PROVISIONS.

[(a) APPLICATION REQUIRED.—No grant may be made under this part, and no contract may be entered into under this part, unless the entity seeking the grant or contract submits an application to the Secretary at such time, in such manner, and containing such information as the Secretary may determine to be necessary to carry out the provisions of this part.

[(b) SPECIAL RULE.—Each applicant for a grant or contract under this part shall submit the application for comment to the local educational agency serving students who will participate in the program to be carried out under the grant or contract, and include those comments, if any, with the application to the Secretary.

[SEC. 7207. DEFINITIONS.

[In this part:

[(1) NATIVE HAWAIIAN.—The term "Native Hawaiian" means any individual who is—

[(A) a citizen of the United States; and

[(B) a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by—

[(i) genealogical records;

[(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or

[(iii) certified birth records.

[(2) NATIVE HAWAIIAN COMMUNITY-BASED ORGANIZATION.—The term "Native Hawaiian community-based organization" means any organization that is composed primarily of Native Hawaiians from a specific community and that assists in the social, cultural, and educational development of Native Hawaiians in that community.

[(3) NATIVE HAWAIIAN EDUCATIONAL ORGANIZATION.—The term "Native Hawaiian educational organization" means a private nonprofit organization that—

[(A) serves the interests of Native Hawaiians;

[(B) has Native Hawaiians in substantive and policy-making positions within the organization;

[(C) incorporates Native Hawaiian perspective, values, language, culture, and traditions into the core function of the organization;

[(D) has demonstrated expertise in the education of Native Hawaiian youth; and

[(E) has demonstrated expertise in research and program development.

[(4) NATIVE HAWAIIAN LANGUAGE.—The term "Native Hawaiian language" means the single Native American language indigenous to the original inhabitants of the State of Hawaii.

[(5) NATIVE HAWAIIAN ORGANIZATION.—The term "Native Hawaiian organization" means a private nonprofit organization that—

[(A) serves the interests of Native Hawaiians;

[(B) has Native Hawaiians in substantive and policymaking positions within the organization; and

[(C) is recognized by the Governor of Hawaii for the purpose of planning, conducting, or administering programs (or portions of programs) for the benefit of Native Hawaiians.

[(6) OFFICE OF HAWAIIAN AFFAIRS.—The term "Office of Hawaiian Affairs" means the Office of Hawaiian Affairs established by the Constitution of the State of Hawaii.

[PART C—ALASKA NATIVE EDUCATION

[SEC. 7301. SHORT TITLE.

[This part may be cited as the "Alaska Native Educational Equity, Support, and Assistance Act".

[SEC. 7302. FINDINGS.

[Congress finds and declares the following:

[(1) The attainment of educational success is critical to the betterment of the conditions, long-term well-being, and preservation of the culture of Alaska Natives.

[(2) It is the policy of the Federal Government to encourage the maximum participation by Alaska Natives in the planning and the management of Alaska Native education programs.

[(3) Alaska Native children enter and exit school with serious educational handicaps.

[(4) The educational achievement of Alaska Native children is far below national norms. Native performance on standardized tests is low, Native student dropout rates are high, and Natives are significantly underrepresented among holders of baccalaureate degrees in the State of Alaska. As a result, Native students are being denied their opportunity to become full participants in society by grade school and high school educations that are condemning an entire generation to an underclass status and a life of limited choices.

[(5) The programs authorized in this part, combined with expanded Head Start, infant learning, and early childhood education programs, and parent education programs, are essential if educational handicaps are to be overcome.

[(6) The sheer magnitude of the geographic barriers to be overcome in delivering educational services in rural Alaska and Alaska villages should be addressed through the development and implementation of innovative, model programs in a variety of areas.

[(7) Native children should be afforded the opportunity to begin their formal education on a par with their non-Native peers. The Federal Government should lend support to efforts developed by and undertaken within the Alaska Native community to improve educational opportunity for all students.

[SEC. 7303. PURPOSES.

[The purposes of this part are as follows:

[(1) To recognize the unique educational needs of Alaska Natives.

[(2) To authorize the development of supplemental educational programs to benefit Alaska Natives.

[(3) To supplement existing programs and authorities in the area of education to further the purposes of this part.

[(4) To provide direction and guidance to appropriate Federal, State and local agencies to focus resources, including resources made available under this part, on meeting the educational needs of Alaska Natives.

[SEC. 7304. PROGRAM AUTHORIZED.

[(a) GENERAL AUTHORITY.—

[(1) GRANTS AND CONTRACTS.—The Secretary is authorized to make grants to, or enter into contracts with, Alaska Native organizations, educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, cultural and community-based organizations with experience in developing or operating programs to benefit Alaska Natives, and consortia of organizations and entities described in this paragraph to carry out programs that meet the purposes of this part.

[(2) PERMISSIBLE ACTIVITIES.—Activities provided through programs carried out under this part may include the following:

[(A) The development and implementation of plans, methods, and strategies to improve the education of Alaska Natives.

[(B) The development of curricula and educational programs that address the educational needs of Alaska Native students, including the following:

[(i) Curriculum materials that reflect the cultural diversity or the contributions of Alaska Natives.

[(ii) Instructional programs that make use of Native Alaskan languages.

[(iii) Networks that introduce successful programs, materials, and techniques to urban and rural schools.

[(C) Professional development activities for educators, including the following:

[(i) Programs to prepare teachers to address the cultural diversity and unique needs of Alaska Native students.

[(ii) In-service programs to improve the ability of teachers to meet the unique needs of Alaska Native students.

[(iii) Recruitment and preparation of teachers who are Alaska Native, reside in communities with high concentrations of Alaska Native students, or are likely

to succeed as teachers in isolated, rural communities and engage in cross-cultural instruction in Alaska.

[(D) The development and operation of home instruction programs for Alaska Native preschool children, to ensure the active involvement of parents in their children's education from the earliest ages.

[(E) Family literacy services.

[(F) The development and operation of student enrichment programs in science and mathematics that—

[(i) are designed to prepare Alaska Native students from rural areas, who are preparing to enter secondary school, to excel in science and math;

[(ii) provide appropriate support services to the families of such students that are needed to enable such students to benefit from the programs; and

[(iii) may include activities that recognize and support the unique cultural and educational needs of Alaska Native children, and incorporate appropriately qualified Alaska Native elders and seniors.

[(G) Research and data collection activities to determine the educational status and needs of Alaska Native children and adults.

[(H) Other research and evaluation activities related to programs carried out under this part.

[(I) Remedial and enrichment programs to assist Alaska Native students in performing at a high level on standardized tests.

[(J) Education and training of Alaska Native students enrolled in a degree program that will lead to certification or licensing as teachers.

[(K) Parenting education for parents and caregivers of Alaska Native children to improve parenting and caregiving skills (including skills relating to discipline and cognitive development), including parenting education provided through in-home visitation of new mothers.

[(L) Cultural education programs operated by the Alaska Native Heritage Center and designed to share the Alaska Native culture with students.

[(M) A cultural exchange program operated by the Alaska Humanities Forum and designed to share Alaska Native culture with urban students in a rural setting, which shall be known as the Rose Cultural Exchange Program.

[(N) Activities carried out through Even Start programs carried out under subpart 3 of part B of title I and Head Start programs carried out under the Head Start Act, including the training of teachers for programs described in this subparagraph.

[(O) Other early learning and preschool programs.

[(P) Dropout prevention programs operated by the Cook Inlet Tribal Council's Partners for Success program.

[(Q) An Alaska Initiative for Community Engagement program.

[(R) Career preparation activities to enable Alaska Native children and adults to prepare for meaningful employ-

ment, including programs providing tech-prep, mentoring, training, and apprenticeship activities.

[(S) Provision of operational support and purchasing of equipment, to develop regional vocational schools in rural areas of Alaska, including boarding schools, for Alaska Native students in grades 9 through 12, or at higher levels of education, to provide the students with necessary resources to prepare for skilled employment opportunities.

[(T) Other activities, consistent with the purposes of this part, to meet the educational needs of Alaska Native children and adults.

[(3) HOME INSTRUCTION PROGRAMS.—Home instruction programs for Alaska Native preschool children carried out under paragraph (2)(D) may include the following:

[(A) Programs for parents and their infants, from the prenatal period of the infant through age 3.

[(B) Preschool programs.

[(C) Training, education, and support for parents in such areas as reading readiness, observation, story telling, and critical thinking.

[(b) LIMITATION ON ADMINISTRATIVE COSTS.—Not more than 5 percent of funds provided to a grantee under this section for any fiscal year may be used for administrative purposes.

[(c) PRIORITIES.—In awarding grants or contracts to carry out activities described in subsection (a)(2), except for activities listed in subsection (d)(2), the Secretary shall give priority to applications from Alaska Native regional nonprofit organizations, or consortia that include at least one Alaska Native regional nonprofit organization.

[(d) AUTHORIZATION OF APPROPRIATIONS.—

[(1) IN GENERAL.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

[(2) AVAILABILITY OF FUNDS.—Of the funds appropriated and made available under this section for a fiscal year, the Secretary shall make available—

[(A) not less than $1,000,000 to support activities described in subsection (a)(2)(K);

[(B) not less than $1,000,000 to support activities described in subsection (a)(2)(L);

[(C) not less than $1,000,000 to support activities described in subsection (a)(2)(M);

[(D) not less than $2,000,000 to support activities described in subsection (a)(2)(P); and

[(E) not less than $2,000,000 to support activities described in subsection (a)(2)(Q).

[SEC. 7305. ADMINISTRATIVE PROVISIONS.

[(a) APPLICATION REQUIRED.—No grant may be made under this part, and no contract may be entered into under this part, unless the entity seeking the grant or contract submits an application to the Secretary in such form, in such manner, and containing such information as the Secretary may determine necessary to carry out the provisions of this part.

[(b) APPLICATIONS.—A State educational agency or local educational agency may apply for an award under this part only as

part of a consortium involving an Alaska Native organization. The consortium may include other eligible applicants.

[(c) CONSULTATION REQUIRED.—Each applicant for an award under this part shall provide for ongoing advice from and consultation with representatives of the Alaska Native community.

[(d) LOCAL EDUCATIONAL AGENCY COORDINATION.—Each applicant for an award under this part shall inform each local educational agency serving students who would participate in the program to be carried out under the grant or contract about the application.

[SEC. 7306. DEFINITIONS.

[In this part:

[(1) ALASKA NATIVE.—The term "Alaska Native" has the same meaning as the term "Native" has in section 3(b) of the Alaska Native Claims Settlement Act.

[(2) ALASKA NATIVE ORGANIZATION.—The term "Alaska Native organization" means a federally recognized tribe, consortium of tribes, regional nonprofit Native association, and another organization that—

[(A) has or commits to acquire expertise in the education of Alaska Natives; and

[(B) has Alaska Natives in substantive and policymaking positions within the organization.]

TITLE V—GENERAL PROVISIONS

PART A—DEFINITIONS

SEC. 5101. DEFINITIONS.

Except as otherwise provided, in this Act:

(1) AVERAGE DAILY ATTENDANCE.—

(A) IN GENERAL.—Except as provided otherwise by State law or this paragraph, the term "average daily attendance" means—

(i) the aggregate number of days of attendance of all students during a school year; divided by

(ii) the number of days school is in session during that year.

(B) CONVERSION.—The Secretary shall permit the conversion of average daily membership (or other similar data) to average daily attendance for local educational agencies in States that provide State aid to local educational agencies on the basis of average daily membership (or other similar data).

(C) SPECIAL RULE.—If the local educational agency in which a child resides makes a tuition or other payment for the free public education of the child in a school located in another school district, the Secretary shall, for the purpose of this Act—

(i) consider the child to be in attendance at a school of the agency making the payment; and

(ii) not consider the child to be in attendance at a school of the agency receiving the payment.

(D) CHILDREN WITH DISABILITIES.—If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.

(2) AVERAGE PER-PUPIL EXPENDITURE.—The term "average per-pupil expenditure" means, in the case of a State or of the United States—

(A) without regard to the source of funds—

(i) the aggregate current expenditures, during the third fiscal year preceding the fiscal year for which the determination is made (or, if satisfactory data for that year are not available, during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the State or, in the case of the United States, for all States (which, for the purpose of this paragraph, means the 50 States and the District of Columbia); plus

(ii) any direct current expenditures by the State for the operation of those agencies; divided by

(B) the aggregate number of children in average daily attendance to whom those agencies provided free public education during that preceding year.

(3) CHARTER SCHOOL.—The term "charter school" means a public school that—

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(D) provides a program of elementary or secondary education, or both;

(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;

(J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law;

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

(M) may serve prekindergarten or post secondary students.

(4) CHILD.—The term "child" means any person within the age limits for which the State provides free public education.

(5) CHILD WITH A DISABILITY.—The term "child with a disability" has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

(6) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a public or private nonprofit organization of demonstrated effectiveness that—

(A) is representative of a community or significant segments of a community; and

(B) provides educational or related services to individuals in the community.

(7) CONSOLIDATED LOCAL APPLICATION.—The term "consolidated local application" means an application submitted by a local educational agency pursuant to section 5305.

(8) CONSOLIDATED LOCAL PLAN.—The term "consolidated local plan" means a plan submitted by a local educational agency pursuant to section 5305.

(9) CONSOLIDATED STATE APPLICATION.—The term "consolidated State application" means an application submitted by a State educational agency pursuant to section 5302.

(10) CONSOLIDATED STATE PLAN.—The term "consolidated State plan" means a plan submitted by a State educational agency pursuant to section 5302.

(11) CORE ACADEMIC SUBJECTS.—The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

(12) COUNTY.—The term "county" means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.

(13) COVERED PROGRAM.—The term "covered program" means each of the programs authorized by—

(A) part A of title I;

(B) title II; and

(C) title III.

(14) CURRENT EXPENDITURES.—The term "current expenditures" means expenditures for free public education—

(A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but

(B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I.

(15) DEPARTMENT.—The term "Department" means the Department of Education.

(16) DIRECT STUDENT SERVICES.—The term "direct student services" means public school choice or high-quality academic tutoring that are designed to help increase academic achievement for students.

(17) DISTANCE EDUCATION.—The term "distance education" means the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or nonsynchronously.

(18) EDUCATIONAL SERVICE AGENCY.—The term "educational service agency" means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

(19) ELEMENTARY SCHOOL.—The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

(20) ENGLISH LEARNER.—The term "English learner", when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State's academic standards described in section 1111;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

(21) EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE.—

(A) IN GENERAL.—The term "extended-year adjusted cohort graduation rate" means the ratio where—

(i) the denominator consists of the number of students who form the original cohort of entering first-time 9th grade students enrolled in the high school no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics under section 153 of the Education Sciences Reform Act, adjusted by—

(I) adding the students who joined that cohort, after the time of the determination of the original cohort; and

(II) subtracting only those students who left that cohort, after the time of the determination of the original cohort, as described in subparagraph (B); and

(ii) the numerator consists of the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

(I) one or more additional years beyond the fourth year of high school; or

(II) a summer session immediately following the additional year of high school.

(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation to confirm that the student has transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased.

(C) TRANSFERRED OUT.—

(i) IN GENERAL.—For purposes of this paragraph, the term "transferred out" means a student who the high school or local educational agency has confirmed, according to clause (ii), has transferred—

(I) to another school from which the student is expected to receive a regular high school diploma; or

(II) to another educational program from which the student is expected to receive a regular high school diploma.

(ii) CONFIRMATION REQUIREMENTS.—

(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation from the receiving school or program that the student enrolled in the receiving school or program.

(II) LACK OF CONFIRMATION.—A student who was enrolled, but for whom there is no confirmation of the student having transferred out, shall remain in the denominator of the extended-year adjusted cohort.

(iii) PROGRAMS NOT PROVIDING CREDIT.—A student who is retained in grade or who is enrolled in a GED or other alternative educational program that does not issue or provide credit toward the issuance of a regular

high school diploma shall not be considered transferred out and shall remain in the extended-year adjusted cohort.

(D) SPECIAL RULE.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act.

(22) FAMILY LITERACY SERVICES.—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, and that integrate all of the following activities:

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

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

(C) Parent literacy training that leads to economic self-sufficiency.

(D) An age-appropriate education to prepare children for success in school and life experiences.

(23) FOUR-YEAR ADJUSTED COHORT GRADUATION RATE.—

(A) IN GENERAL.—The term "four-year adjusted cohort graduation rate" means the ratio where—

(i) the denominator consists of the number of students who form the original cohort of entering first-time 9th grade students enrolled in the high school no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act, adjusted by—

(I) adding the students who joined that cohort, after the time of the determination of the original cohort; and

(II) subtracting only those students who left that cohort, after the time of the determination of the original cohort, as described in subparagraph (B); and

(ii) the numerator consists of the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

(I) the fourth year of high school; or

(II) a summer session immediately following the fourth year of high school.

(B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation to confirm that the student has transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased.

(C) TRANSFERRED OUT.—

(i) IN GENERAL.—For purposes of this paragraph, the term "transferred out" means a student who the high school or local educational agency has confirmed, according to clause (ii), has transferred—

(I) to another school from which the student is expected to receive a regular high school diploma; or

(II) to another educational program from which the student is expected to receive a regular high school diploma.

(ii) CONFIRMATION REQUIREMENTS.—

(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation from the receiving school or program that the student enrolled in the receiving school or program.

(II) LACK OF CONFIRMATION.—A student who was enrolled, but for whom there is no confirmation of the student having transferred out, shall remain in the adjusted cohort.

(iii) PROGRAMS NOT PROVIDING CREDIT.—A student who is retained in grade or who is enrolled in a GED or other alternative educational program that does not issue or provide credit toward the issuance of a regular high school diploma shall not be considered transferred out and shall remain in the adjusted cohort.

(D) SPECIAL RULE.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the effective date for student membership data submitted annually by State educational agencies to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act.

(24) FREE PUBLIC EDUCATION.—The term "free public education" means education that is provided—

(A) at public expense, under public supervision and direction, and without tuition charge; and

(B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.

(25) GIFTED AND TALENTED.—The term "gifted and talented", when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

(26) HIGH-QUALITY ACADEMIC TUTORING.—The term "high-quality academic tutoring" means supplemental academic services that—

(A) are in addition to instruction provided during the school day;

(B) are provided by a non-governmental entity or local educational agency that—

(i) is included on a State educational agency approved provider list after demonstrating to the State educational agency that its program consistently improves the academic achievement of students; and

(ii) agrees to provide parents of children receiving high-quality academic tutoring, the appropriate local educational agency, and school with information on participating students increases in academic achievement, in a format, and to the extent practicable, a language that such parent can understand, and in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g);

(C) are selected by the parents of students who are identified by the local educational agency as being eligible for such services from among providers on the approved provider list described in subparagraph (B)(i);

(D) meet all applicable Federal, State, and local health, safety, and civil rights laws; and

(E) ensure that all instruction and content are secular, neutral, and non-ideological.

(27) HIGH SCHOOL.—The term "high school" means a secondary school that—

(A) grants a diploma, as defined by the State; and

(B) includes, at least, grade 12.

(28) INSTITUTION OF HIGHER EDUCATION.—The term "institution of higher education" has the meaning given that term in section 101(a) of the Higher Education Act of 1965.

(29) LOCAL EDUCATIONAL AGENCY.—

(A) IN GENERAL.—The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(B) ADMINISTRATIVE CONTROL AND DIRECTION.—The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(C) BIE SCHOOLS.—The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not

be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education.

(D) EDUCATIONAL SERVICE AGENCIES.—The term includes educational service agencies and consortia of those agencies.

(E) STATE EDUCATIONAL AGENCY.—The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

(30) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms "Native American" and "Native American language" have the same meaning given those terms in section 103 of the Native American Languages Act of 1990.

(31) OTHER STAFF.—The term "other staff" means specialized instructional support personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

(32) OUTLYING AREA.—The term "outlying area"—

(A) means American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the United States Virgin Islands;

(B) means the Republic of Palau, to the extent permitted under section 105(f)(1)(B)(ix) of the Compact of Free Association Amendments Act of 2003 (Public Law 99–658; 117 Stat. 2751) and until an agreement for the extension of United States education assistance under the Compact of Free Association becomes effective for the Republic of Palau; and

(C) for the purpose of any discretionary grant program under this Act, includes the Republic of the Marshall Islands and the Federated States of Micronesia, to the extent permitted under section 105(f)(1)(B)(viii) of the Compact of Free Association Amendments Act of 2003 (Public Law 108–188; 117 Stat. 2751).

(33) PARENT.—The term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent, stepparent, or foster parent with whom the child lives, or a person who is legally responsible for the child's welfare).

(34) PARENTAL INVOLVEMENT.—The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting in their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child; and

(D) the carrying out of other activities, such as those described in section 1118.

(35) POVERTY LINE.—The term "poverty line" means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the

Community Services Block Grant Act) applicable to a family of the size involved.

(36) PROFESSIONAL DEVELOPMENT.—The term "professional development"—

(A) includes evidence-based, job-embedded, continuous activities that—

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become effective educators;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, school leaders, other staff, and administrators the knowledge and skills to provide students with the opportunity to meet State academic standards;

(iv) improve classroom management skills;

(v)(I) have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of effective teachers, including teachers who became certified or licensed through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers, including through addressing the social and emotional development needs of students;

(viii) are aligned with and directly related to—

(I) State academic standards and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I);

(ix) are developed with extensive participation of teachers, school leaders, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of English learners and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers, other staff, and school leaders in the use of technology so that technology and technology applications are effectively used to improve teaching and learning in the curricula and core academic subjects in which the students receive instruction;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the

evaluations used to improve the quality of the professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, school leaders, specialized instructional support personnel, other staff, and school administrators may work more effectively with parents; and

(B) may include evidence-based, job-embedded, continuous activities that—

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and new teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under subpart 1 of part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to individuals who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

(37) REGULAR HIGH SCHOOL DIPLOMA.—

(A) IN GENERAL.—The term "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma. Such term shall not include a GED or other recognized equivalent of a diploma, a certificate of attendance, or any lesser diploma award.

(B) EXCEPTION FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.—For a student who is assessed using an alternate assessment aligned to alternate academic standards under section 1111(b)(1)(D), receipt of a regular high school diploma as defined under subparagraph (A) or a State-defined alternate diploma obtained within the time period for which the State ensures the availability of a free appropriate public education and in accordance with section 612(a)(1) of the Individuals with Disabilities Education Act shall be counted as graduating with a regular high school diploma for the purposes of this Act.

(38) SCHOOL LEADER.—The term "school leader" means a principal, assistant principal, or other individual who is—

(A) an employee or officer of a school, local educational agency, or other entity operating the school; and

(B) responsible for—

(i) the daily instructional leadership and managerial operations of the school; and

(ii) creating the optimum conditions for student learning.

(39) SECONDARY SCHOOL.—The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

(40) SECRETARY.—The term "Secretary" means the Secretary of Education.

(41) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL; SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—

(A) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term "specialized instructional support personnel" means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

(B) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term "specialized instructional support services" means the services provided by specialized instructional support personnel.

(42) STATE.—The term "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(43) STATE EDUCATIONAL AGENCY.—The term "State educational agency" means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

(44) TECHNOLOGY.—The term "technology" means modern information, computer and communication technology products, services, or tools, including, but not limited to, the Internet and other communications networks, computer devices and other computer and communications hardware, software applications, data systems, and other electronic content and data storage.

SEC. 5102. APPLICABILITY OF TITLE.

Parts B, C, D, and E of this title do not apply to title IV of this Act.

SEC. 5103. APPLICABILITY TO BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS.

For the purpose of any competitive program under this Act—

(1) a consortium of schools operated by the Bureau of Indian Education;

(2) a school operated under a contract or grant with the Bureau of Indian Education in consortium with another contract or grant school or a tribal or community organization; or

(3) a Bureau of Indian Education school in consortium with an institution of higher education, a contract or grant school, or a tribal or community organization,

shall be given the same consideration as a local educational agency.

PART B—FLEXIBILITY IN THE USE OF ADMINISTRATIVE AND OTHER FUNDS

SEC. 5201. CONSOLIDATION OF STATE ADMINISTRATIVE FUNDS FOR ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.

(a) CONSOLIDATION OF ADMINISTRATIVE FUNDS.—

(1) IN GENERAL.—A State educational agency may consolidate the amounts specifically made available to it for State administration under one or more of the programs under paragraph (2).

(2) APPLICABILITY.—This section applies to any program under this Act under which funds are authorized to be used for administration, and such other programs as the Secretary may designate.

(b) USE OF FUNDS.—

(1) IN GENERAL.—A State educational agency shall use the amount available under this section for the administration of the programs included in the consolidation under subsection (a).

(2) ADDITIONAL USES.—A State educational agency may also use funds available under this section for administrative activities designed to enhance the effective and coordinated use of funds under programs included in the consolidation under subsection (a), such as—

(A) the coordination of those programs with other Federal and non-Federal programs;

(B) the establishment and operation of peer-review mechanisms under this Act;

(C) the administration of this title;

(D) the dissemination of information regarding model programs and practices;

(E) technical assistance under any program under this Act;

(F) State-level activities designed to carry out this title;

(G) training personnel engaged in audit and other monitoring activities; and

(H) implementation of the Cooperative Audit Resolution and Oversight Initiative of the Department.

(c) RECORDS.—A State educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of programs included in the consolidation under subsection (a).

(d) REVIEW.—To determine the effectiveness of State administration under this section, the Secretary may periodically review the performance of State educational agencies in using consolidated administrative funds under this section and take such steps as the Secretary finds appropriate to ensure the effectiveness of that administration.

(e) UNUSED ADMINISTRATIVE FUNDS.—If a State educational agency does not use all of the funds available to the agency under this section for administration, the agency may use those funds during the applicable period of availability as funds available under one or more programs included in the consolidation under subsection (a).

(f) CONSOLIDATION OF FUNDS FOR STANDARDS AND ASSESSMENT DEVELOPMENT.—In order to develop State academic standards and assessments, a State educational agency may consolidate the amounts described in subsection (a) for those purposes under title I.

SEC. 5202. SINGLE LOCAL EDUCATIONAL AGENCY STATES.

A State educational agency that also serves as a local educational agency shall, in its applications or plans under this Act, describe how the agency will eliminate duplication in conducting administrative functions.

SEC. 5203. CONSOLIDATED SET-ASIDE FOR DEPARTMENT OF THE INTERIOR FUNDS.

(a) GENERAL AUTHORITY.—

(1) TRANSFER.—The Secretary shall transfer to the Department of the Interior, as a consolidated amount for covered programs, the Indian education programs under subpart 6 of part A of title I, and the education for homeless children and youth program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the amounts allotted to the Department of the Interior under those programs.

(2) AGREEMENT.—

(A) IN GENERAL.—The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of the programs specified in paragraph (1), for the distribution and use of those program funds under terms that the Secretary determines best meet the purposes of those programs.

(B) CONTENTS.—The agreement shall—

(i) set forth the plans of the Secretary of the Interior for the use of the amount transferred and the achievement measures to assess program effectiveness; and

(ii) be developed in consultation with Indian tribes.

(b) ADMINISTRATION.—The Department of the Interior may use not more than 1.5 percent of the funds consolidated under this section for its costs related to the administration of the funds transferred under this section.

PART C—COORDINATION OF PROGRAMS; CONSOLIDATED STATE AND LOCAL PLANS AND APPLICATIONS

SEC. 5301. PURPOSES.

The purposes of this part are—

(1) to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery;

(2) to provide greater flexibility to State and local authorities through consolidated plans, applications, and reporting; and

(3) to enhance the integration of programs under this Act with State and local programs.

SEC. 5302. OPTIONAL CONSOLIDATED STATE PLANS OR APPLICATIONS.

(a) GENERAL AUTHORITY.—

(1) SIMPLIFICATION.—In order to simplify application requirements and reduce the burden for State educational agencies

under this Act, the Secretary, in accordance with subsection (b), shall establish procedures and criteria under which, after consultation with the Governor, a State educational agency may submit a consolidated State plan or a consolidated State application meeting the requirements of this section for—

(A) each of the covered programs in which the State participates; and

(B) such other programs as the Secretary may designate.

(2) CONSOLIDATED APPLICATIONS AND PLANS.—After consultation with the Governor, a State educational agency that submits a consolidated State plan or a consolidated State application under this section shall not be required to submit separate State plans or applications under any of the programs to which the consolidated State plan or consolidated State application under this section applies.

(b) COLLABORATION.—

(1) IN GENERAL.—In establishing criteria and procedures under this section, the Secretary shall collaborate with State educational agencies and, as appropriate, with other State agencies, local educational agencies, public and private agencies, organizations, and institutions, private schools, and parents, students, and teachers.

(2) CONTENTS.—Through the collaborative process described in paragraph (1), the Secretary shall establish, for each program under this Act to which this section applies, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.

(3) NECESSARY MATERIALS.—The Secretary shall require only descriptions, information, assurances (including assurances of compliance with applicable provisions regarding participation by private school children and teachers), and other materials that are absolutely necessary for the consideration of the consolidated State plan or consolidated State application.

SEC. 5303. CONSOLIDATED REPORTING.

(a) IN GENERAL.—In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report.

(b) CONTENTS.—The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities.

(c) REPLACEMENT.—The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

SEC. 5304. GENERAL APPLICABILITY OF STATE EDUCATIONAL AGENCY ASSURANCES.

(a) ASSURANCES.—A State educational agency, in consultation with the Governor of the State, that submits a consolidated State plan or consolidated State application under this Act, whether separately or under section 5302, shall have on file with the Secretary

a single set of assurances, applicable to each program for which the plan or application is submitted, that provides that—

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;

(3) the State will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and

(C) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;

(4) the State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;

(5) the State will use such fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;

(6) the State will—

(A) make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and

(B) maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and

(7) before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

(b) GEPA PROVISION.—Section 441 of the General Education Provisions Act shall not apply to programs under this Act.

SEC. 5305. CONSOLIDATED LOCAL PLANS OR APPLICATIONS.

(a) GENERAL AUTHORITY.—

(1) CONSOLIDATED PLAN.—A local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis.

(2) AVAILABILITY TO GOVERNOR.—The State educational agency shall make any consolidated local plans and applications available to the Governor.

(b) REQUIRED CONSOLIDATED PLANS OR APPLICATIONS.—A State educational agency that has an approved consolidated State plan or application under section 5302 may require local educational agencies in the State receiving funds under more than one program included in the consolidated State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans.

(c) COLLABORATION.—A State educational agency, in consultation with the Governor, shall collaborate with local educational agencies in the State in establishing procedures for the submission of the consolidated State plans or consolidated State applications under this section.

(d) NECESSARY MATERIALS.—The State educational agency shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the local educational agency plan or application.

SEC. 5306. OTHER GENERAL ASSURANCES.

(a) ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—

(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency

and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

(b) GEPA PROVISION.—Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

PART D—WAIVERS

SEC. 5401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL.—

(1) REQUEST FOR WAIVER.—A State educational agency, local educational agency, or Indian tribe that receives funds under a program authorized under this Act may submit a request to the Secretary to waive any statutory or regulatory requirement of this Act.

(2) RECEIPT OF WAIVER.—Except as provided in subsection (c) and subject to the limits in subsection (b)(5)(A), the Secretary shall waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school (through a local educational agency), that submits a waiver request pursuant to this subsection.

(b) PLAN.—

(1) IN GENERAL.—A State educational agency, local educational agency, or Indian tribe that desires a waiver under this section shall submit a waiver request to the Secretary, which shall include a plan that—

(A) identifies the Federal programs affected by the requested waiver;

(B) describes which Federal statutory or regulatory requirements are to be waived;

(C) reasonably demonstrates that the waiver will improve instruction for students and advance student academic achievement;

(D) describes the methods the State educational agency, local educational agency, or Indian tribe will use to monitor the effectiveness of the implementation of the plan; and

(E) describes how schools will continue to provide assistance to the same populations served by programs for which the waiver is requested.

(2) ADDITIONAL INFORMATION.—A waiver request under this section—

(A) may provide for waivers of requirements applicable to State educational agencies, local educational agencies, Indian tribes, and schools; and

(B) shall be developed and submitted—

(i)(I) by local educational agencies (on behalf of those agencies and schools) to State educational agencies; and

(II) by State educational agencies (on their own behalf, or on behalf of, and based on the requests of, local educational agencies in the State) to the Secretary; or

(ii) by Indian tribes (on behalf of schools operated by the tribes) to the Secretary.

(3) GENERAL REQUIREMENTS.—

(A) STATE EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a State educational agency acting on its own behalf, or on behalf of local educational agencies in the State, the State educational agency shall—

(i) provide the public and local educational agencies in the State with notice and a reasonable opportunity to comment and provide input on the request;

(ii) submit the comments and input to the Secretary, with a description of how the State addressed the comments and input; and

(iii) provide notice and a reasonable time to comment to the public and local educational agencies in the manner in which the applying agency customarily provides similar notice and opportunity to comment to the public.

(B) LOCAL EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a local educational agency that receives funds under this Act—

(i) the request shall be reviewed by the State educational agency and be accompanied by the comments, if any, of the State educational agency and the public; and

(ii) notice and a reasonable opportunity to comment regarding the waiver request shall be provided to the State educational agency and the public by the agency requesting the waiver in the manner in which that agency customarily provides similar notice and opportunity to comment to the public.

(4) PEER REVIEW.—

(A) ESTABLISHMENT.—The Secretary shall establish a multi-disciplinary peer review team, which shall meet the requirements of section 5543, to review waiver requests under this section.

(B) APPLICABILITY.—The Secretary may approve a waiver request under this section without conducting a peer review of the request, but shall use the peer review process under this paragraph before disapproving such a request.

(C) STANDARD AND NATURE OF REVIEW.—Peer reviewers shall conduct a good faith review of waiver requests submitted to them under this section. Peer reviewers shall review such waiver requests—

(i) in their totality;

(ii) in deference to State and local judgment; and

(iii) with the goal of promoting State- and local-led innovation.

(5) WAIVER DETERMINATION, DEMONSTRATION, AND REVISION.—

(A) IN GENERAL.—The Secretary shall approve a waiver request not more than 60 days after the date on which such request is submitted, unless the Secretary determines and demonstrates that—

(i) the waiver request does not meet the requirements of this section;

(ii) the waiver is not permitted under subsection (c);

(iii) the plan that is required under paragraph (1)(C), and reviewed with deference to State and local judgment, provides no reasonable evidence to determine that a waiver will enhance student academic achievement; or

(iv) the waiver request does not provide for adequate evaluation to ensure review and continuous improvement of the plan.

(B) WAIVER DETERMINATION AND REVISION.—If the Secretary determines and demonstrates that the waiver request does not meet the requirements of this section, the Secretary shall—

(i) immediately—

(I) notify the State educational agency, local educational agency, or Indian tribe of such determination; and

(II) at the request of the State educational agency, local educational agency, or Indian tribe, provide detailed reasons for such determination in writing;

(ii) offer the State educational agency, local educational agency, or Indian tribe an opportunity to revise and resubmit the waiver request not more than 60 days after the date of such determination; and

(iii) if the Secretary determines that the resubmission does not meet the requirements of this section, at the request of the State educational agency, local educational agency, or Indian tribe, conduct a public hearing not more than 30 days after the date of such resubmission.

(C) WAIVER DISAPPROVAL.—The Secretary may disapprove a waiver request if—

(i) the State educational agency, local educational agency, or Indian tribe has been notified and offered an opportunity to revise and resubmit the waiver request, as described under clauses (i) and (ii) of subparagraph (B); and

(ii) the State educational agency, local educational agency, or Indian tribe—

(I) does not revise and resubmit the waiver request; or

(II) revises and resubmits the waiver request, and the Secretary determines that such waiver request does not meet the requirements of this section after a hearing conducted under subparagraph (B)(iii), if requested.

(D) EXTERNAL CONDITIONS.—The Secretary shall not, directly or indirectly, require or impose new or additional requirements in exchange for receipt of a waiver if such requirements are not specified in this Act.

(c) RESTRICTIONS.—The Secretary shall not waive under this section any statutory or regulatory requirements relating to—

(1) the allocation or distribution of funds to States, local educational agencies, Indian tribes, or other recipients of funds under this Act;

(2) comparability of services;

(3) use of Federal funds to supplement, not supplant, non-Federal funds;

(4) equitable participation of private school students and teachers;

(5) parental participation and involvement;

(6) applicable civil rights requirements;

(7) the prohibitions—

(A) in subpart 2 of part E;

(B) regarding use of funds for religious worship or instruction in section 5505; and

(C) regarding activities in section 5524; or

(8) the selection of a school attendance area or school under subsections (a) and (b) of section 1113, except that the Secretary may grant a waiver to allow a school attendance area or school to participate in activities under subpart 1 of part A of title I if the percentage of children from low-income families in the school attendance area or who attend the school is not more than 10 percentage points below the lowest percentage of those children for any school attendance area or school of the local educational agency that meets the requirements of subsections (a) and (b) of section 1113.

(d) DURATION AND EXTENSION OF WAIVER; LIMITATIONS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a waiver approved by the Secretary under this section may be for a period not to exceed 3 years.

(2) EXTENSION.—The Secretary may extend the period described in paragraph (1) if the State demonstrates that—

(A) the waiver has been effective in enabling the State or affected recipient to carry out the activities for which the waiver was requested and the waiver has contributed to improved student achievement; and

(B) the extension is in the public interest.

(3) SPECIFIC LIMITATIONS.—The Secretary shall not require a State educational agency, local educational agency, or Indian tribe, as a condition of approval of a waiver request, to—

(A) include in, or delete from, such request, specific academic standards, such as the Common Core State Standards developed under the Common Core State Standards Initiative or any other standards common to a significant number of States;

(B) use specific academic assessment instruments or items, including assessments aligned to the standards described in subparagraph (A); or

(C) include in, or delete from, such waiver request any criterion that specifies, defines, describes, or prescribes the

standards or measures that a State or local educational agency or Indian tribe uses to establish, implement, or improve—

(i) State academic standards;

(ii) academic assessments;

(iii) State accountability systems; or

(iv) teacher and school leader evaluation systems.

(e) REPORTS.—

(1) WAIVER REPORTS.—A State educational agency, local educational agency, or Indian tribe that receives a waiver under this section shall, at the end of the second year for which a waiver is received under this section and each subsequent year, submit a report to the Secretary that—

(A) describes the uses of the waiver by the agency or by schools;

(B) describes how schools continued to provide assistance to the same populations served by the programs for which waivers were granted; and

(C) evaluates the progress of the agency and schools, or Indian tribe, in improving the quality of instruction or the academic achievement of students.

(2) REPORT TO CONGRESS.—The Secretary shall annually submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

(A) summarizing the uses of waivers by State educational agencies, local educational agencies, Indian tribes, and schools; and

(B) describing the status of the waivers in improving academic achievement.

(f) TERMINATION OF WAIVERS.—The Secretary shall terminate a waiver under this section if the Secretary determines, after notice and an opportunity for a hearing, that the performance of the State or other recipient affected by the waiver has been inadequate to justify a continuation of the waiver and the recipient of the waiver has failed to make revisions needed to carry out the purpose of the waiver, or if the waiver is no longer necessary to achieve its original purpose.

(g) PUBLICATION.—A notice of the Secretary's decision to grant each waiver under subsection (a) shall be published in the Federal Register and the Secretary shall provide for the dissemination of the notice to State educational agencies, interested parties, including educators, parents, students, advocacy and civil rights organizations, and the public.

PART E—UNIFORM PROVISIONS

Subpart 1—Private Schools

SEC. 5501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION.—

(1) IN GENERAL.—Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational

agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials or their representatives, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS.—Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) SPECIAL RULE.—Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) EXPENDITURES.—

(A) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children, teachers, and other service personnel shall be equal to the expenditures for participating public school children, taking into account the number and educational needs, of the children to be served.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall—

(i) be obligated in the fiscal year for which the funds are received by the agency; and

(ii) with respect to any such funds that cannot be so obligated, be used to serve such children in the following fiscal year.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall—

(i) determine, in a timely manner, the proportion of funds to be allocated to each local educational agency in the State for educational services and other benefits under this subpart to eligible private school children; and

(ii) provide notice, simultaneously, to each such local educational agency and the appropriate private school officials or their representatives in the State of such allocation of funds.

(5) PROVISION OF SERVICES.—An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY.—

(1) IN GENERAL.—This section applies to programs under—

(A) subpart 2 of part A of title I;

(B) subpart 4 of part A of title I;

(C) part A of title II;

(D) part B of title II; and

(E) part B of title III.

(2) DEFINITION.—For the purpose of this section, the term "eligible children" means children eligible for services under a program described in paragraph (1).

(c) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult, in order to reach an agreement, with appropriate private school officials or their representatives during the design and development of the programs under this Act, on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services;

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials or their representatives on the provision of services through potential third-party providers or contractors; and

(G) how, if the agency disagrees with the views of the private school officials or their representatives on the provision of services through a contract, the local educational agency will provide in writing to such private school officials or their representatives an analysis of the reasons why the local educational agency has chosen not to use a contractor.

(2) DISAGREEMENT.—If the agency, consortium, or entity disagrees with the views of the private school officials or their representatives with respect to an issue described in paragraph (1), the agency, consortium, or entity shall provide to the private school officials or their representatives a written explanation of the reasons why the local educational agency has chosen not to adopt the course of action requested by such officials or their representatives.

(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) DISCUSSION REQUIRED.—The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials or their representatives of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials or their representatives to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials or their representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—If the consultation required under this section is with a local educational agency or educational service agency, a private school official or representative shall have the right to file a complaint with the State educational agency that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official or representative, or did not treat the private school or its students equitably as required by this section.

(B) PROCEDURE.—If the private school official or representative wishes to file a complaint, the private school official or representative shall provide the basis of the noncompliance with this section and all parties shall provide the appropriate documentation to the appropriate officials or representatives.

(C) SERVICES.—A State educational agency shall provide services under this section directly or through contracts with public and private agencies, organizations, and institutions, if—

(i) the appropriate private school officials or their representatives have—

(I) requested that the State educational agency provide such services directly; and

(II) demonstrated that the local educational agency or Education Service Agency involved has not met the requirements of this section; or

(ii) in a case in which—

(I) a local educational agency has more than 10,000 children from low-income families who attend private elementary schools or secondary schools in such agency's school attendance areas, as defined in section 1113(a)(2)(A), that are not being served by the agency's program under this section; or

(II) 90 percent of the eligible private school students in a school attendance area, as defined in section 1113(a)(2)(A), are not being served by the agency's program under this section.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

(2) PROVISION OF SERVICES.—

(A) IN GENERAL.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

(B) INDEPENDENCE; PUBLIC AGENCY.—In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

(C) COMMINGLING OF FUNDS PROHIBITED.—Funds used to provide services under this section shall not be commingled with non-Federal funds.

SEC. 5502. STANDARDS FOR BY-PASS.

(a) IN GENERAL.—If, by reason of any provision of law, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or other entity is prohibited from providing for the participation in programs of children enrolled in, or teachers or other educational personnel from, private elementary schools and secondary schools, on an equitable basis, or if the Secretary determines that the agency, consortium, or entity has substantially failed or is unwilling to provide for that participation, as required by section 5501, the Secretary shall—

(1) waive the requirements of that section for the agency, consortium, or entity; and

(2) arrange for the provision of equitable services to those children, teachers, or other educational personnel through arrangements that shall be subject to the requirements of this section and of sections 5501, 5503, and 5504.

(b) DETERMINATION.—In making the determination under subsection (a), the Secretary shall consider one or more factors, including the quality, size, scope, and location of the program, and the opportunity of private school children, teachers, and other educational personnel to participate in the program.

SEC. 5503. COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN.

(a) PROCEDURES FOR COMPLAINTS.—The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 5501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within 45 days.

(b) APPEALS TO SECRETARY.—The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within the 45-day time limit. The appeal shall be accompanied by a copy of the State educational agency's resolution, and, if there is one, a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 90 days after receipt of the appeal.

SEC. [9504] *5504*. BY-PASS DETERMINATION PROCESS.

(a) REVIEW.—

(1) IN GENERAL.—

(A) WRITTEN OBJECTIONS.—The Secretary shall not take any final action under [section 9502] *section 5502* until the State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity affected by the action has had an opportunity, for not less than 45 days after receiving written notice thereof, to submit written objections and to appear before the Secretary to show cause why that action should not be taken.

* * * * * * *

(b) DETERMINATION.—Any determination by the Secretary under this section shall continue in effect until the Secretary determines, in consultation with that agency, consortium, or entity and representatives of the affected private school children, teachers, or other educational personnel, that there will no longer be any failure or inability on the part of the agency, consortium, or entity to meet the applicable requirements of [section 9501] *section 5501* or any other provision of this Act.

* * * * * * *

(d) PRIOR DETERMINATION.—Any by-pass determination by the Secretary under this Act as in effect on the day preceding the date of enactment of the [No Child Left Behind Act of 2001] *Student Success Act* shall remain in effect to the extent the Secretary determines that that determination is consistent with the purpose of this section.

SEC. [9505] *5505*. PROHIBITION AGAINST FUNDS FOR RELIGIOUS WORSHIP OR INSTRUCTION.

Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

SEC. [9506] *5506*. PRIVATE, RELIGIOUS, AND HOME SCHOOLS.

(a) * * *

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Subpart 2—Prohibitions

SEC. 5521. PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.

(a) IN GENERAL.—No officer or employee of the Federal Government shall, directly or indirectly, through grants, contracts, or other cooperative agreements, mandate, direct, or control a State, local educational agency, or school's specific instructional content, aca-

demic standards and assessments, curricula, or program of instruction, (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States), nor shall anything in this Act be construed to authorize such officer or employee to do so.

(b) FINANCIAL SUPPORT.—No officer or employee of the Federal Government shall, directly or indirectly, through grants, contracts, or other cooperative agreements, make financial support available in a manner that is conditioned upon a State, local educational agency, or school's adoption of specific instructional content, academic standards and assessments, curriculum, or program of instruction, (including any requirement, direction, or mandate to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards), even if such requirements are specified in an Act other than this Act, nor shall anything in this Act be construed to authorize such officer or employee to do so.

SEC. 5522. PROHIBITIONS ON FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.

(a) GENERAL PROHIBITION.—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government directly or indirectly, whether through a grant, contract, or cooperative agreement, to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

(b) PROHIBITION ON ENDORSEMENT OF CURRICULUM.—Notwithstanding any other prohibition of Federal law, no funds provided to the Department under this Act may be used by the Department directly or indirectly – whether through a grant, contract, or cooperative agreement – to endorse, approve, develop, require, or sanction any curriculum, including any curriculum aligned to the Common Core State Standards developed under the Common Core State Standards Initiative or any other academic standards common to a significant number of States, designed to be used in an elementary school or secondary school.

(c) LOCAL CONTROL.—Nothing in this Act shall be construed to—

(1) authorize an officer or employee of the Federal Government directly or indirectly – whether through a grant, contract, or cooperative agreement – to mandate, direct, review, or control a State, local educational agency, or school's instructional content, curriculum, and related activities;

(2) limit the application of the General Education Provisions Act;

(3) require the distribution of scientifically or medically false or inaccurate materials or to prohibit the distribution of scientifically or medically true or accurate materials; or

(4) create any legally enforceable right.

(d) PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.—Notwithstanding any other provision of Federal law, no State shall be required to have academic standards

approved or certified by the Federal Government, in order to receive assistance under this Act.

(e) RULE OF CONSTRUCTION ON BUILDING STANDARDS.—Nothing in this Act shall be construed to mandate national school building standards for a State, local educational agency, or school.

SEC. 5523. PROHIBITION ON FEDERALLY SPONSORED TESTING.

(a) GENERAL PROHIBITION.—Notwithstanding any other provision of Federal law and except as provided in subsection (b), no funds provided under this Act to the Secretary or to the recipient of any award may be used to develop, pilot test, field test, implement, administer, or distribute any federally sponsored national test or testing materials in reading, mathematics, or any other subject, unless specifically and explicitly authorized by law.

(b) EXCEPTIONS.—Subsection (a) shall not apply to international comparative assessments developed under the authority of section 153(a)(5) of the Education Sciences Reform Act of 2002 and administered to only a representative sample of pupils in the United States and in foreign nations.

SEC. 5524. LIMITATIONS ON NATIONAL TESTING OR CERTIFICATION FOR TEACHERS.

(a) MANDATORY NATIONAL TESTING OR CERTIFICATION OF TEACHERS.—Notwithstanding any other provision of this Act or any other provision of law, no funds available to the Department or otherwise available under this Act may be used for any purpose relating to a mandatory nationwide test or certification of teachers or education paraprofessionals, including any planning, development, implementation, or administration of such test or certification.

(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State educational agency or local educational agency if the State educational agency or local educational agency fails to adopt a specific method of teacher or paraprofessional certification.

SEC. 5525. PROHIBITED USES OF FUNDS.

No funds under this Act may be used—

(1) for construction, renovation, or repair of any school facility, except as authorized under title IV or otherwise authorized under this Act;

(2) for medical services, drug treatment or rehabilitation, except for specialized instructional support services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs;

(3) for transportation unless otherwise authorized under this Act;

(4) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;

(5) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;

(6) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

(7) to operate a program of contraceptive distribution in schools.

SEC. [9531] *5526*. PROHIBITION ON NATIONWIDE DATABASE.

Nothing in this Act (other than section 1308(b)) shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this Act.

SEC. [9533] *5527*. PROHIBITION ON DISCRIMINATION.

Nothing in this Act shall be construed to require, authorize, or permit, the Secretary, or a State educational agency, local educational agency, or school to grant to a student, or deny or impose upon a student, any financial or educational benefit or burden, in violation of the fifth or 14th amendments to the Constitution or other law relating to discrimination in the provision of federally funded programs or activities.

SEC. [9534] *5528*. CIVIL RIGHTS.

[(a) IN GENERAL.—Nothing**]** *Nothing* in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.

[(b) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1116 of title I and part B of title V, at the commencement of the entity's participation in a grant under section 1116 of title I or part B of title V.**]**

SEC. 5529. PROHIBITION REGARDING STATE AID.

A State shall not take into consideration payments under this Act (other than under title IV) in determining the eligibility of any local educational agency in that State for State aid, or the amount of State aid, with respect to free public education of children.

Subpart 3—Other Provisions

SEC. 5541. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

(a) POLICY.—

(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act, each local educational agency receiving assistance under this Act shall provide, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the local educational agency, unless the parent of such student has submitted the prior consent request under paragraph (2).

(2) CONSENT.—

(A) OPT-OUT PROCESS.—A parent of a secondary school student may submit a written request, to the local educational agency, that the student's name, address, and telephone listing not be released for purposes of paragraph (1) without prior written consent of the parent. Upon receiving such request, the local educational agency may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent.

(B) NOTIFICATION OF OPT-OUT PROCESS.—Each local educational agency shall notify the parents of the students served by the agency of the option to make a request described in subparagraph (A).

(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to institutions of higher education or to prospective employers of those students.

(4) RULE OF CONSTRUCTION PROHIBITING OPT-IN PROCESSES.—Nothing in this subsection shall be construed to allow a local educational agency to withhold access to a student's name, address, and telephone listing from a military recruiter or institution of higher education by implementing an opt-in process or any other process other than the written consent request process under paragraph (2)(A).

(5) PARENTAL CONSENT.—For purposes of this subsection, whenever a student has attained 18 years of age, the permission or consent required of and the rights accorded to the parents of the student shall only be required of and accorded to the student.

(b) NOTIFICATION.—The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the Student Success Act, notify school leaders, school administrators, and other educators about the requirements of this section.

(c) EXCEPTION.—The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

SEC. 5542. RULEMAKING.

The Secretary shall issue regulations under this Act as prescribed under section 1401 only to the extent that such regulations are necessary to ensure that there is compliance with the specific requirements and assurances required by this Act.

SEC. 5543. PEER REVIEW.

(a) IN GENERAL.—If the Secretary uses a peer review panel to evaluate an application for any program required under this Act, the Secretary shall conduct the panel in accordance with this section.

(b) MAKEUP.—The Secretary shall—

(1) solicit nominations for peers to serve on the panel from States that are—

(A) practitioners in the subject matter; or

(B) experts in the subject matter; and

(2) select the peers from such nominees, except that there shall be at least 75 percent practitioners on each panel and in each group formed from the panel.

(c) GUIDANCE.—The Secretary shall issue the peer review guidance concurrently with the notice of the grant.

(d) REPORTING.—The Secretary shall—

(1) make the names of the peer reviewers available to the public before the final deadline for the application of the grant;

(2) make the peer review notes publically available once the review has concluded; and

(3) make any deviations from the peer reviewers' recommendations available to the public with an explanation of the deviation.

(e) APPLICANT REVIEWS.—An applicant shall have an opportunity within 30 days to review the peer review notes and appeal the score to the Secretary prior to the Secretary making any final determination.

(f) PROHIBITION.—The Secretary, and the Secretary's staff, may not attempt to participate in, or influence, the peer review process. No Federal employee may participate in, or attempt to influence the peer review process, except to respond to questions of a technical nature, which shall be publicly reported.

SEC. 5544. PARENTAL CONSENT.

Upon receipt of written notification from the parents or legal guardians of a student, the local educational agency shall withdraw such student from any program funded under part B of title III. The local educational agency shall make reasonable efforts to inform parents or legal guardians of the content of such programs or activities funded under this Act, other than classroom instruction.

SEC. [9523] *5545*. PRIVACY OF ASSESSMENT RESULTS.

Any results from an individual assessment referred to in this Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act.

SEC. [9524] *5546*. SCHOOL PRAYER.

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SEC. [9525] *5547*. EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES.

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SEC. 5548. SEVERABILITY.

If any provision of this Act is held invalid, the remainder of this Act shall be unaffected thereby.

SEC. [4141] *5549*. GUN-FREE REQUIREMENTS.

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SEC. [4155] *5550*. TRANSFER OF SCHOOL DISCIPLINARY RECORDS.

(a) * * *

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SEC. 5551. DEPARTMENT STAFF.

The Secretary shall—

(1) not later than 60 days after the date of the enactment of the Student Success Act, identify the number of Department employees who worked on or administered each education program and project authorized under this Act, as such program or project was in effect on the day before such enactment date, and publish such information on the Department's website;

(2) not later than 60 days after such enactment date, identify the number of full-time equivalent employees who work on or administer programs or projects authorized under this Act, as in effect on the day before such enactment date, that have been eliminated or consolidated since such date;

(3) not later than 1 year after such enactment date, reduce the workforce of the Department by the number of full-time equivalent employees the Department calculated under paragraph (2); and

(4) not later than 1 year after such enactment date, report to the Congress on—

(A) the number of employees associated with each program or project authorized under this Act administered by the Department;

(B) the number of full-time equivalent employees who were determined to be associated with eliminated or consolidated programs or projects under paragraph (2); and

(C) how the Secretary reduced the number of employees at the Department under paragraph (3).

PART F—EVALUATIONS

SEC. 5601. EVALUATIONS.

(a) RESERVATION OF FUNDS.—Except as provided in subsections (c) and (d), the Secretary may reserve not more than 0.5 percent of the amount appropriated to carry out each categorical program authorized under this Act. The reserved amounts shall be used by the Secretary, acting through the Director of the Institute of Education Sciences—

(1) to conduct—

(A) comprehensive evaluations of the program or project; and

(B) studies of the effectiveness of the program or project and its administrative impact on schools and local educational agencies;

(2) to evaluate the aggregate short- and long-term effects and cost efficiencies across Federal programs assisted or authorized under this Act and related Federal preschool, elementary, and secondary programs under any other Federal law; and

(3) to increase the usefulness of evaluations of grant recipients in order to ensure the continuous progress of the program or project by improving the quality, timeliness, efficiency, and use of information relating to performance under the program or project.

(b) REQUIRED PLAN.—The Secretary, acting through the Director of the Institute of Education Sciences, may use the reserved amount under subsection (a) only after completion of a comprehensive, multi-year plan—

(1) for the periodic evaluation of each of the major categorical programs authorized under this Act, and as resources permit, the smaller categorical programs authorized under this Act;

(2) that shall be developed and implemented with the involvement of other officials at the Department, as appropriate; and

(3) that shall not be finalized until—

(A) the publication of a notice in the Federal Register seeking public comment on such plan and after review by the Secretary of such comments; and

(B) the plan is submitted for comment to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate and after review by the Secretary of such comments.

(c) TITLE I EXCLUDED.—The Secretary may not reserve under subsection (a) funds appropriated to carry out any program authorized under title I.

(d) EVALUATION ACTIVITIES AUTHORIZED ELSEWHERE.—If, under any other provision of this Act (other than title I), funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may not reserve additional funds under this section for the evaluation of that program or project.

[TITLE IX—GENERAL PROVISIONS

[PART A—DEFINITIONS

[SEC. 9101. DEFINITIONS.

[Except as otherwise provided, in this Act:

[(1) AVERAGE DAILY ATTENDANCE.—

[(A) IN GENERAL.—Except as provided otherwise by State law or this paragraph, the term "average daily attendance" means—

[(i) the aggregate number of days of attendance of all students during a school year; divided by

[(ii) the number of days school is in session during that year.

[(B) CONVERSION.—The Secretary shall permit the conversion of average daily membership (or other similar data) to average daily attendance for local educational agencies in States that provide State aid to local educational agencies on the basis of average daily membership (or other similar data).

[(C) SPECIAL RULE.—If the local educational agency in which a child resides makes a tuition or other payment for the free public education of the child in a school located in another school district, the Secretary shall, for the purpose of this Act—

[(i) consider the child to be in attendance at a school of the agency making the payment; and

[(ii) not consider the child to be in attendance at a school of the agency receiving the payment.

[(D) CHILDREN WITH DISABILITIES.—If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be

in attendance at a school of the agency making the payment.

[(2) AVERAGE PER-PUPIL EXPENDITURE.—The term "average per-pupil expenditure" means, in the case of a State or of the United States—

[(A) without regard to the source of funds—

[(i) the aggregate current expenditures, during the third fiscal year preceding the fiscal year for which the determination is made (or, if satisfactory data for that year are not available, during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the State or, in the case of the United States, for all States (which, for the purpose of this paragraph, means the 50 States and the District of Columbia); plus

[(ii) any direct current expenditures by the State for the operation of those agencies; divided by

[(B) the aggregate number of children in average daily attendance to whom those agencies provided free public education during that preceding year.

[(3) BEGINNING TEACHER.—The term "beginning teacher" means a teacher in a public school who has been teaching less than a total of three complete school years.

[(4) CHILD.—The term "child" means any person within the age limits for which the State provides free public education.

[(5) CHILD WITH A DISABILITY.—The term "child with a disability" has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

[(6) COMMUNITY-BASED ORGANIZATION.—The term "community-based organization" means a public or private nonprofit organization of demonstrated effectiveness that—

[(A) is representative of a community or significant segments of a community; and

[(B) provides educational or related services to individuals in the community.

[(7) CONSOLIDATED LOCAL APPLICATION.—The term "consolidated local application" means an application submitted by a local educational agency pursuant to section 9305.

[(8) CONSOLIDATED LOCAL PLAN.—The term "consolidated local plan" means a plan submitted by a local educational agency pursuant to section 9305.

[(9) CONSOLIDATED STATE APPLICATION.—The term "consolidated State application" means an application submitted by a State educational agency pursuant to section 9302.

[(10) CONSOLIDATED STATE PLAN.—The term "consolidated State plan" means a plan submitted by a State educational agency pursuant to section 9302.

[(11) CORE ACADEMIC SUBJECTS.—The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

[(12) COUNTY.—The term "county" means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.

[(13) COVERED PROGRAM.—The term "covered program" means each of the programs authorized by—

[(A) part A of title I;

[(B) subpart 3 of part B of title I;

[(C) part C of title I;

[(D) part D of title I;

[(E) part F of title I;

[(F) part A of title II;

[(G) part D of title II;

[(H) part A of title III;

[(I) part A of title IV;

[(J) part B of title IV;

[(K) part A of title V; and

[(L) subpart 2 of part B of title VI.

[(14) CURRENT EXPENDITURES.—The term "current expenditures" means expenditures for free public education—

[(A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but

[(B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I and part A of title V.

[(15) DEPARTMENT.—The term "Department" means the Department of Education.

[(16) DISTANCE LEARNING.—The term "distance learning" means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.

[(17) EDUCATIONAL SERVICE AGENCY.—The term "educational service agency" means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

[(18) ELEMENTARY SCHOOL.—The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

[(19) EXEMPLARY TEACHER.—The term "exemplary teacher" means a teacher who—

[(A) is a highly qualified teacher such as a master teacher;

[(B) has been teaching for at least 5 years in a public or private school or institution of higher education;

[(C) is recommended to be an exemplary teacher by administrators and other teachers who are knowledgeable about the individual's performance;

[(D) is currently teaching and based in a public school; and

[(E) assists other teachers in improving instructional strategies, improves the skills of other teachers, performs teacher mentoring, develops curricula, and offers other professional development.

[(20) FAMILY LITERACY SERVICES.—The term "family literacy services" means services provided to participants on a vol-

untary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

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

[(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

[(C) Parent literacy training that leads to economic self-sufficiency.

[(D) An age-appropriate education to prepare children for success in school and life experiences.

[(21) FREE PUBLIC EDUCATION.—The term "free public education" means education that is provided—

[(A) at public expense, under public supervision and direction, and without tuition charge; and

[(B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.

[(22) GIFTED AND TALENTED.—The term "gifted and talented", when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

[(23) HIGHLY QUALIFIED.—The term "highly qualified"—

[(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that—

[(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

[(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

[(B) when used with respect to—

[(i) an elementary school teacher who is new to the profession, means that the teacher—

[(I) holds at least a bachelor's degree; and

[(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

[(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—

[(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

[(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

[(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—

[(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

[(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—

[(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

[(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

[(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

[(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

[(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

[(VI) is made available to the public upon request; and

[(VII) may involve multiple, objective measures of teacher competency.

[(24) INSTITUTION OF HIGHER EDUCATION.—The term "institution of higher education" has the meaning given that term in section 101(a) of the Higher Education Act of 1965.

[(25) LIMITED ENGLISH PROFICIENT.—The term "limited English proficient", when used with respect to an individual, means an individual—

[(A) who is aged 3 through 21;

[(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

[(C)(i) who was not born in the United States or whose native language is a language other than English;

[(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

[(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

[(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

[(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

[(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

[(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

[(iii) the opportunity to participate fully in society.

[(26) LOCAL EDUCATIONAL AGENCY.—

[(A) IN GENERAL.—The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

[(B) ADMINISTRATIVE CONTROL AND DIRECTION.—The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

[(C) BIA SCHOOLS.—The term includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.

[(D) EDUCATIONAL SERVICE AGENCIES.—The term includes educational service agencies and consortia of those agencies.

[(E) STATE EDUCATIONAL AGENCY.—The term includes the State educational agency in a State in which the State

educational agency is the sole educational agency for all public schools.

[(27) MENTORING.—The term "mentoring", except when used to refer to teacher mentoring, means a process by which a responsible adult, postsecondary student, or secondary school student works with a child to provide a positive role model for the child, to establish a supportive relationship with the child, and to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.

[(28) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.—The terms "Native American" and "Native American language" have the same meaning given those terms in section 103 of the Native American Languages Act of 1990.

[(29) OTHER STAFF.—The term "other staff" means pupil services personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

[(30) OUTLYING AREA.—The term "outlying area" means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, and for the purpose of section 1121(b) and any other discretionary grant program under this Act, includes the freely associated states of the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau until an agreement for the extension of United States education assistance under the Compact of Free Association for each of the freely associated states becomes effective after the date of enactment of the No Child Left Behind Act of 2001.

[(31) PARENT.—The term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

[(32) PARENTAL INVOLVEMENT.—The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

[(A) that parents play an integral role in assisting their child's learning;

[(B) that parents are encouraged to be actively involved in their child's education at school;

[(C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child;

[(D) the carrying out of other activities, such as those described in section 1118.

[(33) POVERTY LINE.—The term "poverty line" means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.

[(34) PROFESSIONAL DEVELOPMENT.—The term "professional development"—

[(A) includes activities that—

[(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

[(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

[(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

[(iv) improve classroom management skills;

[(v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

[(II) are not 1-day or short-term workshops or conferences;

[(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

[(vii) advance teacher understanding of effective instructional strategies that are—

[(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

[(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

[(viii) are aligned with and directly related to—

[(I) State academic content standards, student academic achievement standards, and assessments; and

[(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

[(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

[(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

[(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

[(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and im-

proved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

[(xiii) provide instruction in methods of teaching children with special needs;

[(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

[(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

[(B) may include activities that—

[(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

[(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

[(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

[(35) PUBLIC TELECOMMUNICATIONS ENTITY.—The term "public telecommunications entity" has the meaning given that term in section 397(12) of the Communications Act of 1934.

[(36) PUPIL SERVICES PERSONNEL; PUPIL SERVICES.—

[(A) PUPIL SERVICES PERSONNEL.—The term "pupil services personnel" means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

[(B) PUPIL SERVICES.—The term "pupil services" means the services provided by pupil services personnel.

[(37) SCIENTIFICALLY BASED RESEARCH.—The term "scientifically based research"—

[(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

[(B) includes research that—

[(i) employs systematic, empirical methods that draw on observation or experiment;

[(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

[(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

[(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

[(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

[(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

[(38) SECONDARY SCHOOL.—The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

[(39) SECRETARY.—The term "Secretary" means the Secretary of Education.STATE.—The term "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

[(41) STATE EDUCATIONAL AGENCY.—The term "State educational agency" means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

[(42) TEACHER MENTORING.—The term "teacher mentoring" means activities that—

[(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that—

[(i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; andpart of an ongoing developmental induction process—

[(I) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and

[(II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and

[(B) may include the establishment of a partnership by a local educational agency with an institution of higher

education, another local educational agency, a teacher organization, or another organization.

[(43) TECHNOLOGY.—The term "technology" means state-of-the-art technology products and services.

[SEC. 9102. APPLICABILITY OF TITLE.

[Parts B, C, D, and E of this title do not apply to title VIII of this Act.

[SEC. 9103. APPLICABILITY TO BUREAU OF INDIAN AFFAIRS OPERATED SCHOOLS.

[For the purpose of any competitive program under this Act—

[(1) a consortium of schools operated by the Bureau of Indian Affairs;

[(2) a school operated under a contract or grant with the Bureau of Indian Affairs in consortium with another contract or grant school or a tribal or community organization; or

[(3) a Bureau of Indian Affairs school in consortium with an institution of higher education, a contract or grant school, or a tribal or community organization,

shall be given the same consideration as a local educational agency.

[PART B—FLEXIBILITY IN THE USE OF ADMINISTRATIVE AND OTHER FUNDS

[SEC. 9201. CONSOLIDATION OF STATE ADMINISTRATIVE FUNDS FOR ELEMENTARY AND SECONDARY EDUCATION PROGRAMS.

[(a) CONSOLIDATION OF ADMINISTRATIVE FUNDS.—

[(1) IN GENERAL.—A State educational agency may consolidate the amounts specifically made available to it for State administration under one or more of the programs under paragraph (2) if the State educational agency can demonstrate that the majority of its resources are derived from non-Federal sources.

[(2) APPLICABILITY.—This section applies to any program under this Act under which funds are authorized to be used for administration, and such other programs as the Secretary may designate.

[(b) USE OF FUNDS.—

[(1) IN GENERAL.—A State educational agency shall use the amount available under this section for the administration of the programs included in the consolidation under subsection (a).

[(2) ADDITIONAL USES.—A State educational agency may also use funds available under this section for administrative activities designed to enhance the effective and coordinated use of funds under programs included in the consolidation under subsection (a), such as—

[(A) the coordination of those programs with other Federal and non-Federal programs;

[(B) the establishment and operation of peer-review mechanisms under this Act;

[(C) the administration of this title;

[(D) the dissemination of information regarding model programs and practices;

[(E) technical assistance under any program under this Act;

[(F) State-level activities designed to carry out this title;

[(G) training personnel engaged in audit and other monitoring activities; and

[(H) implementation of the Cooperative Audit Resolution and Oversight Initiative of the Department.

[(c) RECORDS.—A State educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of programs included in the consolidation under subsection (a).

[(d) REVIEW.—To determine the effectiveness of State administration under this section, the Secretary may periodically review the performance of State educational agencies in using consolidated administrative funds under this section and take such steps as the Secretary finds appropriate to ensure the effectiveness of that administration.

[(e) UNUSED ADMINISTRATIVE FUNDS.—If a State educational agency does not use all of the funds available to the agency under this section for administration, the agency may use those funds during the applicable period of availability as funds available under one or more programs included in the consolidation under subsection (a).

[(f) CONSOLIDATION OF FUNDS FOR STANDARDS AND ASSESSMENT DEVELOPMENT.—In order to develop challenging State academic standards and assessments, a State educational agency may consolidate the amounts described in subsection (a) for those purposes under title I.

[SEC. 9202. SINGLE LOCAL EDUCATIONAL AGENCY STATES.

[A State educational agency that also serves as a local educational agency shall, in its applications or plans under this Act, describe how the agency will eliminate duplication in conducting administrative functions.

[SEC. 9203. CONSOLIDATION OF FUNDS FOR LOCAL ADMINISTRATION.

[(a) GENERAL AUTHORITY.—In accordance with regulations of the Secretary and for any fiscal year, a local educational agency, with the approval of its State educational agency, may consolidate and use for the administration of one or more programs under this Act (or such other programs as the Secretary shall designate) not more than the percentage, established in each program, of the total available for the local educational agency under those programs.

[(b) STATE PROCEDURES.—Within 1 year after the date of enactment of the No Child Left Behind Act of 2001, a State educational agency shall, in collaboration with local educational agencies in the State, establish procedures for responding to requests from local educational agencies to consolidate administrative funds under subsection (a) and for establishing limitations on the amount of funds under those programs that may be used for administration on a consolidated basis.

[(c) CONDITIONS.—A local educational agency that consolidates administrative funds under this section for any fiscal year shall not use any other funds under the programs included in the consolidation for administration for that fiscal year.

[(d) USES OF ADMINISTRATIVE FUNDS.—A local educational agency that consolidates administrative funds under this section may use the consolidated funds for the administration of the programs and for uses, at the school district and school levels, comparable to those described in section 9201(b)(2).

[(e) RECORDS.—A local educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

[SEC. 9204. CONSOLIDATED SET-ASIDE FOR DEPARTMENT OF THE INTERIOR FUNDS.

[(a) GENERAL AUTHORITY.—

[(1) TRANSFER.—The Secretary shall transfer to the Department of the Interior, as a consolidated amount for covered programs, the Indian education programs under part A of title VII, and the education for homeless children and youth program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the amounts allotted to the Department of the Interior under those programs.

[(2) AGREEMENT.—

[(A) IN GENERAL.—The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of the programs specified in paragraph (1), for the distribution and use of those program funds under terms that the Secretary determines best meet the purposes of those programs.

[(B) CONTENTS.—The agreement shall—

[(i) set forth the plans of the Secretary of the Interior for the use of the amount transferred and the achievement measures to assess program effectiveness, including measurable goals and objectives; and

[(ii) be developed in consultation with Indian tribes.

[(b) ADMINISTRATION.—The Department of the Interior may use not more than 1.5 percent of the funds consolidated under this section for its costs related to the administration of the funds transferred under this section.

[PART C—COORDINATION OF PROGRAMS; CONSOLIDATED STATE AND LOCAL PLANS AND APPLICATIONS

[SEC. 9301. PURPOSES.

[The purposes of this part are—

[(1) to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery;

[(2) to provide greater flexibility to State and local authorities through consolidated plans, applications, and reporting; and

[(3) to enhance the integration of programs under this Act with State and local programs.

[SEC. 9302. OPTIONAL CONSOLIDATED STATE PLANS OR APPLICATIONS.

[(a) GENERAL AUTHORITY.—

[(1) SIMPLIFICATION.—In order to simplify application requirements and reduce the burden for State educational agencies under this Act, the Secretary, in accordance with subsection (b), shall establish procedures and criteria under which, after consultation with the Governor, a State educational agency may submit a consolidated State plan or a consolidated State application meeting the requirements of this section for—

[(A) each of the covered programs in which the State participates; and

[(B) such other programs as the Secretary may designate.

[(2) CONSOLIDATED APPLICATIONS AND PLANS.—After consultation with the Governor, a State educational agency that submits a consolidated State plan or a consolidated State application under this section shall not be required to submit separate State plans or applications under any of the programs to which the consolidated State plan or consolidated State application under this section applies.

[(b) COLLABORATION.—

[(1) IN GENERAL.—In establishing criteria and procedures under this section, the Secretary shall collaborate with State educational agencies and, as appropriate, with other State agencies, local educational agencies, public and private nonprofit agencies, organizations, and institutions, private schools, and representatives of parents, students, and teachers.

[(2) CONTENTS.—Through the collaborative process described in paragraph (1), the Secretary shall establish, for each program under this Act to which this section applies, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.

[(3) NECESSARY MATERIALS.—The Secretary shall require only descriptions, information, assurances (including assurances of compliance with applicable provisions regarding participation by private school children and teachers), and other materials that are absolutely necessary for the consideration of the consolidated State plan or consolidated State application.

[SEC. 9303. CONSOLIDATED REPORTING.

[(a) IN GENERAL.—In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report.

[(b) CONTENTS.—The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities.

[(c) REPLACEMENT.—The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

[SEC. 9304. GENERAL APPLICABILITY OF STATE EDUCATIONAL AGENCY ASSURANCES.

[(a) ASSURANCES.—A State educational agency, in consultation with the Governor of the State, that submits a consolidated State plan or consolidated State application under this Act, whether separately or under section 9302, shall have on file with the Secretary a single set of assurances, applicable to each program for which the plan or application is submitted, that provides that—

[(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

[(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and

[(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;

[(3) the State will adopt and use proper methods of administering each such program, including—

[(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

[(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and

[(C) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;

[(4) the State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;

[(5) the State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;

[(6) the State will—

[(A) make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and

[(B) maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and

[(7) before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

[(b) GEPA PROVISION.—Section 441 of the General Education Provisions Act shall not apply to programs under this Act.

[SEC. 9305. CONSOLIDATED LOCAL PLANS OR APPLICATIONS.

[(a) GENERAL AUTHORITY.—

[(1) CONSOLIDATED PLAN.—A local educational agency receiving funds under more than one covered program may submit

plans or applications to the State educational agency under those programs on a consolidated basis.

[(2) AVAILABILITY TO GOVERNOR.—The State educational agency shall make any consolidated local plans and applications available to the Governor.

[(b) REQUIRED CONSOLIDATED PLANS OR APPLICATIONS.—A State educational agency that has an approved consolidated State plan or application under section 9302 may require local educational agencies in the State receiving funds under more than one program included in the consolidated State plan or consolidated State application to submit consolidated local plans or applications under those programs, but may not require those agencies to submit separate plans.

[(c) COLLABORATION.—A State educational agency, in consultation with the Governor, shall collaborate with local educational agencies in the State in establishing procedures for the submission of the consolidated State plans or consolidated State applications under this section.

[(d) NECESSARY MATERIALS.—The State educational agency shall require only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the local educational agency plan or application.

[SEC. 9306. OTHER GENERAL ASSURANCES.

[(a) ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

[(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

[(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

[(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

[(3) the applicant will adopt and use proper methods of administering each such program, including—

[(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

[(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

[(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

[(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

[(6) the applicant will—

[(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

[(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

[(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

[(b) GEPA PROVISION.—Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

[PART D—WAIVERS

[SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

[(a) IN GENERAL.—Except as provided in subsection (c), the Secretary may waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school through a local educational agency, that—

[(1) receives funds under a program authorized by this Act; and

[(2) requests a waiver under subsection (b).

[(b) REQUEST FOR WAIVER.—

[(1) IN GENERAL.—A State educational agency, local educational agency, or Indian tribe that desires a waiver shall submit a waiver request to the Secretary that—

[(A) identifies the Federal programs affected by the requested waiver;

[(B) describes which Federal statutory or regulatory requirements are to be waived and how the waiving of those requirements will—

[(i) increase the quality of instruction for students; and

[(ii) improve the academic achievement of students;

[(C) describes, for each school year, specific, measurable educational goals, in accordance with section 1111(b), for the State educational agency and for each local educational agency, Indian tribe, or school that would be affected by the waiver and the methods to be used to measure annually such progress for meeting such goals and outcomes;

[(D) explains how the waiver will assist the State educational agency and each affected local educational agency, Indian tribe, or school in reaching those goals; and

[(E) describes how schools will continue to provide assistance to the same populations served by programs for which waivers are requested.

[(2) ADDITIONAL INFORMATION.—Such requests—

[(A) may provide for waivers of requirements applicable to State educational agencies, local educational agencies, Indian tribes, and schools; and

[(B) shall be developed and submitted—

[(i)(I) by local educational agencies (on behalf of those agencies and schools) to State educational agencies; and

[(II) by State educational agencies (on behalf of, and based on the requests of, local educational agencies) to the Secretary; or

[(ii) by Indian tribes (on behalf of schools operated by the tribes) to the Secretary.

[(3) GENERAL REQUIREMENTS.—

[(A) STATE EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a State educational agency acting on its own behalf, the State educational agency shall—

[(i) provide all interested local educational agencies in the State with notice and a reasonable opportunity to comment on the request;

[(ii) submit the comments to the Secretary; and

[(iii) provide notice and information to the public regarding the waiver request in the manner in which the applying agency customarily provides similar notices and information to the public.

[(B) LOCAL EDUCATIONAL AGENCIES.—In the case of a waiver request submitted by a local educational agency that receives funds under this Act—

[(i) the request shall be reviewed by the State educational agency and be accompanied by the comments, if any, of the State educational agency; and

[(ii) notice and information regarding the waiver request shall be provided to the public by the agency requesting the waiver in the manner in which that agency customarily provides similar notices and information to the public.

[(c) RESTRICTIONS.—The Secretary shall not waive under this section any statutory or regulatory requirements relating to—

[(1) the allocation or distribution of funds to States, local educational agencies, or other recipients of funds under this Act;

[(2) maintenance of effort;

[(3) comparability of services;

[(4) use of Federal funds to supplement, not supplant, non-Federal funds;

[(5) equitable participation of private school students and teachers;

[(6) parental participation and involvement;

[(7) applicable civil rights requirements;

[(8) the requirement for a charter school under subpart 1 of part B of title V;

[(9) the prohibitions regarding—

[(A) State aid in section 9522;

[(B) use of funds for religious worship or instruction in section 9505; and

[(C) activities in section 9526; or

[(10) the selection of a school attendance area or school under subsections (a) and (b) of section 1113, except that the Secretary may grant a waiver to allow a school attendance area or school to participate in activities under part A of title I if the percentage of children from low-income families in the school attendance area or who attend the school is not more than 10 percentage points below the lowest percentage of those children for any school attendance area or school of the local educational agency that meets the requirements of subsections (a) and (b) of section 1113.

[(d) DURATION AND EXTENSION OF WAIVER.—

[(1) IN GENERAL.—Except as provided in paragraph (2), a waiver approved by the Secretary under this section may be for a period not to exceed 4 years.

[(2) EXTENSION.—The Secretary may extend the period described in paragraph (1) if the Secretary determines that—

[(A) the waiver has been effective in enabling the State or affected recipient to carry out the activities for which the waiver was requested and the waiver has contributed to improved student achievement; and

[(B) the extension is in the public interest.

[(e) REPORTS.—

[(1) LOCAL WAIVER.—A local educational agency that receives a waiver under this section shall, at the end of the second year for which a waiver is received under this section and each subsequent year, submit a report to the State educational agency that—

[(A) describes the uses of the waiver by the agency or by schools;

[(B) describes how schools continued to provide assistance to the same populations served by the programs for which waivers were granted; and

[(C) evaluates the progress of the agency and of schools in improving the quality of instruction or the academic achievement of students.

[(2) STATE WAIVER.—A State educational agency that receives reports required under paragraph (1) shall annually submit a report to the Secretary that is based on those reports and contains such information as the Secretary may require.

[(3) INDIAN TRIBE WAIVER.—An Indian tribe that receives a waiver under this section shall annually submit a report to the Secretary that—

[(A) describes the uses of the waiver by schools operated by the tribe; and

[(B) evaluates the progress of those schools in improving the quality of instruction or the academic achievement of students.

[(4) REPORT TO CONGRESS.—Beginning in fiscal year 2002 and for each subsequent year, the Secretary shall submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

[(A) summarizing the uses of waivers by State educational agencies, local educational agencies, Indian tribes, and schools; and

[(B) describing whether the waivers—

[(i) increased the quality of instruction to students; or

[(ii) improved the academic achievement of students.

[(f) TERMINATION OF WAIVERS.—The Secretary shall terminate a waiver under this section if the Secretary determines, after notice and an opportunity for a hearing, that the performance of the State or other recipient affected by the waiver has been inadequate to justify a continuation of the waiver or if the waiver is no longer necessary to achieve its original purposes.

[(g) PUBLICATION.—A notice of the Secretary's decision to grant each waiver under subsection (a) shall be published in the Federal Register and the Secretary shall provide for the dissemination of the notice to State educational agencies, interested parties, including educators, parents, students, advocacy and civil rights organizations, and the public.

[PART E—UNIFORM PROVISIONS

[Subpart 1—Private Schools

[SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

[(a) PRIVATE SCHOOL PARTICIPATION.—

[(1) IN GENERAL.—Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

[(2) SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS.—Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

[(3) SPECIAL RULE.—Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

[(4) EXPENDITURES.—Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into ac-

count the number and educational needs of the children to be served, to the expenditures for participating public school children.

[(5) PROVISION OF SERVICES.—An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

[(b) APPLICABILITY.—

[(1) IN GENERAL.—This section applies to programs under—

[(A) subparts 1 and 3 of part B of title I;

[(B) part C of title I;

[(C) part A of title II, to the extent provided in paragraph (3);

[(D) part B of title II;

[(E) part D of title II;

[(F) part A of title III;

[(G) part A of title IV; and

[(H) part B of title IV.

[(2) DEFINITION.—For the purpose of this section, the term "eligible children" means children eligible for services under a program described in paragraph (1).

[(3) APPLICATION.—(A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

[(B) Subject to subparagraph (A), the share of the local educational agency's subgrant under part A of title II that is used for professional development and subject to a determination of equitable expenditures under subsection (a)(4) shall not be less than the aggregate share of that agency's awards that were used for professional development for fiscal year 2001 under section 2203(1)(B) (as such section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001) and section 306 of the Department of Education Appropriations Act, 2001.

[(c) CONSULTATION.—

[(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as—

[(A) how the children's needs will be identified;

[(B) what services will be offered;

[(C) how, where, and by whom the services will be provided;

[(D) how the services will be assessed and how the results of the assessment will be used to improve those services;

[(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

[(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

[(2) DISAGREEMENT.—If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.

[(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

[(4) DISCUSSION REQUIRED.—The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

[(d) PUBLIC CONTROL OF FUNDS.—

[(1) IN GENERAL.—The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

[(2) PROVISION OF SERVICES.—

[(A) IN GENERAL.—The provision of services under this section shall be provided—

[(i) by employees of a public agency; or

[(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

[(B) INDEPENDENCE; PUBLIC AGENCY.—In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

[(C) COMMINGLING OF FUNDS PROHIBITED.—Funds used to provide services under this section shall not be commingled with non-Federal funds.

[SEC. 9502. STANDARDS FOR BY-PASS.

[(a) IN GENERAL.—If, by reason of any provision of law, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or other entity is prohibited from providing for the participation in programs of children enrolled in, or teachers or other educational personnel from, private elementary schools and secondary schools, on an equitable basis, or if the Secretary determines that the agency, consortium, or entity has substantially failed or is unwilling to provide for that participation, as required by section 9501, the Secretary shall—

[(1) waive the requirements of that section for the agency, consortium, or entity; and

[(2) arrange for the provision of equitable services to those children, teachers, or other educational personnel through arrangements that shall be subject to the requirements of this section and of sections 9501, 9503, and 9504.

[(b) DETERMINATION.—In making the determination under subsection (a), the Secretary shall consider one or more factors, including the quality, size, scope, and location of the program, and the opportunity of private school children, teachers, and other educational personnel to participate in the program.

[SEC. 9503. COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN.

[(a) PROCEDURES FOR COMPLAINTS.—The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 9501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within a reasonable period of time.

[(b) APPEALS TO SECRETARY.—The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within a reasonable period of time. The appeal shall be accompanied by a copy of the State educational agency's resolution, and a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 120 days after receipt of the appeal.

[Subpart 2—Other Provisions

[SEC. 9521. MAINTENANCE OF EFFORT.

[(a) IN GENERAL.—A local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

[(b) REDUCTION IN CASE OF FAILURE TO MEET.—

[(1) IN GENERAL.—The State educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection (a) of this section by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency).

[(2) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under subsection (a) of this section for subsequent years.

[(c) WAIVER.—The Secretary may waive the requirements of this section if the Secretary determines that a waiver would be equitable due to—

[(1) exceptional or uncontrollable circumstances, such as a natural disaster; or

[(2) a precipitous decline in the financial resources of the local educational agency.

[SEC. 9522. PROHIBITION REGARDING STATE AID.

[A State shall not take into consideration payments under this Act (other than under title VIII) in determining the eligibility of any local educational agency in that State for State aid, or the amount of State aid, with respect to free public education of children.

[SEC. 9526. GENERAL PROHIBITIONS.

[(a) PROHIBITION.—None of the funds authorized under this Act shall be used—

[(1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;

[(2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;

[(3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

[(4) to operate a program of contraceptive distribution in schools.

[(b) LOCAL CONTROL.—Nothing in this section shall be construed to—

[(1) authorize an officer or employee of the Federal Government to mandate, direct, review, or control a State, local educational agency, or school's instructional content, curriculum, and related activities;

[(2) limit the application of the General Education Provisions Act;

[(3) require the distribution of scientifically or medically false or inaccurate materials or to prohibit the distribution of scientifically or medically true or accurate materials; or

[(4) create any legally enforceable right.

[SEC. 9527. PROHIBITIONS ON FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.

[(a) GENERAL PROHIBITION.—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

[(b) PROHIBITION ON ENDORSEMENT OF CURRICULUM.—Notwithstanding any other prohibition of Federal law, no funds provided to the Department under this Act may be used by the Department to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school.

[(c) PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.—

[(1) IN GENERAL.—Notwithstanding any other provision of Federal law, no State shall be required to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.

[(2) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to affect requirements under title I or part A of title VI.

[(d) RULE OF CONSTRUCTION ON BUILDING STANDARDS.—Nothing in this Act shall be construed to mandate national school building standards for a State, local educational agency, or school.

[SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

[(a) POLICY.—

[(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

[(2) CONSENT.—A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

[(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

[(b) NOTIFICATION.—The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001, notify principals, school administrators, and other educators about the requirements of this section.

[(c) EXCEPTION.—The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

[(d) SPECIAL RULE.—A local educational agency prohibited by Connecticut State law (either explicitly by statute or through statutory interpretation by the State Supreme Court or State Attorney General) from providing military recruiters with information or access as required by this section shall have until May 31, 2002, to comply with that requirement.

[SEC. 9529. PROHIBITION ON FEDERALLY SPONSORED TESTING.

[(a) GENERAL PROHIBITION.—Notwithstanding any other provision of Federal law and except as provided in subsection (b), no funds provided under this Act to the Secretary or to the recipient

of any award may be used to develop, pilot test, field test, implement, administer, or distribute any federally sponsored national test in reading, mathematics, or any other subject, unless specifically and explicitly authorized by law.

[(b) EXCEPTIONS.—Subsection (a) shall not apply to international comparative assessments developed under the authority of section 153(a)(5) of the Education Sciences Reform Act of 2002 and administered to only a representative sample of pupils in the United States and in foreign nations.

[SEC. 9530. LIMITATIONS ON NATIONAL TESTING OR CERTIFICATION FOR TEACHERS.

[(a) MANDATORY NATIONAL TESTING OR CERTIFICATION OF TEACHERS.—Notwithstanding any other provision of this Act or any other provision of law, no funds available to the Department or otherwise available under this Act may be used for any purpose relating to a mandatory nationwide test or certification of teachers or education paraprofessionals, including any planning, development, implementation, or administration of such test or certification.

[(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State educational agency or local educational agency if the State educational agency or local educational agency fails to adopt a specific method of teacher or paraprofessional certification.

[SEC. 9532. UNSAFE SCHOOL CHOICE OPTION.

[(a) UNSAFE SCHOOL CHOICE POLICY.—Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

[(b) CERTIFICATION.—As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section.

[SEC. 9535. RULEMAKING.

[The Secretary shall issue regulations under this Act only to the extent that such regulations are necessary to ensure that there is compliance with the specific requirements and assurances required by this Act.

[SEC. 9536. SEVERABILITY.

[If any provision of this Act is held invalid, the remainder of this Act shall be unaffected thereby.

[PART F—EVALUATIONS

[SEC. 9601. EVALUATIONS.

[(a) RESERVATION OF FUNDS.—Except as provided in subsections (b) and (c), the Secretary may reserve not more than 0.5 percent

of the amount appropriated to carry out each categorical program and demonstration project authorized under this Act—

[(1) to conduct—

[(A) comprehensive evaluations of the program or project; and

[(B) studies of the effectiveness of the program or project and its administrative impact on schools and local educational agencies;

[(2) to evaluate the aggregate short- and long-term effects and cost efficiencies across Federal programs assisted or authorized under this Act and related Federal preschool, elementary, and secondary programs under any other Federal law; and

[(3) to increase the usefulness of evaluations of grant recipients in order to ensure the continuous progress of the program or project by improving the quality, timeliness, efficiency, and use of information relating to performance under the program or project.

[(b) TITLES I AND III EXCLUDED.—The Secretary may not reserve under subsection (a) funds appropriated to carry out any program authorized under title I or title III.

[(c) EVALUATION ACTIVITIES AUTHORIZED ELSEWHERE.—If, under any other provision of this Act (other than title I), funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may not reserve additional funds under this section for the evaluation of that program or project.]

HIGHER EDUCATION ACT OF 1965

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TITLE II—TEACHER QUALITY ENHANCEMENT

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PART A—TEACHER QUALITY PARTNERSHIP GRANTS

[SEC. 201. PURPOSES.

[The purposes of this part are to—

[(1) improve student achievement;

[(2) improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers;

[(3) hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers; and

[(4) recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

[SEC. 202. PARTNERSHIP GRANTS.

[(a) PROGRAM AUTHORIZED.—From amounts made available under section 209, the Secretary is authorized to award grants, on a competitive basis, to eligible partnerships, to enable the eligible partnerships to carry out the activities described in subsection (c).

[(b) APPLICATION.—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—

[(1) a needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators;

[(2) a description of the extent to which the program to be carried out with grant funds, as described in subsection (c), will prepare prospective and new teachers with strong teaching skills;

[(3) a description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction;

[(4) a description of—

[(A) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and

[(B) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement;

[(5) an assessment that describes the resources available to the eligible partnership, including—

[(A) the integration of funds from other related sources;

[(B) the intended use of the grant funds; and

[(C) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends;

[(6) a description of—

[(A) how the eligible partnership will meet the purposes of this part;

[(B) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement;

[(C) if the partnership chooses to use funds under this section for a project or activities under subsection (f) or (g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (1), with the goal of improving student academic achievement;

[(D) the partnership's evaluation plan under section 204(a);

[(E) how the partnership will align the teacher preparation program under subsection (c) with the—

[(i) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and

[(ii) student academic achievement standards and academic content standards under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located;

[(F) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act;

[(G) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;

[(H) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high-need local educational agency in the partnership to—

[(i) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and

[(ii) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;

[(I) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;

[(J) how the partnership will support in-service professional development strategies and activities; and

[(K) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system; and

[(7) with respect to the induction program required as part of the activities carried out under this section—

[(A) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;

[(B) a demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;

[(C) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and

[(D) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.

[(c) USE OF GRANT FUNDS.—An eligible partnership that receives a grant under this section—

[(1) shall use grant funds to carry out a program for the preparation of teachers under subsection (d), a teaching residency program under subsection (e), or a combination of such programs; and

[(2) may use grant funds to carry out a leadership development program under subsection (f).

[(d) PARTNERSHIP GRANTS FOR THE PREPARATION OF TEACHERS.—An eligible partnership that receives a grant to carry out a program for the preparation of teachers shall carry out an effective pre-baccalaureate teacher preparation program or a 5th year initial licensing program that includes all of the following:

[(1) REFORMS.—

[(A) IN GENERAL.—Implementing reforms, described in subparagraph (B), within each teacher preparation program and, as applicable, each preparation program for early childhood education programs, of the eligible partnership that is assisted under this section, to hold each program accountable for—

[(i) preparing—

[(I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects);

[(II) such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and sup-

port strategies to improve student achievement; and

[(III) as applicable, early childhood educators to be highly competent; and

[(ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children's cognitive, social, emotional, and physical development.

[(B) REQUIRED REFORMS.—The reforms described in subparagraph (A) shall include—

[(i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;

[(ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators—

[(I) understand and can implement research-based teaching practices in classroom instruction;

[(II) have knowledge of student learning methods;

[(III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction;

[(IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to—

[(aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and

[(bb) differentiate instruction for such students;

[(V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act; and

[(VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction;

[(iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to

teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act;

[(iv) developing and implementing an induction program;

[(v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and

[(vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.

[(2) CLINICAL EXPERIENCE AND INTERACTION.—Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:

[(A) Incorporate year-long opportunities for enrichment, including—

[(i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and

[(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.

[(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

[(C) Provide high-quality teacher mentoring.

[(D) Be offered over the course of a program of teacher preparation.

[(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).

[(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.

[(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

[(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include—

[(i) with respect to a prospective teacher or a mentor, release time for such individual's participation;

[(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and

[(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.

[(3) INDUCTION PROGRAMS FOR NEW TEACHERS.—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.

[(4) SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.

[(5) TEACHER RECRUITMENT.—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—

[(A) individuals from under represented populations;

[(B) individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and

[(C) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

[(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—

[(A) to implement literacy programs that incorporate the essential components of reading instruction;

[(B) to use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills;

[(C) to provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills; and

[(D) to integrate literacy skills in the classroom across subject areas.

[(e) PARTNERSHIP GRANTS FOR THE ESTABLISHMENT OF TEACHING RESIDENCY PROGRAMS.—

[(1) IN GENERAL.—An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:

[(A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.

[(B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.

[(C) Ensuring that teaching residents who participate in the teaching residency program receive—

[(i) effective preservice preparation as described in paragraph (2);

[(ii) teacher mentoring;

[(iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and

[(iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).

[(2) TEACHING RESIDENCY PROGRAMS.—

[(A) ESTABLISHMENT AND DESIGN.—A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs:

[(i) The integration of pedagogy, classroom practice, and teacher mentoring.

[(ii) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship.

[(iii) Experience and learning opportunities alongside a trained and experienced mentor teacher—

[(I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;

[(II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and

[(III) who may be relieved from teaching duties as a result of such additional responsibilities.

[(iv) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following:

[(I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.

[(II) Appropriate instruction that engages students with different learning styles.

[(III) Collaboration with colleagues to improve instruction.

[(IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.

[(V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.

[(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.

[(vi) The development of admissions goals and priorities—

[(I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and

[(II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.

[(vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

[(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—

[(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—

[(I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and

[(II) submit an application to the teaching residency program.

[(ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:

[(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.

[(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.

[(III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.

[(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—

[(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the teaching residency program.

[(ii) APPLICATIONS FOR STIPENDS OR SALARIES.—Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.

[(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—

[(I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;

[(II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;

[(III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;

[(IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and

[(V) comply with the requirements set by the eligible partnership underclause (iv)if the applicant

is unable or unwilling to complete the service obligation required by this clause.

[(iv) REPAYMENTS.—

[(I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required byclause (iii)to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.

[(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for prorata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident's service obligation required byclause (iii),on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.

[(III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.

[(f) PARTNERSHIP GRANTS FOR THE DEVELOPMENT OF LEADERSHIP PROGRAMS.—

[(1) IN GENERAL.—An eligible partnership that receives a grant under this section may carry out an effective school leadership program, which may be carried out in partnership with a local educational agency located in a rural area and that shall include all of the following activities:

[(A) Preparing individuals enrolled or preparing to enroll in school leadership programs for careers as superintendents, principals, early childhood education program directors, or other school leaders (including individuals preparing to work in local educational agencies located in rural areas who may perform multiple duties in addition to the role of a school leader).

[(B) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively—

[(i) create and maintain a data-driven, professional learning community within the leader's school;

[(ii) provide a climate conducive to the professional development of teachers, with a focus on improving student academic achievement and the development of effective instructional leadership skills;

[(iii) understand the teaching and assessment skills needed to support successful classroom instruction and

to use data to evaluate teacher instruction and drive teacher and student learning;

[(iv) manage resources and school time to improve student academic achievement and ensure the school environment is safe;

[(v) engage and involve parents, community members, the local educational agency, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and

[(vi) understand how students learn and develop in order to increase academic achievement for all students.

[(C) Ensuring that individuals who participate in the school leadership program receive—

[(i) effective preservice preparation as described in subparagraph (D);

[(ii) mentoring; and

[(iii) if applicable, full State certification or licensure to become a school leader.

[(D) Developing and improving a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. Such clinical education program shall do the following:

[(i) Incorporate year-long opportunities for enrichment, including—

[(I) clinical learning in high-need schools served by the high-need local educational agency or a local educational agency located in a rural area in the eligible partnership and identified by the eligible partnership; and

[(II) closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools.

[(ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.

[(iii) Provide for mentoring of new school leaders.

[(E) Creating an induction program for new school leaders.

[(F) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions—

[(i) individuals from underrepresented populations;

[(ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and

[(iii) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

[(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM.—In order to be eligible for the school leadership program under this subsection, an individual shall be enrolled in or preparing to enroll in an institution of higher education, and shall—

[(A) be a—

[(i) recent graduate of an institution of higher education;

[(ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;

[(iii) current teacher who is interested in becoming a school leader; or

[(iv) school leader who is interested in becoming a superintendent; and

[(B) submit an application to the leadership program.

[(g) PARTNERSHIP WITH DIGITAL EDUCATION CONTENT DEVELOPER.—An eligible partnership that receives a grant under this section may use grant funds provided to carry out the activities described in subsection (d) or (e), or both, to partner with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934 (47 U.S.C. 397(6)), or another entity that develops digital educational content, for the purpose of improving the quality of pre-baccalaureate teacher preparation programs or to enhance the quality of preservice training for prospective teachers.

[(h) EVALUATION AND REPORTING.—The Secretary shall—

[(1) evaluate the programs assisted under this section; and

[(2) make publicly available a report detailing the Secretary's evaluation of each such program.

[(i) CONSULTATION.—

[(1) IN GENERAL.—Members of an eligible partnership that receives a grant under this section shall engage in regular consultation throughout the development and implementation of programs and activities carried out under this section.

[(2) REGULAR COMMUNICATION.—To ensure timely and meaningful consultation as described in paragraph (1), regular communication shall occur among all members of the eligible partnership, including the high-need local educational agency. Such communication shall continue throughout the implementation of the grant and the assessment of programs and activities under this section.

[(3) WRITTEN CONSENT.—The Secretary may approve changes in grant activities of a grant under this section only if the eligible partnership submits to the Secretary a written consent to such changes signed by all members of the eligible partnership.

[(j) CONSTRUCTION.—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of eligible partnerships in other States or on a regional basis through Governors, State boards of education, State educational agencies, State agencies responsible for early childhood education, local educational agencies, or State agencies for higher education.

[(k) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other

Federal, State, and local funds that would otherwise be expended to carry out activities under this section.

[SEC. 203. ADMINISTRATIVE PROVISIONS.

[(a) DURATION; NUMBER OF AWARDS; PAYMENTS.—

[(1) DURATION.—A grant awarded under this part shall be awarded for a period of five years.

[(2) NUMBER OF AWARDS.—An eligible partnership may not receive more than one grant during a five-year period. Nothing in this title shall be construed to prohibit an individual member, that can demonstrate need, of an eligible partnership that receives a grant under this title from entering into another eligible partnership consisting of new members and receiving a grant with such other eligible partnership before the five-year period described in the preceding sentence applicable to the eligible partnership with which the individual member has first partnered has expired.

[(b) PEER REVIEW.—

[(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

[(2) PRIORITY.—The Secretary, in funding applications under this part, shall give priority—

[(A) to eligible partnerships that include an institution of higher education whose teacher preparation program has a rigorous selection process to ensure the highest quality of students entering such program; and

[(B)(i) to applications from broad-based eligible partnerships that involve businesses and community organizations; or

[(ii) to eligible partnerships so that the awards promote an equitable geographic distribution of grants among rural and urban areas.

[(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which applications shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out by the eligible partnership.

[(c) MATCHING REQUIREMENTS.—

[(1) IN GENERAL.—Each eligible partnership receiving a grant under this part shall provide, from non-Federal sources, an amount equal to 100 percent of the amount of the grant, which may be provided in cash or in-kind, to carry out the activities supported by the grant.

[(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year for an eligible partnership if the Secretary determines that applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out the authorized activities described in this part.

[(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—An eligible partnership that receives a grant under this part may use not more than two percent of the funds provided to administer the grant.

[SEC. 204. ACCOUNTABILITY AND EVALUATION.

[(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—

[(1) achievement for all prospective and new teachers, as measured by the eligible partnership;

[(2) teacher retention in the first three years of a teacher's career;

[(3) improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; and

[(4)(A) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership;

[(B) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups;

[(C) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);

[(D) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education);

[(E) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels;

[(F) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and

[(G) as applicable, the percentage of teachers trained—

[(i) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and

[(ii) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

[(b) INFORMATION.—An eligible partnership receiving a grant under this part shall ensure that teachers, principals, school superintendents, faculty, and leadership at institutions of higher education located in the geographic areas served by the eligible partnership are provided information, including through electronic means, about the activities carried out with funds under this part.

[(c) REVISED APPLICATION.—If the Secretary determines that an eligible partnership receiving a grant under this part is not making substantial progress in meeting the purposes, goals, objectives, and

measures of the grant, as appropriate, by the end of the third year of a grant under this part, then the Secretary—

[(1) shall cancel the grant; and

[(2) may use any funds returned or available because of such cancellation under paragraph (1) to—

[(A) increase other grant awards under this part; or

[(B) award new grants to other eligible partnerships under this part.

[(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report the findings regarding the evaluation of such activities to the authorizing committees. The Secretary shall broadly disseminate—

[(1) successful practices developed by eligible partnerships under this part; and

[(2) information regarding such practices that were found to be ineffective.]

* * * * * * *

IMPACT AID IMPROVEMENT ACT OF 2012

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DIVISION A—DEPARTMENT OF DEFENSE AUTHORIZATIONS

* * * * * * *

TITLE V—MILITARY PERSONNEL POLICY

* * * * * * *

SUBTITLE G—DEFENSE DEPENDENTS' EDUCATION AND MILITARY FAMILY READINESS

* * * * * * *

SEC. 563. AMENDMENTS TO THE IMPACT AID PROGRAM.

(a) * * *

* * * * * * *

(c) EFFECTIVE DATE, IMPLEMENTATION, AND REPEAL.—

[(1) IN GENERAL.—The amendments made by subsection (b) shall be effective for a 2-year period beginning on the date of enactment of this Act.]

[(2)] *(1)* EFFECTIVE DATE.—Notwithstanding section 8005(d) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7705(d)), subsection (b)(1), and the amendments made by subsection (b)(1), shall take effect with respect to applications submitted under section 8002 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7702) for fiscal year 2010.

[(3)] *(2)* IMPLEMENTATION.—The Secretary of Education shall carry out the amendments made by this section without regard to the rulemaking procedures under section 553 of title 5, United States Code.

[(4) REPEAL.—The amendments made by subsection (b) shall be repealed on the day after the 2-year period described in paragraph (1) and title VIII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7701 et seq.) shall be applied as if such subsection and the amendments made by such subsection had never been enacted.]

* * * * * * *

SECTION 602 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

SEC. 602. DEFINITIONS.

Except as otherwise provided, in this title:

(1) * * *

* * * * * * *

[(10) HIGHLY QUALIFIED.—

[(A) IN GENERAL.—For any special education teacher, the term "highly qualified" has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965, except that such term also—

[(i) includes the requirements described in subparagraph (B); and

[(ii) includes the option for teachers to meet the requirements of section 9101 of such Act by meeting the requirements of subparagraph (C) or (D).

[(B) REQUIREMENTS FOR SPECIAL EDUCATION TEACHERS.—When used with respect to any public elementary school or secondary school special education teacher teaching in a State, such term means that—

[(i) the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law;

[(ii) the teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

[(iii) the teacher holds at least a bachelor's degree.

[(C) SPECIAL EDUCATION TEACHERS TEACHING TO ALTERNATE ACHIEVEMENT STANDARDS.—When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards established under the regulations promulgated under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, such term means the teacher, whether new or not new to the profession, may either—

[(i) meet the applicable requirements of section 9101 of such Act for any elementary, middle, or secondary school teacher who is new or not new to the profession; or

[(ii) meet the requirements of subparagraph (B) or (C) of section 9101(23) of such Act as applied to an elementary school teacher, or, in the case of instruction above the elementary level, has subject matter knowledge appropriate to the level of instruction being provided, as determined by the State, needed to effectively teach to those standards.

[(D) SPECIAL EDUCATION TEACHERS TEACHING MULTIPLE SUBJECTS.—When used with respect to a special education teacher who teaches 2 or more core academic subjects exclusively to children with disabilities, such term means that the teacher may either—

[(i) meet the applicable requirements of section 9101 of the Elementary and Secondary Education Act of 1965 for any elementary, middle, or secondary school teacher who is new or not new to the profession;

[(ii) in the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects; or

[(iii) in the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects, not later than 2 years after the date of employment.

[(E) RULE OF CONSTRUCTION.—Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this section or part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular State educational agency or local educational agency employee to be highly qualified.

[(F) DEFINITION FOR PURPOSES OF THE ESEA.—A teacher who is highly qualified under this paragraph shall be considered highly qualified for purposes of the Elementary and Secondary Education Act of 1965.]

* * * * * * *

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

* * * * * * *

TITLE VII—EDUCATION, TRAINING, AND COMMUNITY SERVICES PROGRAMS

* * * * * * *

Subtitle B—Education for Homeless Children and Youths

SEC. 721. STATEMENT OF POLICY.

The following is the policy of the Congress:

(1) * * *

* * * * * * *

[(2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.]

(2) In any State where compulsory residency requirements or other requirements, laws, regulations, practices, or policies may act as a barrier to the identification, enrollment, attendance, or success in school of homeless children and youths, the State and local educational agencies will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as is provided to other children and youths.

(3) Homelessness [alone] is not sufficient reason to separate students from the mainstream school environment.

(4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same [challenging State student academic achievement] *State academic* standards to which all students are held.

SEC. 722. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants to States in accordance with the provisions of this section to enable such States to carry out the activities described in subsections (d) through [(g)] *(h)*.

[(b) APPLICATION.—No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.]

(c) ALLOCATION AND RESERVATIONS.—

(1) ALLOCATION.—(A) Subject to subparagraph (B), the Secretary is authorized to allot to each State an amount that bears the same ratio to the amount appropriated for such year under section 726 that remains after the Secretary reserves funds under paragraph (2) and uses funds to carry out section 724(d) and (h), as the amount allocated under section 1122 of the Elementary and Secondary Education Act of 1965 to the State for that year bears to the total amount allocated under section 1122 of such Act to all States for that year, except that no State shall receive less than the greater of—

(i) $150,000; *or*

(ii) one-fourth of 1 percent of the amount appropriated under section 726 for that year[; or].

[(iii) the amount such State received under this section for fiscal year 2001.]

* * * * * * *

[(3) STATE DEFINED.—For purposes of this subsection, the term "State" does not include the United States Virgin Islands, Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands.]

(d) ACTIVITIES.—[Grants] *Grant funds from a grant made to a State* under this section shall be used for the following:

(1) * * *

[(2) To provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.]

(2) To provide services and activities to improve the identification of homeless children (including preschool-aged homeless children and youths) that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.

(3) To establish or designate an Office of Coordinator for Education of Homeless Children and Youths in the State educational agency in accordance with subsection (f) *that can sufficiently carry out the duties described in this subtitle*.

* * * * * * *

[(5) To develop and implement professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children and youths.]

(5) To develop and implement professional development programs for liaisons designated under subsection (g)(1)(J)(ii) and other local educational agency personnel—

(A) to improve their identification of homeless children and youths; and

(B) to heighten their awareness of, and capacity to respond to, specific needs in the education of homeless children and youths.

(e) STATE AND LOCAL SUBGRANTS.—

(1) MINIMUM DISBURSEMENTS BY STATES.—From the [sums] *grant funds* made available each year to *a State under subsection (a) to* carry out this subtitle, the State educational

agency shall distribute not less than 75 percent in subgrants to local educational agencies for the purposes of carrying out section 723, except that States funded at the minimum level set forth in subsection (c)(1) shall distribute not less than 50 percent in subgrants to local educational agencies for the purposes of carrying out section 723.

(2) USE BY STATE EDUCATIONAL AGENCY.—A State educational agency may use [funds made available for State use under this subtitle] *the grant funds remaining after the State educational agency distributes subgrants under paragraph (1)* to conduct activities under subsection (f) directly or through grants or contracts.

(3) PROHIBITION ON SEGREGATING HOMELESS STUDENTS.—

(A) * * *

* * * * * * *

(C) SCHOOL REQUIREMENTS.—For the State to be eligible under subparagraph (B) to receive funds under this subtitle, the school described in such subparagraph shall—

(i) * * *

* * * * * * *

(iv) demonstrate in the school's application for funds under this subtitle that such school—

(I) * * *

(II) is meeting (as of the date of submission of the application) the same Federal and State standards, regulations, and mandates as other public schools in the State (such as complying with [sections 1111 and 1116] *section 1111* of the Elementary and Secondary Education Act of 1965 and providing a full range of education and related services, including services applicable to students with disabilities).

* * * * * * *

(F) REPORT.—

(i) PREPARATION.—The Secretary shall prepare [a report] *an annual report* on the separate schools and local educational agencies described in subparagraph (B) that receive funds under this subtitle in accordance with this paragraph. The report shall contain, at a minimum, information on—

(I) * * *

(II) barriers to school access in the school districts served by the local educational agencies; [and]

(III) the progress the separate schools are making in integrating homeless children and youths into the mainstream school environment, including the average length of student enrollment in such schools[.]*; and*

(IV) the progress the separate schools are making in helping all students meet the State academic standards.

* * * * * * *

(iii) SUBMISSION.—[Not later than 2 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the] *The* Secretary shall submit the report described in clause (i) to—

(I) * * *

* * * * * * *

[(f) FUNCTIONS OF THE OFFICE OF COORDINATOR.—The Coordinator for Education of Homeless Children and Youths established in each State shall—

[(1) gather reliable, valid, and comprehensive information on the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools, the difficulties in identifying the special needs of such children and youths, any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties, and the success of the programs under this subtitle in allowing homeless children and youths to enroll in, attend, and succeed in, school;

[(2) develop and carry out the State plan described in subsection (g);

[(3) collect and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing such information as the Secretary determines is necessary to assess the educational needs of homeless children and youths within the State;

[(4) facilitate coordination between the State educational agency, the State social services agency, and other agencies (including agencies providing mental health services) to provide services to homeless children, including preschool-aged homeless children, and youths, and to families of such children and youths;

[(5) in order to improve the provision of comprehensive education and related services to homeless children and youths and their families, coordinate and collaborate with—

[(A) educators, including child development and preschool program personnel;

[(B) providers of services to homeless and runaway children and youths and homeless families (including domestic violence agencies, shelter operators, transitional housing facilities, runaway and homeless youth centers, and transitional living programs for homeless youths);

[(C) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and

[(D) community organizations and groups representing homeless children and youths and their families; and

[(6) provide technical assistance to local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of section 722(e)(3) and paragraphs (3) through (7) of subsection (g).

[(g) STATE PLAN.—

[(1) IN GENERAL.—Each State shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

[(A) A description of how such children and youths are (or will be) given the opportunity to meet the same challenging State academic achievement standards all students are expected to meet.

[(B) A description of the procedures the State educational agency will use to identify such children and youths in the State and to assess their special needs.

[(C) A description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.

[(D) A description of programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of runaway and homeless youths.

[(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs.

[(F) A description of procedures that ensure that—

[(i) homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State;

[(ii) homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and

[(iii) homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local before- and after-school care programs.

[(G) Strategies to address problems identified in the report provided to the Secretary under subsection (f)(3).

[(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by—

[(i) immunization and medical records requirements;

[(ii) residency requirements;

[(iii) lack of birth certificates, school records, or other documentation;

[(iv) guardianship issues; or

[(v) uniform or dress code requirements.

[(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the enrollment and retention of homeless children and youths in schools in the State.

[(J) Assurances that—

[(i) the State educational agency and local educational agencies in the State will adopt policies and

practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

[(ii) local educational agencies will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A); and

[(iii) the State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable:

[(I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

[(II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

[(2) COMPLIANCE.—

[(A) IN GENERAL.—Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

[(B) COORDINATION.—Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

[(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS.—

[(A) IN GENERAL.—The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest—

[(i) continue the child's or youth's education in the school of origin for the duration of homelessness—

[(I) in any case in which a family becomes homeless between academic years or during an academic year; or

[(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

[(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

[(B) BEST INTEREST.—In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall—

[(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;

[(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and

[(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

[(C) ENROLLMENT.—(i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

[(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

[(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D).

[(D) RECORDS.—Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—

[(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and

[(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

[(E) ENROLLMENT DISPUTES.—If a dispute arises over school selection or enrollment in a school—

[(i) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

[(ii) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;

[(iii) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

[(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

[(F) PLACEMENT CHOICE.—The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

[(G) SCHOOL OF ORIGIN DEFINED.—In this paragraph, the term "school of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

[(H) CONTACT INFORMATION.—Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

[(4) COMPARABLE SERVICES.—Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

[(A) Transportation services.

[(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

[(C) Programs in vocational and technical education.

[(D) Programs for gifted and talented students.

[(E) School nutrition programs.

[(5) COORDINATION.—

[(A) IN GENERAL.—Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate—

[(i) the provision of services under this subtitle with local social services agencies and other agencies or programs providing services to homeless children and

youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

[(ii) with other local educational agencies on interdistrict issues, such as transportation or transfer of school records.

[(B) HOUSING ASSISTANCE.—If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

[(C) COORDINATION PURPOSE.—The coordination required under subparagraphs (A) and (B) shall be designed to—

[(i) ensure that homeless children and youths have access and reasonable proximity to available education and related support services; and

[(ii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

[(6) LOCAL EDUCATIONAL AGENCY LIAISON.—

[(A) DUTIES.—Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that—

[(i) homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;

[(ii) homeless children and youths enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

[(iii) homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services;

[(iv) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

[(v) public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;

[(vi) enrollment disputes are mediated in accordance with paragraph (3)(E); and

[(vii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully in-

formed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

[(B) NOTICE.—State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons.

[(C) LOCAL AND STATE COORDINATION.—Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

[(7) REVIEW AND REVISIONS.—

[(A) IN GENERAL.—Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools that are selected under paragraph (3).

[(B) CONSIDERATION.—In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

[(C) SPECIAL ATTENTION.—Special attention shall be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.]

(f) FUNCTIONS OF THE OFFICE OF COORDINATOR.—The Coordinator for Education of Homeless Children and Youths established in each State shall—

(1) gather and make publically available reliable, valid, and comprehensive information on—

(A) the number of homeless children and youths identified in the State, posted annually on the State educational agency's website;

(B) the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools;

(C) the difficulties in identifying the special needs and barriers to the participation and achievement of such children and youths;

(D) any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties; and

(E) the success of the programs under this subtitle in identifying homeless children and youths and allowing such children and youths to enroll in, attend, and succeed in, school;

(2) develop and carry out the State plan described in subsection (g);

(3) collect data for and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing information necessary to assess the educational needs of homeless children and youths within the State, including data necessary for the Secretary to fulfill the responsibilities under section 724(h);

(4) in order to improve the provision of comprehensive education and related support services to homeless children and youths and their families, coordinate and collaborate with—

(A) educators, including teachers, special education personnel, administrators, and child development and preschool program personnel;

(B) providers of services to homeless children and youths and their families, including services of public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, child care providers, runaway and homeless youth centers, and providers of services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.);

(C) providers of emergency, transitional, and permanent housing to homeless children and youths, and their families, including public housing agencies, shelter operators, operators of transitional housing facilities, and providers of transitional living programs for homeless youths;

(D) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and

(E) community organizations and groups representing homeless children and youths and their families;

(5) provide technical assistance to local educational agencies, in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of subsection (e)(3), paragraphs (3) through (7) of subsection (g), and subsection (h);

(6) provide professional development opportunities for local educational agency personnel and the homeless liaison designated under subsection (g)(1)(J)(ii) to assist such personnel in meeting the needs of homeless children and youths; and

(7) respond to inquiries from parents and guardians of homeless children and youths and unaccompanied youths to ensure that each child or youth who is the subject of such an inquiry receives the full protections and services provided by this subtitle.

(g) STATE PLAN.—

(1) IN GENERAL.—In order to be eligible to receive a grant under this section, each State educational agency shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State that includes the following:

(A) A description of how such children and youths are (or will be) given the opportunity to meet the same State academic standards that all students are expected to meet.

(B) A description of the procedures the State educational agency will use to identify such children and youths in the State and to assess their needs.

(C) A description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.

(D) A description of programs for school personnel (including liaisons, school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such personnel of the specific needs of homeless adolescents, including runaway and homeless youths.

(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local nutrition programs.

(F) A description of procedures that ensure that—

(i) homeless children have equal access to public preschool programs, administered by the State educational agency or local educational agency, as provided to other children in the State;

(ii) homeless youths and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services; and

(iii) homeless children and youth who meet the relevant eligibility criteria are able to participate in Federal, State, or local education programs.

(G) Strategies to address problems identified in the report provided to the Secretary under subsection (f)(3).

(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by—

(i) immunization and other health records requirements;

(ii) residency requirements;

(iii) lack of birth certificates, school records, or other documentation;

(iv) guardianship issues; or

(v) uniform or dress code requirements.

(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the identification, enrollment, and retention of homeless children and youths in schools in the State.

(J) Assurances that the following will be carried out:

(i) The State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

(ii) Local educational agencies will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational

agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A).

(iii) The State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable:

(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

(2) COMPLIANCE.—

(A) IN GENERAL.—Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

(B) COORDINATION.—Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS.—

(A) IN GENERAL.—The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest—

(i) continue the child's or youth's education in the school of origin for the duration of homelessness—

(I) in any case in which a family becomes homeless between academic years or during an academic year; or

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area

in which the child or youth is actually living are eligible to attend.

(B) SCHOOL STABILITY.—In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall—

(i) presume that keeping the child or youth in the school of origin is in the child or youth's best interest, except when doing so is contrary to the wishes of the child's or youth's parent or guardian, or the unaccompanied youth;

(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the wishes of the homeless child's or youth's parent of guardian or the unaccompanied youth involved;

(iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent, guardian, or unaccompanied youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E); and

(iv) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(C) ENROLLMENT.—

(i) IN GENERAL.—The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth—

(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or

(II) has missed application or enrollment deadlines during any period of homelessness.

(ii) RELEVANT ACADEMIC RECORDS.—The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

(iii) RELEVANT HEALTH RECORDS.—If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately

refer the parent or guardian of the child or youth, or the unaccompanied child or youth, to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph (D).

(D) RECORDS.—Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—

(i) so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and

(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

(E) ENROLLMENT DISPUTES.—If a dispute arises over school selection or enrollment in a school—

(i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;

(ii) the parent, guardian, or unaccompanied youth shall be provided with a written explanation of any decisions made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or youth to appeal such decisions;

(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

(iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in school in which the youth seeks enrollment pending resolution of such dispute.

(F) PLACEMENT CHOICE.—The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

(G) SCHOOL OF ORIGIN DEFINED.—

(i) IN GENERAL.—In this paragraph, the term "school of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

(ii) RECEIVING SCHOOL.—When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

(H) CONTACT INFORMATION.—Nothing in this subtitle shall prohibit a local educational agency from requiring a

parent or guardian of a homeless child to submit contact information.

(I) PRIVACY.—Information about a homeless child's or youth's living situation shall be treated as a student education record under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and shall not be released to housing providers, employers, law enforcement personnel, or other persons or agencies not authorized to have such information under section 99.31 of title 34, Code of Federal Regulations.

(J) ACADEMIC ACHIEVEMENT.—The school selected in accordance with this paragraph shall ensure that homeless children and youth have opportunities to meet the same State academic standards to which other students are held.

(4) COMPARABLE SERVICES.—Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

(A) Transportation services.

(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners.

(C) Programs in career and technical education.

(D) Programs for gifted and talented students.

(E) School nutrition programs.

(5) COORDINATION.—

(A) IN GENERAL.—Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate—

(i) the provision of services under this subtitle with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

(B) HOUSING ASSISTANCE.—If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

(C) COORDINATION PURPOSE.—The coordination required under subparagraphs (A) and (B) shall be designed to—

(i) ensure that all homeless children and youths are promptly identified;

(ii) ensure that homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and

(iii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

(D) HOMELESS CHILDREN AND YOUTHS WITH DISABILITIES.—For children and youth who are to be assisted both under this subtitle, and under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), each local educational agency shall coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that local educational agency and other involved local educational agencies.

(6) LOCAL EDUCATIONAL AGENCY LIAISON.—

(A) DUTIES.—Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that—

(i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

(ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

(iii) homeless families, children, and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start, Early Head Start, early intervention, and preschool programs administered by the local educational agency;

(iv) homeless families, children, and youths receive referrals to health care services, dental services, mental health and substances abuse services, housing services, and other appropriate services;

(v) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

(vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

(vii) enrollment disputes are mediated in accordance with paragraph (3)(E);

(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph

(1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A);

(ix) school personnel providing services under this subtitle receive professional development and other support; and

(x) unaccompanied youths—

(I) are enrolled in school;

(II) have opportunities to meet the same State academic standards to which other students are held, including through implementation of the policies and practices required by paragraph (1)(F)(ii); and

(III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).

(B) NOTICE.—State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the local educational agency liaisons, including publishing an annually updated list of the liaisons on the State educational agency's website.

(C) LOCAL AND STATE COORDINATION.—Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

(7) REVIEW AND REVISIONS.—

(A) IN GENERAL.—Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools that are selected under paragraph (3).

(B) CONSIDERATION.—In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

(C) SPECIAL ATTENTION.—Special attention shall be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.

(h) SPECIAL RULE FOR EMERGENCY ASSISTANCE.—

(1) EMERGENCY ASSISTANCE.—

(A) RESERVATION OF AMOUNTS.—Subject to paragraph (4) and notwithstanding any other provision of this title, the Secretary shall use funds appropriated under section 726 for ⟦fiscal year 2009,⟧ *fiscal years 2014 through 2019,* but

not to exceed $30,000,000, for the purposes of providing emergency assistance through grants.

* * * * * * *

(4) RESTRICTION.—The Secretary—

(A) shall determine the amount (if any) by which the funds appropriated under section 726 for [fiscal year 2009] *fiscal years 2014 through 2019* exceed $70,000,000; and

* * * * * * *

SEC. 723. LOCAL EDUCATIONAL AGENCY SUBGRANTS FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

(a) GENERAL AUTHORITY.—

(1) IN GENERAL.—The State educational agency shall, in accordance with section 722(e), and from amounts made available to such agency under section 726, make subgrants to local educational agencies for the purpose of [facilitating the enrollment,] *facilitating the identification, enrollment,* attendance, and success in school of homeless children and youths.

(2) SERVICES.—

(A) IN GENERAL.—Services under paragraph (1)—

(i) may be provided through programs on school grounds or at other facilities; *and*

(ii) shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with nonhomeless children and youths[; and].

[(iii) shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.]

* * * * * * *

(4) DURATION OF GRANTS.—Subgrants awarded under this section shall be for terms of not to exceed 3 years.

(b) APPLICATION.—A local educational agency that desires to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing or accompanied by such information as the State educational agency may reasonably require. Such application shall include the following:

(1) * * *

* * * * * * *

[(3) An assurance that the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.]

[(4)] *(3)* An assurance that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g).

[(5)] *(4)* A description of policies and procedures, consistent with section 722(e)(3), that the agency will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths.

(5) An assurance that the local educational agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f).

(6) An assurance that the local educational agency has removed barriers to complying with the requirements of section 722(g)(1)(I).

(c) AWARDS.—

(1) IN GENERAL.—The State educational agency shall, in accordance with the requirements of this subtitle and from amounts made available to it under section [726] *722(a)*, make competitive subgrants to local educational agencies that submit applications under subsection (b). Such subgrants shall be awarded on the basis of the need of such agencies for assistance under this subtitle and the quality of the applications submitted.

(2) NEED.—In determining need under paragraph (1), the State educational agency may consider the number of homeless children and youths enrolled in preschool, elementary, and secondary schools within the area served by the local educational agency, and shall consider the needs of such children and youths and the ability of the local educational agency to meet such needs. The State educational agency may also consider the following:

(A) The extent to which the proposed use of funds will facilitate the *identification,* enrollment, retention, and educational success of homeless children and youths.

[(B) The extent to which the application—

[(i) reflects coordination with other local and State agencies that serve homeless children and youths; and

[(ii) describes how the applicant will meet the requirements of section 722(g)(3).]

(B) The extent to which the application reflects coordination with other local and State agencies that serve homeless children and youths.

(C) The extent to which the applicant exhibits in the application and in current practice *(as of the date of submission of the application)* a commitment to education for all homeless children and youths.

* * * * * * *

(3) QUALITY.—In determining the quality of applications under paragraph (1), the State educational agency shall consider the following:

(A) * * *

* * * * * * *

[(C) The involvement of parents or guardians of homeless children or youths in the education of their children.]

(C) The extent to which the applicant will promote meaningful involvement of parents or guardians of homeless children or youths in the education of their children.

(D) The extent to which homeless children and youths will be integrated [within] *into* the regular education program.

* * * * * * *

(G) The extent to which the local educational agency will use the subgrant to leverage resources, including by maximizing nonsubgrant funding for the position of the liaison described in section 722(g)(1)(J)(ii) and the provision of transportation.

(H) How the local educational agency uses funds to serve homeless children and youths under section 1113(c)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(c)(3)).

[(G) Such] *(I) The extent to which the applicant's program meets such* other measures as the State educational agency considers indicative of a high-quality program, such as the extent to which the local educational agency will provide [case management or related] services to unaccompanied youths.

(J) An assurance that the applicant will meet the requirements of section 722(g)(3).

[(4) DURATION OF GRANTS.—Grants awarded under this section shall be for terms not to exceed 3 years.]

(d) AUTHORIZED ACTIVITIES.—A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

(1) The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same [challenging State academic content standards and challenging State student academic achievement standards] *State academic standards* the State establishes for other children and youths.

(2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and [students with limited English proficiency,] *English learners,* services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in [vocational] *career* and technical education, and school nutrition programs).

(3) Professional development and other activities for educators and [pupil services] *specialized instructional support* personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.

* * * * * * *

(7) The provision of services and assistance to attract, engage, and retain homeless children and youths[, and unaccompanied youths,], *particularly homeless children and youths*

who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.

* * * * * * *

(9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or [medical] *other required health* records, academic records, guardianship records, and evaluations for special programs or services.

(10) The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths*, and other activities designed to increase the meaningful involvement of parents or guardians of homeless children or youths in the education of their children*.

* * * * * * *

(12) The provision of [pupil] *specialized instructional support* services (including violence prevention counseling) and referrals for such services.

(13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence *and parental mental health or substance abuse problems*.

* * * * * * *

SEC. 724. SECRETARIAL RESPONSIBILITIES.

(a) * * *

* * * * * * *

[(c) NOTICE.—The Secretary shall, before the next school year that begins after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, create and disseminate nationwide a public notice of the educational rights of homeless children and youths and disseminate such notice to other Federal agencies, programs, and grantees, including Head Start grantees, Health Care for the Homeless grantees, Emergency Food and Shelter grantees, and homeless assistance programs administered by the Department of Housing and Urban Development.]

(c) NOTICE.—

(1) IN GENERAL.—The Secretary shall, before the next school year that begins after the date of the enactment of the Student Success Act, update and disseminate nationwide the public notice described in this subsection (as in effect prior to such date) of the educational rights of homeless children and youths.

(2) DISSEMINATION.—The Secretary shall disseminate the notice nationally to all Federal agencies, program grantees, and grant recipients serving homeless families, children, and youths.

(d) EVALUATION AND DISSEMINATION.—The Secretary shall conduct evaluation [and dissemination]*, dissemination, and technical assistance* activities of programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.

(e) SUBMISSION AND DISTRIBUTION.—The Secretary shall require [applications for grants under this subtitle] *plans for the use of grant funds under section 722* to be submitted to the Secretary not later than the expiration of the [60-day] *120-day* period beginning on the date that funds are available for purposes of making such grants and shall make such grants not later than the expiration of the [120-day] *180-day* period beginning on such date.

(f) DETERMINATION BY SECRETARY.—The Secretary, based on the information received from the States and information gathered by the Secretary under subsection (h), shall determine the extent to which State educational agencies are ensuring that each homeless child and homeless youth has access to a free appropriate public education, as described in section 721(1). *The Secretary shall provide support and technical assistance to State educational agencies in areas in which barriers to a free appropriate public education persist.*

[(g) GUIDELINES.—The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, school enrollment guidelines for States with respect to homeless children and youths. The guidelines shall describe—

[(1) successful ways in which a State may assist local educational agencies to immediately enroll homeless children and youths in school; and

[(2) how a State can review the State's requirements regarding immunization and medical or school records and make such revisions to the requirements as are appropriate and necessary in order to enroll homeless children and youths in school immediately.]

(g) GUIDELINES.—The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of the enactment of the Student Success Act, strategies by which a State—

(1) may assist local educational agencies to implement the provisions amended by the Act; and

(2) can review and revise State policies and procedures that may present barriers to the identification, enrollment, attendance, and success of homeless children and youths in school.

(h) INFORMATION.—

(1) IN GENERAL.—From funds appropriated under section 726, the Secretary shall, directly or through grants, contracts, or cooperative agreements, periodically collect and disseminate data and information regarding—

(A) the number and location of homeless children and youths *in all areas served by local educational agencies*;

* * * * * * *

(i) REPORT.—Not later than 4 years after the date of enactment of the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001] *Student Success Act*, the Secretary shall prepare and submit to the President and the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on the status of education of homeless children and youths, which shall include information on—

(1) * * *

* * * * * * *

SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(1) * * *

(2) The term "homeless children and youths"—

(A) * * *

(B) includes—

(i) * * *

* * * * * * *

(iv) migratory children (as such term is defined in section [1309] *1139* of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(3) The terms "local educational agency" and "State educational agency" have the meanings given such terms in section [9101] *5101* of the Elementary and Secondary Education Act of 1965.

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[SEC. 726. AUTHORIZATION OF APPROPRIATIONS.

[For the purpose of carrying out this subtitle, there are authorized to be appropriated $100,000,000 for fiscal year 2009 and such sums as may be necessary for each subsequent fiscal year.]

SEC. 726. AUTHORIZATION OF APPROPRIATIONS.

For the purpose of carrying out this subtitle, there are authorized to be appropriated $61,771,000 for each of fiscal years 2014 through 2019.

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MINORITY VIEWS

H.R. 5, "STUDENT SUCCESS ACT"

113TH CONGRESS, 1ST SESSION

JULY 11, 2013

OVERVIEW

Committee Democrats unanimously oppose H.R. 5, the Student Success Act. All present Democratic members voted in opposition to the legislation during its consideration in Committee on June 19, 2013. We believe the No Child Left Behind Act (NCLB) is long-overdue for reauthorization, but H.R. 5 does not set forth a reauthorization that would improve student outcomes. Instead, it would turn the clock back decades on equity and accountability in American public education. Additionally, the partisan path the Committee Republicans chose to take lacks the consensus and bipartisanship necessary to complete a reauthorization this Congress and send a bill to the President that he would sign.

The Committee Democrats oppose H.R. 5 because it shortchanges students, weakens accountability, and fails to update current law to take the public education system into the 21st century. This opposition is shared by the majority of the education, civil rights and business community. The Republican bill eliminates critical supports and accountability to provide a balanced and effective education to every child. H.R. 5 drastically cuts education funding in order to lock in sequestration cuts rather than undo them. H.R. 5 further shifts much needed resources away from the poorest students, and it fails to provide adequate support for professional development to improve teaching and learning. H.R. 5 fails to provide dedicated support for literacy, STEM, or other subjects that provide students a well-rounded education. The bill eliminates wrap-around services, support for before-, after, and summer school, and support for expanded learning time, all of which are critical to student learning.

Given the urgent need to reauthorize current law and to address the fatal flaws of H.R. 5, Democrats offered at mark-up a comprehensive substitute to the Republican bill that demonstrates a positive vision for the reauthorization and a path forward. The Democrats' proposal garnered support from the civil rights, education, and business communities.

Committee Democrats believe that the reauthorization of NCLB must build upon what we have learned over the last 10 years and take advantage of and support the advancements that have been made. The most recent long-term trend study by the National Assessment of Educational Progress, released in June 2013, showed that American students have improved their reading and math

achievement since 1973. Notably, the biggest gains were made among African-American and Hispanic students. For example, African-American 4th graders improved 36 points in both reading and math. However, progress has stalled since 2008. Therefore, now is the time to press ahead, and not scale back, federal investment and involvement in education.

We believe the reauthorization should support college and career ready standards, modern assessments, an accountability system that includes meaningful goals and targets for improving student achievement, and a school improvement system that gives schools and districts flexibility in how they achieve those goals. Committee Democrats also believe reauthorization should lead to the placement of an effective teacher in every classroom and an effective school leader in every school across the country. Federal policy should encourage and support important professional development opportunities for teachers and school leaders. It should protect collective bargaining and teacher privacy. Federal policy should also support states, districts, and schools in their efforts to provide a well-rounded education to students, and in addressing non-academic factors, such as mental health and counseling needs, that create barriers to student learning.

H.R. 5 UNDERMINES THE FEDERAL ROLE IN EDUCATION TO PROMOTE EQUAL OPPORTUNITY

With the passage of the first Elementary and Secondary Education Act (ESEA) in 1965, in response to the Brown vs. Board of Education decision, the federal role in education has been focused on ensuring equal opportunity in education. It has been about ensuring that our nation's public schools are giving students a fair chance at a future of their choice and not locking them into their station in life. Economic mobility is a hallmark and measure of equal opportunity in our nation—access to a high quality education is the only sure path to achieve this security.

The federal interest in a strong public education system is grounded in civil rights, economic, and national security concerns. All three areas are threatened by an elementary and secondary educational system that is not held accountable for supporting the potential of *all* our nation's students. Unfortunately, H.R. 5 both undermines the promise of the *Brown* decision, and the federal role in supporting a strong public education system that promotes civil rights, that feeds a strong economy, and that builds our national security.

STANDARDS AND ASSESSMENTS

H.R. 5 does not support the national consensus for college and career ready standards to ensure students graduate ready to succeed and, despite the advances in technology, it fails to modernize assessments to measure progress towards those standards. The bill does not contain requirements that States set high standards to graduate students who are college and career-ready. Current law requires states to establish standards, but does not assess the rigor of those standards. NCLB did not have a check on the rigor of assessments, and since it was enacted, some States chose to lower their standards. In fact, according to a 2009 NAEP State Mapping

Analysis, 15 states lowered their proficiency standards in fourth- or eighth-grade reading or math from 2005 to 2007. As a result, stakeholders from civil rights groups, business groups, and educators believe that reauthorization must ensure that academic standards help students graduate prepared for college and careers.

However, instead of modernizing the law, H.R. 5 weakens current law by not establishing parameters on quality standards, and it even goes as far as to eliminate use of the word "challenging" with regard to standards.

High-quality assessments are essential to measure our progress as a nation and to ensure we have reliable data to improve student achievement, instruction, and schools. H.R. 5 does not support the development of high-quality assessments. The bill, similar to current law, requires annual English and math assessments in grades 3–8 and once in high schools. It also requires assessments to measure growth. Unfortunately, the legislation does not ensure assessments are high-quality, reflect the advancements in assessments over the past decade, or even require that states differentiate achievement levels of students. Additionally, H.R. 5 eliminates the Grants for State Assessments program which supports State development of high-quality assessments. High-quality assessment systems are expensive to develop but critical to effectively measuring student achievement and to supporting improvements in teaching and learning. This assessment program provides critical support to States to develop the next generation of assessments.

H.R. 5 also fails to ensure all children are held to high expectations by permitting States to develop alternate achievement standards for students with the most significant cognitive disabilities but does not establish any parameters to determine which students should be assessed in this category. Additionally, the bill would eliminate the current regulation that caps at one percent the number of students assessed alternatively. This regulation ensures schools are still held accountable for the achievement of students with disabilities.

By eliminating the cap, H.R. 5 permits all students with disabilities to be held to lower standards and given different assessments, effectively allowing those students to be educated in a parallel but lesser system. As a result, large numbers of students with disabilities could be prevented from receiving a regular high school diploma. Additionally, this bill would create a perverse incentive to over-identify children for special education to include them in the lower standard. Low-income and minority students are already over-represented in special education, and this legislation could exacerbate that problem.

ACCOUNTABILITY AND SCHOOL IMPROVEMENT

One of the most critical aspects of NCLB was that, for the first time, schools were held accountable for the performance of all students, including student subgroups, and they were required to take action when student achievement failed to improve. Over the last ten years, NCLB's accountability system has received both more praise and criticism than any other aspect of the law. Accordingly, Democrats firmly believe that the accountability and school improvement system must be updated to reflect what we have learned

over the last ten years, but without abandoning a focus on accountability.

Unfortunately, H.R. 5 would allow States to establish weak accountability systems that would not require performance targets for student achievement, would not require schools to take specific action to improve low performance, and would not ensure all students have access to high-quality schools. H.R. 5 provides no federal guardrails on accountability for student achievement and does not support the expectation that all students should graduate high school. The lack of quality and consistency in the state systems combined with weak standards and low-quality assessments would provide little transparency for how schools are evaluated and little consistency from district to district or state to state.

H.R. 5 does not require states to establish overall goals for student achievement or to establish performance targets to measure progress toward that goal. In addition, H.R. 5 does not include graduation rates, despite clear consensus on the need for graduation rate accountability to be paired with accountability for student achievement to ensure low-performing students do not get pushed out of school. Further, the bill dismantles current regulations requiring states have and utilize meaningful graduation rate accountability.

Additionally, while H.R. 5 requires school improvement systems be established, it does not establish any parameters for identifying schools for improvement. Therefore, there is no assurance that schools that are failing to improve student achievement will be required to take action to improve. Worse, the students in those schools will not be provided with an assurance that they have the right to a better education. Specifically, H.R. 5 does not define low-performing schools or establish any parameters on interventions in such schools. The bill does not establish timelines for improvement or consequences if schools do not improve, thereby leaving students to languish in low-performing schools.

H.R. 5 also fails to recognize the critical role of the Department of Education in implementing the law by prohibiting the Secretary of Education from providing guidance on any of the bill's standards, assessments, or accountability provisions. This short-sighted and highly partisan legislative approach assumes a perfect bill in need of no future clarification or guidance and a stagnant education system. Under the bill, the Secretary would be prohibited from simply assisting states with guidance when implementation on the ground may be unclear or challenging. Additionally, this provision would ensure that regulations, including those establishing requirements on graduation rates or the one percent cap on the number of students taking alternate assessments, could not be upheld.

H.R. 5 also removes current law protections on collective bargaining rights. Current law ensures that teachers are included in the school improvement process and are not sidelined. The removal of this provision ignores both the rights of teachers to collectively bargain and their important role in improving student achievement.

STUDENTS WITH DISABILITIES

H.R. 5 dismantles equity protections for many groups of students; however, the failures of H.R. 5 will be especially detrimental for students with disabilities. Over the course of the past decade, students with disabilities have significantly benefited from the accountability and reporting requirements under current law which mandate that schools not only measure and report the academic achievement of every child, but are also held accountable for each student's progress. As a result, thousands more students with disabilities have been afforded the opportunity to learn—and master—grade-level academic content and graduate from high school college-and career-ready.

Students with disabilities have made considerable gains thanks to current law's focus on all schools and all student subgroups, including not only improved participation rates, but also improved academic achievement on grade-level reading and math assessments. Students with disabilities have benefited greatly from increased access to the general curriculum and from higher expectations for student achievement due, in large part, to the requirement that participation and proficiency of all subgroups be measured, reported, and used for the planning and implementation of interventions. Simply put, by removing subgroup accountability, H.R. 5 will undoubtedly hinder, and almost certainly eliminate the gains made by students with disabilities.

The Republican bill seeks to radically reduce expectations for students with disabilities, allowing states to teach and assess this population of students to an alternate and less-challenging set of content and achievement standards, only intended for students with the most significant cognitive disabilities. Furthermore, H.R. 5 would remove current restrictions on the use of student scores on such assessments for local and State educational agency accountability purposes, allowing States to administer and report on a lower standard for as many students with disabilities as the State sees fit, despite consistent research demonstrating the incidence of students with the most significant cognitive disabilities to be less than one percent of the student population. To ignore this data by eliminating any federal limitation on the use of lower standards and less challenging assessments will result in a lack of access to general curriculum and lower expectations for students with disabilities, turning back the clock on equity protections for this vulnerable group of students.

H.R. 5 lacks any requirements that all schools be held accountable for student achievement at the subgroup level and also receive extra resources and support if and when they fail to produce progress for all students. When coupled with provisions to allow States to establish alternate standards and alternate assessments with no assurances for quality or alignment, as well as the repeal of any limitation on usage of lower standards, H.R. 5 will place millions of students with disabilities at acute risk of receiving a subpar education.

This irresponsible approach to educational equity for students with disabilities is why leading disability rights coalitions and groups stand unified in firm opposition to H.R. 5 including the Na-

tional Center for Learning Disabilities, National Disability Rights Network, Council for Exceptional Children, Disability Rights Education & Defense Fund, the Collaboration to Promote Self Determination, and the Consortium for Citizens with Disabilities.

FISCAL RESPONSIBILITY, "FLEXIBILITY," AND UNDERMINING CIVIL RIGHTS

H.R. 5 undermines fiscal responsibility for special populations of students, reduces fiscal transparency, and cuts education funding.

Special populations

Under the guise of flexibility, H.R. 5 attacks the rights of special populations of students. H.R. 5 consolidates the following programs as percentage set-asides under Title I, Part A: English Language Learners (currently Title III); Education of Migratory Children (currently Title I-C); Indian, Native American and Alaska Native Education (currently Title VII); Neglected and Delinquent Students (currently Title I-D); and Rural Education Initiative (currently Title VI-B). The bill also allows for funds to be shared across what would be the new Title I, Part A, permitting states and districts to siphon funds away from the very populations that drive certain ESEA funding allocations and that the law intended to serve.

The Republicans claim these current law funding streams are inflexible, but the reality is states and districts have few, if any, restrictions on how the funding can be used. The only restriction is on whom the funding be used in order to support the populations for which they are intended. The Republicans additionally claim that they maintain the funding streams for these populations, but they merely make them a percentage set-aside of Title I and then allow complete flexibility in how districts utilize those funds.

Current law establishes separate funding streams to help ensure the needs of English language learners, migrant students, neglected and delinquent students, and Indian students are being met. Title III, part A of the Elementary and Secondary Education Act was created, after the Lau vs Nichols Supreme Court ruling, to help ensure that English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards that all students are expected to meet. This program supports 4.5 million English learners in the United States. The educational needs of migrant children go well beyond those traditionally supported by State and local budgets, and, due to their high mobility, no single State or district is responsible for their education. In turn, the schools that serve high concentrations of migrant students are among the Nation's highest-need schools. Title I, Part C was created to provide additional funding to support migrant students. This program currently serves about 500,000 students. Authorized over 40 years ago, Title I, part D creates both a state and local program intended to improve educational services for students who are neglected, delinquent, or at risk of dropping out of school. This program currently serves over 100,000 students. Indian children are subject to significant risk factors that threaten their academic success and overall well-being. To help schools ad-

dress their unique needs, Congress established Title VII, part A of ESEA. This program currently serves about 500,000 students.

Democrats believe funding allocated based on the number of children in need of services from the number of migrant students, the number of neglected or delinquent students, the number of English Language Learners, or the number of American Indian students should be used for services for those students to improve educational outcomes for those students. Increasing flexibility is needed in this reauthorization, but it must be grounded in increasing equity and improving student achievement. This flexibility can be accomplished by aligning data and allowing flexibility in school improvement. Arbitrary flexibility policies, as put forth by H.R. 5, undermine equality of opportunity and hinder our economic competitiveness.

Fiscal accountability

H.R. 5 also eliminates fiscal accountability by striking the current law "maintenance of effort" provisions (MOE). Under the Republican bill, States and districts will be able to reduce their nonfederal education spending without any penalty. This provision will allow states and districts to use education funds for tax relief or other initiatives unrelated to education, rather than efforts to support students.

Under current law, MOE requires districts receiving Title I funds to spend at least 90 percent of what they spent in the previous year from nonfederal sources. This helps to prevent big decreases in education investment, whether driven by tough budget times or genuine desire to reduce education funding. The Republicans claim the MOE provision is a "federal overreach," but maintenance of effort makes requirements about the levels of state and local spending, not about how money should be spent.

Committee Republicans claim that because they maintain the "supplement, not supplant" provision they maintain fiscal accountability. However, eliminating the maintenance of effort requirement and providing complete flexibility in how districts spend their federal dollars, means there is no way under H.R. 5 to actually measure whether districts are using federal money to supplement not supplant local money. "Supplement, not supplant" will become meaningless, and education spending across the country will decrease. Democrats believe the maintenance of effort provision must be maintained to ensure tax dollars are being spent responsibly.

Funding

H.R. 5 caps funding at FY 13 appropriations levels, post-sequester, and caps annual increases based on the inflation rate. Democrats believe education funding should not be held to arbitrary caps and that funding should reflect national need and priority if our nation is to remain globally competitive.

According to the Committee for Education Funding, a coalition of 111 national education associations and institutions representing birth to postgraduate education, the impact of H.R. 5 would be devastating on our nation's students and schools. They stated:

> H.R. 5 sets the aggregate ESEA authorization level for FY 2014 and for each of the succeeding years at the aggre-

gate FY 2013 post-sequester funding level of $22.85 billion. Doing so locks in almost $1.3 billion in cuts to these programs. Should this bill become law, locking in the sequester levels as the authorization levels through FY 2019 would prevent the Congress from increasing funding for ESEA programs even if the sequester were replaced or revised at any time in the next six years.

ESEA programs have already been cut multiple times in the past two and a half years. The FY 2011 continuing resolution cut ESEA programs by an aggregate $1.43 billion. The FY 2012 omnibus appropriations bill cut ESEA funding by another $99 million. The final FY 2013 level, after both a 0.2 percent across-the board cut and then the 5 percent sequester cuts, slashed another $1.26 billion from ESEA programs. These waves of cuts have come at a time when enrollments have increased, more children are living in poverty, and schools and students have endured deep state and local budget cuts.

Democrats believe H.R. 5 would put the nation on the wrong path. Such low funding levels would make it more difficult for schools to accomplish the mission of improving student achievement and graduation rates, despite supposedly greater flexibility offered to states and districts. More flexibility but with far less funding is hardly a beneficial bargain.

Public polls show the American public agrees—

- According to a national survey by the Pew Research Center for the People & the Press, only a mere 10 percent of the public supports decreasing funding for education programs, while 60 percent wants to increase spending.
- A Bloomberg News poll found that 67 percent of the public believes education funding should not be cut at all by the sequester.

Now is the time to increase, not decrease, federal investment in education. As states transition to new standards, assessments, and accountability and school improvement systems, they need the federal government to be a partner in supporting their work. As U.S. students compete globally for high-wage, high-growth jobs, Congress must invest in their education, not gut funding as H.R. 5 does.

WAIVER AUTHORITY

H.R. 5 limits the waiver authority of the Secretary of Education, apparently in response to the voluntary flexibility offered by the Department of Education to certain provisions of current law. As of June, 2012, 40 states were approved to receive waivers, with an additional 6 states awaiting approval of a pending application.

While Committee Republicans have questioned the legal authority of the Department of Education to grant conditional waivers, Sec. 9401 of current law clearly provides the Secretary of Education broad waiver authority. The waiver authority currently used by the Secretary of Education mirrors authority used by Secretary Margaret Spellings to administer the Differentiated Accountability Pilot and for the Growth Model Pilot.

Additionally, the nonpartisan Congressional Research Service (CRS) in their February 2012 report entitled *Educational Account-*

ability and Secretarial Waiver Authority Under the ESEA and in a June 2011 memo to the Committee on Education and the Workforce Majority Committee Staff has explained the legal authority of the Department of Education to provide this flexibility. In the February report, CRS states:

> Based on the plain language of the statute, the scope of ED's waiver authority appears to be quite broad, suggesting that ED may indeed have the authority to waive the various requirements of the ESEA specified in its flexibility proposal. This interpretation is bolstered by the fact that, although the ESEA previously contained similar waiver authority, Congress expressly enacted the current waiver provisions as part of the No Child Left Behind Act amendments to the ESEA, signaling that Congress clearly understood and intended for ED to waive the requirements of that act when appropriate.

The report further states:

> . . . the courts will generally uphold an agency's exercise of its statutory waiver authority so long as the agency develops an adequate record regarding its decision to grant a waiver and ensures that the waiver is granted consistent with the statutory purposes and procedures set forth in the section authorizing such waivers. As a result, it appears that ED does have the authority to waive ESEA statutory requirements related to issues such as academic standards and assessments; accountability requirements, including the timeline by which all students are to be proficient in reading/language arts and mathematics; school improvement, corrective action, and restructuring requirements; and public school choice and supplemental educational services, as long as ED develops the aforementioned adequate record and ensures that the waiver is granted consistent with the statutory purposes and procedures set forth in Section 9401.

CRS also highlights the voluntary nature of the waivers currently offered by the Department of Education.

H.R. 5 FAILS TO SUPPORT TEACHERS AND SCHOOL LEADERS

Federal policy must ensure that every student graduates from high school prepared for college and the workforce. In order to achieve that goal, every student must have access to an effective teacher. Unfortunately, H.R. 5 does not increase access to effective teachers. The bill fails to provide support to teachers to ensure that they are successful. In addition, H.R. 5 also fails to ensure that we have the most effective school leaders in every school.

H.R. 5 requires mandatory evaluation systems for teachers. While Committee Democrats believe that fair evaluation systems are important for true reform, the bill calls for the creation of systems that are purely punitive in nature. The bill only requires that the systems be used for personnel decisions, not for professional development. H.R. 5 does not support collective bargaining rights of teachers, and it does not require States and districts to ensure that teachers' voices are part of system creation and implementation.

H.R. 5 also does not take into consideration the working conditions of teachers and leaders, including those related to school safety. In addition, the bill does not link the evaluation systems with supports to improve teacher performance and student learning through professional development, nor does it support access to effective teachers for all students.

H.R. 5 fails students by ignoring the very real need for principal evaluations. Committee Democrats believe that in order for a school to truly benefit students, the entire school system must be evaluated, needs must be identified, and professional development must be targeted to address the identified needs. H.R. 5 accomplishes none of this.

H.R. 5 establishes an arbitrary cap on class size funding. This provision ignores very clear research that class size reduction in early grades is effective in improving student achievement. The first large-scale experiment on small class size was the Tennessee Student/Teacher Achievement Ratio (STAR) program. Several studies on the STAR program and other similar class reduction programs confirm substantial academic gains for K–3 students in smaller classes compared to students in larger classes.

H.R. 5 eliminates the current law minimum threshold for teacher quality by striking the Highly Qualified Teacher definition. Current law contains many provisions related to improving teacher quality, including the requirement that all students be taught by highly qualified teachers. In order to become a highly qualified teacher, NCLB requires that teachers possess a baccalaureate degree and a state teaching certificate. Teachers are also required to demonstrate content knowledge for the subjects and grades they teach. Over the past ten years, research has shown that teacher quality is one of the most important factors in student achievement. Current law's provisions requiring minimum standards for teachers prior to entering the classroom were an important step forward in improving education for both teachers and students. H.R. 5 undermines this advancement by not only eliminating current law requirements, but also by failing to set any new minimum standards for teachers before they enter the classroom.

H.R. 5 also arbitrarily eliminates Title II of Higher Education Programs, which provides federal support for high quality teacher training. Though improvements must be made to that system, stripping funds from the programs that train and educate 95 percent of teachers is not an effective strategy to achieve that goal.

H.R. 5 IS FISCALLY IRRESPONSIBLE

H.R. 5 creates a block grant that is yet another example of the Republican failure to learn from the lessons of the past ten years and improve upon current law. The bill provides limited funding to states and districts to address the needs of students, ranging from STEM to literacy to the arts to after school activities. Block grants are the first step to eliminating programs under the guise of increased flexibility for administrators. In addition, block grants fail taxpayers because there is no accountability for how funds are spent. Block grants make it difficult to collect standardized data and monitor interventions to determine effectiveness. Additionally, under the Republican proposals to eliminate maintenance of effort

requirements it is likely that block grant funds will only be used to fill the holes left after states re-direct public education dollars to other areas.

Moreover, block grants spread funding too thin. When there is no concentration of resources on a specific area or population, there is no observable change. Block grants reduce the ability to demonstrate what programs work and at what funding levels work best. While funding is only a part of the education policy equation, spreading money out over multiple education programs disrupts the ability to determine how much is the right amount to have an effect and under which conditions.

H.R. 5 FAILS TO SUPPORT 21ST CENTURY COMMUNITY LEARNING CENTERS

H.R. 5 eliminates all dedicated support for additional learning time (including before-, after- and summer school programs, and expanded learning time). After-school programs, supported by current federal 21st CCLC funding have proved successful in developing the academic, social, emotional and physical needs and interests of students that results in improved student achievement.

For example, in a 20-year UCLA longitudinal study, researchers found that LA's BEST—a program funded in part by 21st CCLC—elementary school students in after school who participated for three or more years were nearly 20 percent less likely to drop out years later than similar students who did not attend LA's BEST.[1] A 2011 UCLA study confirmed the lasting impact of high-quality after school programs, showing that students who participated in LA's BEST in their elementary school years demonstrated academic gains in math, science and history.[2] After-school programs also provide safe learning environments for many low-income students who would otherwise be unsupervised and whose families cannot afford needed enrichment opportunities.

In recent studies of public schools where low income students were shown to excel, more instructional time than conventional schools or expanded learning time was an essential factor. The Mid-continent Research for Education and Learning (McREL), found that experienced teachers believed that they needed at least 20 percent more hours to teach the four core academic subjects English language arts, mathematics, social studies, and science than are available in a standard school year.[3]

On February 10, 2011 at a Committee hearing entitled, "*Education in the Nation: Examining the Challenges and Opportunities Facing America's Classrooms*", when asked about the importance of non-academic supports for students and additional learning time,

[1] Huang, D., Kim, K.S., Marshall, A., & Perez, P. (2005). Keeping kids in school: An LA's BEST example. Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. http://www/lasbest/org/what/publications/Keeping_Kids_in_School_Exec_Sum/pdf; LA's BEST After School Enrichment Program. (2006). Annual Report 2005–2006; Caught up in the act ... of success. http://www.lasbest.org/what/publications/annual_reports/AR0506-web%5B1%5D.pdf

[2] UCLA National Center for Research on Evaluations, Standards, and Student Testing (CRESST). (2011). Supporting student success in middle schools: examining the Relationship between elementary afterschool program participation and subsequent middle school attainments. Executive summary.

[3] Judy Florian, "Teacher Survey of Standards-Based Instruction: Addressing Time" (Aurora, O. Mid-Continent Research for Education and Learning, 1999).

witness Ted Mitchell, CEO and President of the NewSchools Venture Fund, said "In the schools where we work, it is no surprise that extending the school day and providing some of those kinds of supports, but also the extended safe period for kids, has become one of the trends that no one prescribed, but it has just grown up over time. And the research on extended learning time that is growing, first out of Massachusetts and now in other states, is quite compelling, that extended learning time can go a long way to addressing many of those needs."

In addition, the National Center on Time & Learning found that 9 in 10 schools considered their longer day and year to be essential to meeting their educational goals in a survey of nearly 250 schools that feature an expanded schedule.[4] H.R. 5 ignores the research. Instead of improving on current law, the bill moves our educational system backwards and fails to meet the needs of students, jeopardizing their future success by removing effective federal policy.

H.R. 5 FAILS TO SUPPORT THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS

H.R. 5 eliminates all dedicated support for wrap-around services essential to increasing student achievement. A student's mental, social, or emotional health, including problems such as depression, bullying, or alcohol and substance abuse, can create barriers to learning. Such barriers exist for an increasingly large number of students. Research clearly shows that students suffering from these problems suffer declining test scores and diminished academic functioning. An estimated 20 percent of school-age students will experience a significant mental health problem during their school years.[5] Further, some research suggests that up to 71 percent of youth experience at least one victimization event each year (for example, assault, theft, criminal victimization, or child maltreatment), with many exposed to multiple victimizations.[6]

In the Committee hearing on February 10, 2011, when asked if it was important to provide wrap around services in schools, Republican witness and Indiana Superintendent of Public Instruction Tony Bennett said, "So, you know, we have to make tough decisions. This goes to that statement about marrying fiscal policy and education policy. We have to put our money into the things that are going to drive results. And these school corporations that have done this around the state of Indiana have had to make tough fiscal decisions to provide these services for children, but they have made a difference in the lives of those children." H.R. 5 fails to invest in the services that are successful and drive results.

Students show improved outcomes when they have access to school-based mental health services. Research shows that students who have access to and receive social, emotional, and behavioral health support demonstrate better grades and standardized test scores.[7] In addition, school mental health programs have been shown to decrease absences and discipline referrals.

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[4] http://www.americanprogress.org/issues/2010/02/pdf/elt__policy__brief.pdf

[5] Kutash, Duchnowski, & Freidman, 2005; U.S. Department of Health and Human Services, 1999.

[6] Finkelhor, Ormrod, Turner, & Hamby, 2005.

[7] Jennings, Pearson, and Harris in 2000

Unfortunately, H.R. 5 again ignores the research. By failing to provide dedicated support for wrap-around service, the bill fails to recognize the very real needs of students, fails to acknowledge and support what is actually working on the ground, and undermines the ability of schools to meet the needs of their students.

H.R. 5 FAILS TO SUPPORT A WELL-ROUNDED EDUCATION FOR STUDENTS

One of the criticisms commonly heard about No Child Left Behind is that it forced schools to narrow their curriculum. Despite these criticisms, H.R. 5 eliminates all dedicated support for critical programs addressing STEM, literacy, and other subject matter that provide for a well-rounded education. A number of interventions and practices have been shown to increase student literacy skills; school districts just need the support to scale up best practices and implement them in the classroom. With federal support, 46 states are already working to implement comprehensive literacy strategies to strengthen our students' ability to compete in the 21st century economy. Unfortunately, H.R. 5 eliminates support for literacy and once again fails to acknowledge actual needed and what is working in schools.

STEM occupations are projected to grow by 17 percent from 2008 to 2018, compared to 9.8 percent growth for non-STEM occupations.[8] Committee Democrats believe that federal policy must keep pace with the increased demand for STEM occupations. Dedicated resources to STEM education have already led to increases in student achievement. From 1990 to 2007, average mathematics scores increased by 27 points for fourth graders.[9] However, when compared to other nations, the math and science achievement of U.S. pupils and the rate of STEM degree attainment appear inconsistent with a nation considered the world leader in scientific innovation. According to the 2009 *Programme for International Student Assessment,* out of 34 countries, the U.S. ranked 14th in reading, 17th in science and 25th in math. H.R. 5 does nothing to increase student achievement in STEM subjects. It ignores the very real need to support STEM learning in order to graduate students who will be competitive in STEM careers.

Instead of taking steps forward to support innovative and effective reform, H.R. 5 once again undermines the needs of America's students, fails to improve on current law, and fails to provide support for literacy, STEM, and other subjects such as art, history, economics, and much more.

H.R. 5 FAILS TO PROTECT THE RIGHTS AND WELL-BEING OF VULNERABLE STUDENTS

While H.R. 5 makes "school safety" a delineated allowable use of funds under the large, catch-all block grant, the measure does nothing to meaningfully address known safety risks facing students and school personnel. H.R. 5 lacks any mention of or protections against the overreliance on use of seclusion and restraint as disciplinary tactics and makes no effort to encourage or incentivize

[8] http://www.esa.doc.gov/Reports/stem-good-jobs-now-and-future
[9] *http://www.nsf.gov/statistics/seind12/pdf/c01.pdf*

the implementation of school-wide positive behavioral supports. H.R. 5 lacks federal minimum standards for preventing sexual and physical abuse of students through use of criminal background checks. Additionally, H.R. 5 is silent on protecting the rights of lesbian, gay, bisexual, and transgender students, including against devastating bullying and harassment, despite the prevalence of harmful actions against this population of students.

BROAD OPPOSITION TO H.R. 5

H.R. 5 was opposed by a broad array of education, civil rights and business organizations. Over 100 groups, representing students, teachers, school leaders, parents, and business wrote letters in opposition to H.R. 5. Some of the groups in opposition include: the U.S. Chamber of Commerce, the Education Trust, the Leadership Conference on Civil and Human Rights, the Consortium for Citizens with Disabilities, the National Center for Learning Disabilities, the Lawyers' Committee for Civil Rights Under Law, MALDEF, NAACP Legal Defense Fund, National Council of La Raza, the Council for Exceptional Children, the National Education Association, the American Federation of Teachers, Democrats for Education Reform, National Disability Rights Network, the Council of the Great City Schools, American Association of University Women, Association of People Supporting Employment First, Autistic Self-Advocacy Network, Autism Society of America, Council of Parent Attorneys and Advocates, Disability Rights Education Defense Fund, Easter Seals, Institute for Educational Leadership, National Down Syndrome Congress, National Down Syndrome Society, National Fragile X Foundation, Physician-Parent Caregivers, TASH, and United Cerebral Palsy.

Groups expressing serious concerns about portions of the bill included the Committee for Education Funding, the Center for American Progress Action Fund, First Focus, the National Association of School Psychologists, the National PTA, and the PACER Center.

Additionally, the Congressional Black Caucus, the Congressional Hispanic Caucus, and the Congressional Asian Pacific American Caucus wrote a letter in opposition to H.R. 5 citing "the potentially grave consequences" of this bill on students and communities.

DEMOCRATIC VISION FOR ESEA REAUTHORIZATION

Given the significant concerns across H.R. 5, Democrats offered a full substitute to the Republican bill. The Democratic substitute would support a 21st century education system and ensure all students have access to a world-class education. Democrats offered a full substitute amendment that struck all of H.R. 5 and amended Title I, Title II, Title III, Title IV, Part D of Title V, Title VIII, Title IX, and Title X of ESEA.

The Democratic substitute would eliminate the inflexible and outdated provisions of NCLB and require states and LEA's to adopt strong but flexible and achievable standards, assessments, and accountability reforms. The amendment would provide for effective and supported teachers in every classroom; give students access to a well-rounded education; and provide students with the non-academic supports they need to come to class ready to learn and achieve.

Standards and assessments

In order to ensure students graduate high school prepared to enter the workforce or college without the need for remediation, the Democratic substitute required States to establish college and career ready standards for English/language arts, math, and science for kindergarten through grade 12 and high-quality assessments aligned to those standards. It also included a program to support the development of high-quality assessments.

Unlike H.R. 5, the substitute improved current law by requiring that standards be validated to ensure that proficiency in the standards signals that students are on-track to enter the workforce or postsecondary education without need for remediation. The substitute updates the assessment quality requirements to align with the Race to the Top Assessment Competition, which has over 40 States participating, to create the next generation of assessments. It also ensures that new high-quality assessments are accessible for all students by incorporating universal design for learning and providing for accommodations for students with disabilities and English learners.

Accountability and school improvement

The Democratic substitute includes the appropriate balance between accountability and flexibility to ensure schools are held accountable for the achievement of all students but have the opportunity to address their specific student needs.

The Democratic substitute requires States to establish accountability systems that set performance, growth, and graduation targets to achieve the goal of all students, including subgroups of students (low-income, racial and ethnic groups, English learners, and students with disabilities) graduate college and career ready. Unlike H.R. 5, this substitute improves current law by effectively including student growth while maintaining accountability; eliminating the restrictive AYP system while still ensuring States establish performance targets for all students and subgroups that are ambitious but achievable; and establishing parameters to ensure fair accountability, including requiring States to have an 'n-size' that is 15 or less. And the substitute allows states to use a variety of factors to evaluate school performance and inform school improvement, in recognition of the importance of using multiple measures.

Additionally, this substitute restores accountability with guardrails on schools to ensure all students, including subgroups of students, are prepared for college and careers, and restores graduation rate accountability tied to the targets established by States under the graduation rate regulation. These protections, which help ensure students are taught to high standards and graduate high school, were eliminated in H.R. 5.

The Democratic substitute puts forth a strong but flexible model for school improvement that provides a differentiated approach to help schools target their students' needs. The substitute requires States, along with LEAs, to identify schools in need of improvement that have missed performance targets and persistently low-achieving schools that have the lowest achievement in the State. If identified as a school in need of improvement, that school would

use their data and develop a targeted plan to improve achievement. Persistently low-achieving schools would be required to develop an improvement plan addressing schoolwide factors, school organization, teacher and leader effectiveness, curriculum and instruction, student academic and social support services, family engagement, and governance policies.

Unlike H.R. 5, this substitute improves current law by eliminating the one-size-fits-all approach to school improvement and the prescriptive timelines and including a flexible, targeted, and differentiated approach to improvement that is tied to the specific needs of the school. It also supports districts in using improvement indicators (including indicators of student engagement, student advancement, educator quality, and academic learning) rather than just test scores to measure the progress of schools in improvement.

Additionally, this substitute restores provisions eliminated by H.R. 5 to ensure that schools not making performance targets are expected to improve the achievement of their students. The substitute contains additional requirements that the lowest performing schools take significant steps to improve their achievement by addressing schoolwide factors, school organization, teacher and leader effectiveness, curriculum and instruction, student academic and social support services, family engagement, and governance policies.

As states implement new standards, assessments, accountability, and teacher and principal evaluation systems, they will inevitably encounter unforeseen challenges and obstacles. The Democratic substitute provides flexibility to states as they make this transition while still holding them accountable for timely implementation.

Students with disabilities

The Democratic substitute ensures students with disabilities are held to high standards and are included in accountability systems. It permits states to establish alternate assessments aligned with alternate achievement standards for students with the most significant cognitive disabilities. When including these students in calculations for accountability, LEAs and States may include their scores for up to one percent of all students. The substitute also requires States to establish guidelines for Individualized Education Program (IEP) teams in determining whether students should be assessed on alternate achievement standards. The amendment eliminates the use of alternate assessments aligned to modified achievement standards aligned with the implementation of new high-quality assessments.

Unlike H.R. 5, this substitute improves current law by requiring not only that alternate assessments meet the high-quality criteria of the regular assessments, but also that it incorporate principals of universal design for learning and measure, at a minimum, on grade-level proficiency. The substitute requires that the alternate achievement standards be vertically aligned to ensure students achieving proficiency can access college and careers. It improves the guidelines for IEP teams by ensuring students have access to the general education curriculum and that placement in alternate assessments do not influence placement in the least restrictive environment. The Democratic substitute to H.R. 5 also lowers the maximum n-size for accountability purposes to 15 students, ensur-

ing more students with disabilities are actually included in state accountability systems.

Additionally, this substitute seeks to curb over-classification by codifying the one percent cap on reporting as-proficient students assessed using alternate assessments based on alternate achievement standards for accountability, does not allow widespread application of alternative assessments based on alternate achievement standards, and eliminates use of the two percent cap. These crucial steps are strongly supported by the disabilities community and will ensure all students with disabilities are included in accountability systems and that there is not an incentive to increase referrals to special education. This cap was eliminated by H.R. 5.

English learners

The Democratic substitute requires States establish English language proficiency standards, assessments, and targets to ensure all students are achieving English language proficiency. It also requires States establish native language assessments when States have at least 10,000 students or 25 percent of students who speak the same native language.

Unlike H.R. 5, this improves current law by moving English language proficiency targets into Title I, part A to increase the coordination in accountability systems and establishing parameters for native language assessments so that students are fairly assessed in a manner that helps them best demonstrate their knowledge. The substitute also restores English language proficiency targets which were eliminated by H.R. 5.

Additionally, the Democratic substitute maintains essential supports for this vulnerable population of students by extending program authorizations for Title III of ESEA. This stands in stark contrast to H.R. 5 which substantially diminishes guaranteed supports for the English learner population by repealing Title III and instead utilizing a minimal reservation within Title I. Not only does the mandatory reservation within a post-sequester Title I not provide adequate support for this growing population of students, it also sends a signal to states and school districts that quality education supports for English learners is not a high priority.

Reporting

Quality and transparent reporting is essential to ensure parents, schools, and districts have access to critical information to help improve student achievement. The Democratic substitute meets this important need by requiring States and LEAs have district report cards that present information in the aggregate, disaggregated, and cross-tabulated on student achievement, student growth, graduation rates, and improvement indicators (including indicators of student engagement, student advancement, educator quality, and academic learning). The report cards also include information on alternate assessments, information on English language proficiency, teacher qualifications, teacher effectiveness, and per-pupil expenditures (that are determined using actual teacher salaries).

Unlike H.R. 5, these provisions improve current law by including cross-tabulation, student growth, and information performance on alternate assessments, appropriately defining the 4-year adjusted

cohort graduation rate and the cumulative rate, and using actual teacher salaries to determine per-pupil expenditures.

Fiscal responsibility, "flexibility,"and protecting civil rights

The Democratic substitute reinstates support for special populations of students by restoring separate and dedicated funding streams for migrant students, neglected and delinquent students, English learners, rural students, and Indian students. It eliminates the Republican funding "flexibility" provisions that do more to undermine accountability and student achievement than they do to provide needed flexibility, allowing funding from these programs to be spent in other areas rather than on services to the population of students for which it is intended.

The Democratic substitute also restores fiscal responsibility, which was eliminated by H.R. 5. The Democratic substitute restores maintenance of effort provisions in Title I to ensure continued State and local funding for education. It also eliminates the new burdensome provisions on equitable participation of private school students added by H.R. 5.

Effective teachers and leaders

Research is clear that the most important factor in the education of a child is his or her teacher, followed closely behind by the principal. NCLB, for the first time, addressed issues of teacher quality, with the goal of ensuring that teachers meet minimum standards before entering the classroom. Much has been learned about teacher quality since NCLB was signed into law. Though today the national debate centers on teacher and school leader effectiveness and outputs, 10 years ago the data capacity did not even exist to have those conversations. Committee Democrats believe that the reauthorization of NCLB must build on what we have learned about teachers and leaders over the last 10 years and utilize the advancements made on data capacity and the state, district and school level to improve teaching and learning.

The Democratic substitute supports teacher and principal evaluation systems to ensure teachers and leaders are receiving quality evaluations that integrate targeted support and opportunities to improve. Committee Democrats believe that teacher evaluation systems should be developed with teachers and school leaders, protect collective bargaining rights, protect the privacy of teachers, and include multiple measures of student achievement and classroom practice. Teacher evaluation is also part of the Administration's NCLB waiver package that 11 states are implementing and for which another 26 states have applied.

The Democratic substitute also requires local education agencies to develop and implement an assessment of educator supports and working conditions to ensure teachers and school leaders are given the best opportunity to succeed with students. The assessment would evaluate educator supports, such as access to quality professional development and instructional materials, timely access to data, professional growth opportunities, and strong instructional leadership. It would also evaluate working conditions such as school climate, safety, and opportunities to collaborate. Districts would need to develop a plan to address shortfalls and annually re-

port on that plan. Additionally, the assessment and corresponding plan would be developed with teachers and school leaders.

The Democratic substitute puts the needs of students first by requiring states and districts to address the equitable distribution of effective teachers and school leaders to ensure they reach the students that need them the most. States and districts would be required to develop and implement a plan to ensure students are taught and schools are led by effective teachers and school leaders at equal rates across a district.

The Democratic substitute also restores Title II of the Higher Education Act. Committee Democrats update the program to ensure that teachers are prepared to teach students to new college and career ready standards. Committee Democrats also requires states to establish a data system link between districts and pre-service programs to support data sharing. Such a link would have provided aggregated student performance information back to schools of education and other pre-service programs to support their improvement.

Eliminating the block grant in H.R. 5

The Democratic substitute amendment restores fiscal responsibility and support for essential student services by eliminating the Republican block grant and providing for six dedicated funding streams for consolidated programs, including: 21st Century Community Learning Partnerships, the Charter School Program, non-academic support services to students, literacy programs, STEM programs, and funding for a well-rounded education.

21st Century community learning partnerships

The Democratic substitute addresses the need of districts, schools, and students by improving the 21st Century Community Learning Centers program and providing formula funding to states, and competitive grants to partnerships of local educational agencies and community-based organizations, to support before-, after- and summer school programs, as well as expanded learning time opportunities. Committee Democrats firmly believe that decisions should be made at the local level on whether to use the funds for before-, after- or summer school programs, or expanded learning time activities based on an assessment of needs in the schools that would be served. The need to engage and support more students is urgent. Now more than ever, we need to be providing students with additional learning time to achieve a high-quality education and skills that meet the needs of the 21st Century.

Ensuring high-quality charter schools

The Democratic substitute seeks to reauthorize the Charter School Program and prioritize quality authorizing and operational standards for all public charter schools receiving federal funds.

Like H.R. 5, the proposal for reauthorization of the Charter School Program would streamline the program by awarding one grant per state to support the opening, replication, and expansion of quality charter schools, allowing states to subgrant to local educational agencies and developers within the state. Both H.R. 5 and the Democratic substitute seek to ensure charter schools serve stu-

dents with disabilities, English language learners, and other underserved students.

The Democratic substitute seeks to reward innovation and results by increasing the amount of funds available for national activities grants, awarded directly from the Secretary to eligible applicants, but in recognition of systemic improvements does not allow the state's governor to act as an autonomous charter authorizer in receipt of federal CSP funds.

Unlike H.R. 5, the Democratic substitutes improves upon the bipartisan CSP proposal to prioritize charter school quality over charter school quantity by maintaining the five year grant cycle while providing flexibility for local use of CSP funds, introducing a strong program evaluation, and defining high-quality charter schools as those schools best serving the academic needs of students as delineated in Title I. Additionally, the Democratic substitute amends Title I to include nationally-recognized quality authorizing standards in the state plan. Supported by the National Association of Charter School Authorizers, inclusion of quality standards will ensure that all states supporting public charter schools are utilizing best practices around charter school performance and accountability and making that information available in a transparent and understandable format.

Social and emotional supports for students

The Democratic substitute to H.R. 5 ensured that schools would have the funds necessary to support key wrap-around services necessary for students to succeed in school. The Democratic substitute amendment provides formula funding to states, and competitive grants to local educational agencies to support programs and services to address school safety, the prevalence of substance abuse, the unmet needs of youth in danger of juvenile delinquency and gang activity, the need for specialized instructional support personnel, and the prevalence of student health needs (including mental health and nutrition). The Democratic substitute recognizes that if States and local educational agencies are to be held accountable for student achievement, they must also have access to a dedicated funding stream to address the non-academic needs of students. Lastly, because a safe and inclusive learning environment is essential to academic success of all students, the Democratic substitute contains dedicated supports to curb bullying and harassment, including such activities negatively affecting lesbian, gay, bisexual, and transgender students.

Support for a well-rounded education

The Democratic substitute supports a well-rounded education for students, ensuring that students have access to high-quality literacy and STEM curriculum, including a STEAM curriculum, as well as highly skilled teachers to implement that curriculum. Committee Democrats believe it is unacceptable that American fifteen-year-olds rank fourteenth among developed nations in reading, lagging behind such countries as Poland, Iceland, and Estonia.[10] The Democratic substitute recognizes that reading and writing are ab-

[10] *http://nationsreportcard.gov/reading_2009* (accessed March 1, 2011).

solutely critical to a student's education, and to the nation's economy. The substitute provides funds to implement state literacy plans and provides support for professional development, curriculum, assessments and other academic supports for districts and schools.

Concern about America's ability to be competitive in the global economy has also led to a number of calls to action to strengthen the STEM pipeline. The Democratic substitute answers that call and focuses on graduating students prepared for college and careers in STEM occupations. The Democratic substitute recognizes the enormous need for STEM education in this country and creates a comprehensive program for STEM education from birth through grade 12. Schools could implement STEM programs, develop curriculum, or assessments, or professional development activities for science, technology, engineering, and math, including other subjects that build on or are integrated with these subjects, such as statistics, computer science, environmental science, and the arts and design.

In 2007, about 20 percent of all public middle and high school mathematics and science teachers were novice teachers. Novice STEM teachers disproportionately teach in high-minority schools: 22 percent of mathematics teachers and 25 percent of science teachers were novices, compared with 13 percent and 15 percent in low-minority schools.[11] The Democratic substitute addresses this inequality by creating a one-time STEM Master Teacher Corps that will attract, improve, and retain teachers who teach STEM subjects in high-need schools.

The Democratic substitute provides support beyond literacy and STEM so that students have access to diverse subject areas including American History, Civics, Geography, Economics, Entrepreneurship, Financial Literacy, Foreign Languages, Arts education, and Javits Gifted and Talented programs.

Committee Democrats also recognize that it is hard for states and districts to compete for numerous small pots of funding so the Democratic substitute allows for consolidated applications to reduce administrative burden and bureaucracy. The Democratic substitute also provides funds for a national competition for nonprofit organizations with demonstrated expertise in specific content areas, such as the National Writing Project, Ready to Learn, Reach Out and Read, and others. These funds would be used for professional development, curriculum, assessments, and other important academic supports.

The Democratic substitute also provides significant support for states, districts, and schools to leverage technology to improve student learning. Dedicated funding would support building the technological infrastructure schools need to offer a 21st century education, including hardware, devices, software, and improving connectivity to and within buildings. Funds would also be dedicated to improving the capacity and skills of educators to use that technology to improve student achievement.

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[11] *http://www.nsf.gov/statistics/seind12/pdf/c01.pdf.*

Protecting the rights and well-being of students

Unlike H.R. 5 the Democratic substitute contains provisions to ensure student and staff safety in a number of areas critical to a safe learning environment and academic success of all students.

Recognizing the overreliance on the use of seclusion and restraint as disciplinary measure that result in detrimental impact on student learning, the Democratic substitute protects all children nationwide from restraint and seclusion. Inclusion of these provisions recognizes that all students have the right to be free from physical or mental abuse and aversive behavioral interventions that compromise health and safety. The substitute makes clear that restraint and seclusion must only be used in emergencies threatening physical safety and are never a substitute for appropriate educational or behavioral support. Fewer than half of all states lack these vital protections for all children. Unlike H.R. 5, the Democratic substitute requires prompt parental notification when seclusion and/or restraint is utilized and bans the use of dangerous mechanical and chemical restraints. The substitute requires use of evidence-based, positive and preventative strategies to promote a positive school culture and climate and keep all students, including students with the most complex and intensive behavioral needs, and school personnel safe. Additionally, the substitute seeks to ensure that staff are properly trained in evidence-based methods to minimize the use of restraint and seclusion and to better protect students and staff.

Unlike H.R. 5, the Democratic substitute seeks to amend ESEA by requiring comprehensive, consistent, and regular criminal and child abuse background checks for all public school employees, contractors and applicants for those positions if they include access to children. The substitute prohibits such staff from working in public schools if they have been convicted of specified violent or sexual felonies or any violent or sexual crime against children.

Additionally, the Democratic substitute seeks to protect the rights of all students, including lesbian, gay, bisexual, and transgender students to a safe, quality education free from harmful bullying and harassment. Through inclusion of the Student Non Discrimination Act, the Democratic substitute adds sexual orientation and gender identity to the list of classifications utilized to define harassment and extends the civil rights and protections afforded to other student subgroups to LGBT students because all students deserve to learn in a safe and harassment-free learning environment.

Improving homeless education

While H.R. 5 makes some improvements to the McKinney-Vento program for the education of homeless children and youth, the Republican-proposed program authorization is $9 million below current authorization, despite a 57 percent increase in homeless students since 2009. Currently, McKinney-Vento reaches less than one in five local educational agencies. Unlike H.R. 5, the Democratic substitute authorizes the program at a level reflective of real need and in recognition of economic hardship.

The Democratic substitute also authorizes a new emergency grant program within McKinney-Vento to assist local educational

agencies experiencing an increase in homelessness in the aftermath of natural disasters such as Super storm Sandy or Hurricane Katrina. Additionally, the substitute gives local educational agencies the flexibility to equitably serve homeless children and youth by making clear that Title I funds can be expended to transport homeless children and youth to and from their school-of-origin.

Support for Democratic Principles

The Democratic substitute received broad support from the education, civil rights, disability, and business communities. The following organizations submitted a letter in support of the approach of the Democratic substitute: the Education Trust, the Leadership Conference on Civil and Human Rights, the National Center for Learning Disabilities, National Disability Rights Network, the Alliance for Excellent Education, the American Association of University Women, the Center for American Progress Action Fund, the Council of Parent Attorneys and Advocates, Inc., Democrats for Education Reform, the Disability Rights Education and Defense Fund, Consortium on Citizens with Disabilities, Autism National Committee, NAACP Legal Defense and Education Fund, National Association of Councils on Developmental Disabilities, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Directors of Special Education, National Association of School Psychologists, Reach Out and Read, and The Arc.

Groups supporting substantial portions of the bill included the U.S. Chamber of Commerce, Action to Keep Students Safe, Americans for the Arts, American Association for Colleges of Teacher Education, Association of University Centers on Disabilities, Brain Injury Association of America, the Collaborative for Building After-School Systems, Consortium for School Networking, Council for Exceptional Children, Families Against Restraint and Seclusion, Grantmakers in the Arts, International Reading Association, International Society for Technology in Education, the Knowledge Alliance, KnowledgeWorks, NAMM, the National Education Association, Performing Arts Alliance, The Grimes Reading Institution, The School Superintendents Association (AASA), State Educational Technology Directors Association, the STEM Education Coalition, the Software and Information Industry Association, Youth Advocate Programs, Inc., Association of Performing Arts Presenters, American Composers Forum, Chorus America, Dance/USA, Fractured Atlas, League of American Orchestras, Learning Disabilities Association of America, National Alliance for Musical Theatre, National Council of Teachers of English, National Writing Project, Nemours, OPERA America, the PACER Center, Reading Recovery Council of North America, SEDL, and Theatre Communications Group.

Conclusion

Currently, only about 70 percent of students will graduate from high school. Only about half of those students who graduate are academically prepared for college, and one-third of students who enter college need remediation. This remediation costs the country

over $3 billion per year.[12] To be competitive as individuals and as a nation, students must be prepared for the workforce of the 21st century. Today's students will not only be competing with their neighbors for jobs; they will be competing with workers and entrepreneurs from all over the world. It is time for federal policy to support state efforts to meet that growing challenge.

H.R. 5 fails to help our students meet this challenge. First and foremost, the Republican bill abandons the civil rights and equity gains made for children over the last 10 years under NCLB. H.R. 5 eliminates federal guardrails that ensure that schools are held accountable for the achievement of all students. Under the Republican bill, there would be no accountability for the number of students that graduate from high school, no transparency in how schools are evaluated, and no expectation for them to improve student achievement. The bill removes students with disabilities from the accountability system by allowing all students with disabilities to be taught to different and lower standards than the rest of the student body. H.R. 5 undermines support and accountability for low-income students, English learners, migrant students, Indian students, and neglected and delinquent students by creating a block-grant under Title I and removing requirements to improve achievement for English learners. It additionally undermines accountability to taxpayers by removing Maintenance of Effort requirements that ensure states and districts maintain their share of funding in order to receive federal funds. H.R. 5 ignores the needs of teachers, students, schools and communities. The bill fails to provide support and professional development activities to teachers and principals. H.R. 5 also disregards important research on the need for targeted services to students for specific subject matter and for other non-academic needs.

During consideration of H.R. 5 on June 19, 2013, Committee Democrats proposed to move the country's education system forward by offering a substitute amendment aimed at helping every student, regardless of their background, graduate from high school prepared to succeed in college or the workforce. The Democratic substitute offers real flexibility for States, districts, and schools while maintaining critical provisions and programs that support students, teachers, and principals in their efforts to improve learning.

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[12] Amos, J. (August 2008). *Dropouts, Diplomas, and Dollars: U.S. High Schools and the Nation's Economy. Alliance for Excellent Education.*

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