

**Evaluations Included in the Improving
America's Schools Act of 1994**

Title I--Helping Disadvantaged Children Meet High Standards

Part A--Title I

SEC. 1124. Basic Grants to Local Educational Agencies (pg.H 10022)

Study (conducted by the National Academy of Sciences) to produce intercensal poverty data for small geographic areas and certain age cohorts being developed by the Bureau of the Census.

The Secretary shall contract with the NAS within 30 days after enactment. The NAS shall submit an interim report not later than 18 months from the date of contract award, and subsequent reports every 18 months thereafter. A final report is due not later than December 31, 1998.

Part B--Even Start

SEC. 1209. Evaluation (pg.H 10026)

Independent evaluation of programs assisted under Part B (Even Start) to determine the performance and effectiveness of Even Start programs; and to identify effective Even Start programs that can be duplicated and used in providing t.a. (The evaluation will be supported with funds, totalling up to 3 percent of the Even Start appropriation for evaluation and technical assistance.)

Part C--Education of Migratory Children

SEC. 1308. Coordination of Migrant Educational Activities (pg.H 10028)

(b)(2) Report to Congress due April 30, 1995, providing findings of the study done on record transfer between states and between local schools regarding migrant students; and also to provide recommendations for interim measures.

Part E--Federal Evaluations, Demonstrations and Transition Projects

SEC. 1501. Evaluations (pg.H 10031)

(a)(2) National Assessment of Title I. Interim report due by January 1, 1996. Final report due January 1, 1998. It shall examine how well schools, local educational agencies, and States are--

(A) progressing toward the goal of all children served under this title reaching the States' challenging content and student performance standards; and

(B) accomplishing the purpose set forth in section 1001(d) to achieve the goal..., including--

(i) ensuring challenging state content standards and challenging state student performance standards for all children served under this title and aligning the efforts of states, local educational agencies, and schools to help such children reach such standards;

(ii) providing children served under this title an enriched and accelerated educational program through school-wide programs or through additional services that increase the amount and quality of instructional time that such children receive;

(iii) promoting school-wide reform and access for all children served under this title to effective instructional strategies and challenging academic content;

(iv) significantly upgrading the quality of the curriculum and instruction by providing staff in participating schools with substantial opportunities for professional development;

(v) using and evaluating the usefulness of opportunity-to-learn standards or strategies in improving learning in schools receiving assistance under this part;

(vi) coordinating services provided under all parts of this title with each other, with other educational and pupil services, including preschool services, and, to the extent feasible, with health and social service programs funded from other sources;

(vii) affording parents of children served under this title meaningful opportunities to participate in the education of their children at home and at school, such as the provision of family literacy services;

(viii) distributing resources to areas where needs are greatest;

(ix) improving accountability, as well as teaching and learning, by making assessments under this title congruent with state assessment systems; and

(x) providing greater decision-making authority and flexibility to schools in exchange for greater responsibility for student performance.

(b) Report re: how schoolwide programs are meeting the needs of children from migratory families. **Report due December 31, 1997.**

(c) National Evaluation of Part A of Title I (Longitudinal Study). **Report due January 1, 1996 and January 1, 1998.**

- (e) Parental Involvement, Study, Report and Dissemination. (OERI) Study due December 31, 1996.

SEC. 1502. Demonstrations of Innovative Practices (pg.H 10032)

- (a)(2) Evaluation of demonstration projects designed to help disadvantaged children meet rigorous state and local standards. (Not Funded)

SEC. 1503. Innovative Elementary School Transition Projects (pg.H 10032)

- (d)(4) Evaluation of innovative transition projects in elementary schools--to be conducted jointly with HHS. (Not Funded)

TITLE II--Eisenhower Professional Development Program

Part A--Federal Activities

SEC. 2101, and SEC. 2102.

- (a)(3) Authority to evaluate federal, state and local, and demonstration programs funded under Parts A, B and C of the Eisenhower Professional Development Program (in accordance w/section 14701).

Part D--General Provisions

SEC. 2401. Reporting and Accountability(pg.H 10040)

- (c) Federal Evaluation.--report to the President and Congress on the effectiveness of Eisenhower programs and activities based on performance indicators (in accordance w/section 14701).

TITLE III--Technology for Education

Part A--Technology for Education of All Students

SEC. 3123. Study, Evaluation and Report of Funding Alternatives. (pg.H 10042)

Report to Congress due one year after enactment.

The Office of Educational Technology shall conduct a study to evaluate the feasibility of several alternative models for providing sustained and adequate funding so that schools throughout the country are able to acquire and maintain technology-enhanced curriculum, instruction, and administrative support resources and services.

SEC. 3137. Federal Administration. (pg.H 10044)

- (a) Evaluation Procedures.--The Secretary shall develop procedures for State and local evaluations of school technology resources and (b) submit to Congress a summary of the State evaluations of programs, four years after enactment (in accordance

w/section 14701).

Part B--Star Schools Program

SEC. 3207. Leadership and Evaluation Activities. (pg.H 10046)

- (c) (2) **Evaluation.**--Funds reserved for evaluation activities under subsection(a) may be used to conduct independent evaluations of the activities assisted under this part and of distance learning in general, including--(A) analyses of distance learning efforts, including such efforts that are assisted under this part and such efforts that are not assisted under this part; and (B) comparisons of the effects, including student outcomes, of different technologies in distance learning efforts.

Part C--Ready-To-Learn Television

SEC. 3305. Reports and Evaluations. (pg.H 10048)

- (b) **Report to Congress, due twice annually, to include--**
- (1) a summary of grantee reports regarding educational programming
 - (2) a description of the training materials regarding educational programming, how parents and child care providers have been informed of the availability of such materials, and how these materials have been distributed.

Part E--Elementary Mathematics and Science Equipment Program

SEC. 3508. Federal Administration. (pg.H 10049)

- (b) **Report to Congress due each year regarding the elementary mathematics and science equipment program (in accordance w/section 14701).**

TITLE IV--Safe and Drug-Free Schools and Communities

Part A--State Grants for Drug and Violence Prevention Programs

Subpart 1--State Grants for Drug and Violence Prevention Programs

SEC. 4117. Evaluation and Reporting. (pg.H 10053)

(a) **National Impact Evaluation.--**

- (1) **Biennial Evaluation.**--The Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy; and the Attorney General, shall conduct an independent biennial evaluation of the national impact of programs assisted under this subpart and of other recent and new initiatives to combat violence in schools and submit a report of the findings to the President and the Congress.

Subpart 2--National Programs

SEC. 4121. Federal Activities. (pg.H 10053)

- (a) (2) demonstrations and rigorous evaluations of innovative approaches to drug and violence prevention;

- (5) program evaluations (in accordance with section 14701) that addresses issues not addressed under section 4117(a).

SEC. 4123. Hate Crime Prevention. (pg.H 10053)

- (d) **Reports**—every two years to Congress containing a detailed statement regarding grants and awards, activities of grant recipients, and an evaluation of hate-crime prevention programs, established under this section.

TITLE V--Promoting Equity

Part A--Magnet Schools Assistance

SEC. 5112. Evaluations. (pg.H 10055)

- (a) **Reservations.**—The Secretary may reserve not more than two percent of the funds appropriated under section 5113(a) for any fiscal year to carry out evaluations of projects 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 quality education;
 - (3) the extent to which magnet school programs lead to the elimination, reduction, or prevention of minority group isolation in elementary 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.

Part B--Women's Educational Equity

SEC. 5207. Administration. (pg.H 10057)

- (a) **Evaluation and Dissemination.**—The Secretary shall evaluate (in accordance with section 14701), and disseminate, materials and programs developed under this part and shall report to the Congress regarding such evaluation materials and programs not later than January 1, 1998.

Part C--Assistance to Address School Dropout Problems

SEC. 5303. Grants to Local Educational Agencies. (pg.H 10057)

- (a) **Allotment to Categories of Local Educational Agencies.**—For any fiscal year, the Secretary shall first reserve not more than \$2,000,000 for evaluating programs to address school dropout problems.

SEC. 5307. Authorization of Appropriations. (pg.H 10058)

- (a) **Annual Reports.**--By January 1 of each year, beginning with January 1, 1995, the Secretary shall submit to Congress a report detailing the progress of the Commissioner of Education Statistics to implement a definition and data collection process for schools, including statistical information for the number and percentage of elementary and secondary school students by gender, race, and ethnic origin who drop out each year, including dropouts--
- (1) throughout the Nation by rural and urban location; and
 - (2) in each of the individual States and the District of Columbia.
- (b) **Recommendations.**--The report shall also contain recommendations on ways in which the Federal Government, States and localities can further support the implementation of an effective methodology to accurately measure school dropout and retention rates on the national, State, and local levels.

TITLE VI--Innovative Education Program Strategies

Includes no evaluations

TITLE VII--Bilingual Education, Language Enhancement, and Language Acquisition Programs

Part A--Bilingual Education

Subpart 2--Research, Evaluation, and Dissemination.

SEC. 7132. The Secretary shall conduct data collection, dissemination and ongoing program evaluation activities through OBEMLA

Part D--Administration

SEC. 7405. Coordinations and Reporting Requirements. (pg.H 10068-9)

- (d) The Director of bilingual Education will report, no later than February 1 every other year, to the Secretary and the House Committee on Education and Labor on:
- (1) effectiveness of activities carried out under Title VII;
 - (2) a critical synthesis of data reported by states re: activities conducted under the state grant program;
 - (3) an estimate of the number of certified bilingual education personnel in the field and an estimate of the number that will be needed in succeeding fiscal years;
 - (4) major findings of research carried out under Title VII; and
 - (5) recommendations for further developing the capacity of schools to educate effectively limited English proficient students

TITLE VIII--Impact Aid

Includes no evaluations

TITLE IX--Indian, Native Hawaiian, and Alaska Native Education

Part A--Indian Education

Subpart 1--Formula Grants to Local Educational Agencies

SEC. 9116. Student Eligibility Forms. (pg.H 10077)

(f) Monitoring and Evaluation Review.--

- (1) In General.-- (A) For each fiscal year, in order to obtain the necessary information 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 shall take into account size of the local educational agency and the geographic location of such agency.

Subpart 2--Special Programs and Projects to Improve Educational Opportunities for Indian Children

SEC. 9124. Gifted and Talented. Activities include the establishment of two centers for gifted and talented Indian students at tribally controlled community colleges and support for demonstration projects. (pg.H 10080)

- (7) Evaluation Costs--to be divided between Bureau schools conducting such activities and the recipients of grants or contracts under subsection (b) who conduct demonstration projects under such subsection.
- (B) 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), then the Secretary shall make such grants, or contracts, as are necessary to provide for the evaluations, technical assistance, and coordination of such activities, and the dissemination of the evaluations.

Subpart 3--Special Programs Relating to Adult Education

SEC. 9131. Improvement of Educational Opportunities for Adult Indians. (pg.H 10080)

- (c) Information and Evaluation.--The Secretary may make grants to, and contracts with, public agencies and institutions and Indian tribes, institutions, and organizations for--
- (2) the evaluation of federally assisted programs in which Indian adults may participate to determine the effectiveness of the programs.

Subpart 4--National Research Activities

SEC. 9141. National Activities. (pg.H 10081)

- (a) Authorized Activities.--The Secretary may use funds to--
 - (2) evaluate federally assisted educational programs from which Indian children and adults may benefit;
- (c) Coordination.-- Research activities supported under this section shall be carried out under cooperation with OERI, and may include collaborative activities, which are jointly funded by OERI and OIE.

TITLE X--Programs of National Significance

Part A--Fund for the Improvement of Education

SEC. 10101. Fund for the Improvement of Education. (pg.H 10085)

(b) Uses of Funds.--

- (I) studies and evaluations of various education reform strategies and innovations being pursued by the Federal Government, States, and local educational agencies.

SEC. 10102. Elementary School Counseling Demonstration. (pg.H 10086)

(c) Use of Funds.--

- (J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section.

Part B--Gifted and Talented Children

SEC. 10206. General Provisions. (pg.H 10089)

(b) Review, Dissemination, and Evaluation.--The Secretary

shall--(3) evaluate the effectiveness of programs under this part (in accordance with section 14701), both 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 no later than January 1, 1998.

Part C--Public Charter Schools

SEC. 10305. National Activities. (pg.H 10091)

The Secretary may reserve **not more than ten percent** of the funds available to carry out this part for any fiscal year for--peer review, dissemination and (2) an evaluation of the impact of charter schools on student achievement, including those assisted under this part;

Part F--Civic Education

SEC. 10603. Report: Authorization of Appropriations. (pg.H 10094)

- (a) Report.--The Secretary shall report, on a biennial basis to the House Committee on Education and Labor and to the Senate Committee on Labor and Human Resources regarding the distribution and use of funds authorized under this part for civic education.

Part K--National Writing Project

SEC. 10992. National Writing Project. (pg.H 10099)

(g) Evaluation.--

- (1) In General.-- The Secretary shall conduct an independent evaluation by grant or contract of the teacher training programs administered pursuant to this Act (in accordance with section 14701). 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 the Congress.**

TITLE XI--Coordinated Services

SEC. 11007. Federal Agency Coordination. (pg.H 10101)

- (a) Agency Coordination.--The Secretaries of Education, Health and Human Services, Labor, Housing and Urban Development, Treasury, and Agriculture, and the Attorney General shall review the programs administered by their agencies to identify barriers to service coordination.
- (b) **Report to Congress.**--Such Secretaries and the Attorney General shall submit jointly a report to the Congress **not later than two years after the enactment of the Improving America's Schools Act of 1994**, based on the review required under subsection(a) recommending legislative and regulatory action to address such barriers, and during the time preceding the submission of such report, shall use waiver authorities under this and other Acts to address such barriers.

TITLE XII--School Facilities Infrastructure Improvement Act

SEC. 12011. Federal Assessment. (pg.H 10102)

The Secretary shall reserve **not more than 1 percent** of funds appropriated for each fiscal year under section 12013--

- (1) to collect such data as the Secretary determines necessary at the school, local, and State levels; and (2) to conduct studies and evaluations, including national studies and evaluations, in order to--(A) monitor the progress of projects supported with funds under this title; and(B) evaluate the state of United States public elementary and secondary school libraries, media centers, and facilities; and (3) to report to the Congress by July 1, 1997, regarding the findings of the studies and evaluations described in paragraph(2).

TITLE XIII--Support and Assistance Programs to Improve Education

Part A--Comprehensive Regional Assistance Centers

SEC. 13101. Program Authorized. (pg.H 10103)

- (c) **Accountability.**--To ensure the quality and effectiveness of the networked system of comprehensive technical assistance centers, the Secretary shall--(2) conduct surveys every two years of populations to be served to determine if such populations are satisfied with the access to and quality of such services.

Part C--Eisenhower Regional Mathematics and Science Education Consortia
SEC. 13306. Evaluation. (pg.H 10105)

- (a) **Evaluation Required.**--The Secretary, through OERI and (in accordance with section 14701), shall collect sufficient data on, and evaluate the effectiveness of, the activities of each regional consortium.
- (c) **Report.**--At the end of each grant of contract period, the Secretary shall submit to the Congress a report on the effectiveness of the programs conducted at each regional consortium.

TITLE XIV--General Provisions

Part B--Flexibility in the Use of Funds for Elementary and Secondary Education Programs
SEC. 14204. Administrative Funds Studies. (pg.H 10107)

- (a) **Federal Funds Study.**--
- (1) **In General.**--The Secretary shall conduct a study of the use of funds under this Act for the administration, by State and local educational agencies, of all covered programs, including the percentage of grant funds used for such purpose in all covered programs.
 - (3) **Federal Funds Report.**--The Secretary shall complete the study conducted under this section **not later than July 1, 1997**, and shall submit to the President and the appropriate committees of the Congress a report regarding such study **within 30 days of the completion of such study**.
 - (4) **Results.**--Based on the results of the study, the Secretary shall--
 - (A) develop a definition of what types of activities constitute the administration of programs under this Act by State and local educational agencies; and
 - (B) within one year of the completion of such study, promulgate final regulations or guidelines regarding the use of funds for administration under all programs, including the use of such funds on a consolidated basis and limitations on the amount of such funds that may be used for administration where such limitation is not otherwise specified in law.

- (b) General Administrative Funds Study and Report.--Upon the date of completion of the pilot model data system, the Secretary shall study the information obtained through the use of such data system and other relevant information, as well as any other data systems which are in use on such date that account for administrative expenses at the school, local educational agency, and State educational agency level, and shall report to the Congress not later than July 1, 1997, regarding--(1) the potential for the reduction of administrative expenses at the school, local educational agency, and State educational agency levels; the potential usefulness of such data systems to reduce such administrative expenses; (3) any other methods which may be employed by schools, local educational agencies or State educational agencies to reduce administrative expenses and maximize the use of funds for functions directly affecting student learning; and (4) if appropriate, steps which may be taken to assist schools, local educational agencies and State educational agencies to account for and reduce administrative expenses.

Part D--Waivers

SEC. 14401. Waivers of Statutory and Regulatory Requirements. (pg.H 10109)

(e) Reports.--

- (4) Report to Congress.--Beginning in fiscal year 1997 and each subsequent year, the Secretary shall submit to the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources a report--
- (A) summarizing the uses of waivers by State educational agencies, local educational agencies, Indian tribes, and schools; and
- (B) describing whether such waivers--(i) increased the quality of instruction to students; or improved the academic performance of students.

Part G--Evaluations

SEC. 14701. Evaluations. (pg.H 10111)

(a) Evaluations.--

- (1) In General.--Except as provided in paragraph(2), the Secretary is authorized to reserve not more than 0.50 percent of the amount appropriated to carry out each program authorized under this Act--
- (A) to carry out comprehensive evaluations of categorical programs and demonstration projects, and studies of program effectiveness, under this Act, and the administrative impact of such programs on schools and local educational agencies in accordance with subsection(b);
- (B) to evaluate the aggregate short- and long-term effects and cost efficiencies across Federal programs under this Act and related Federal preschool, elementary and secondary programs under other Federal law; and

- (C) to strengthen the usefulness of grant recipient evaluations for continuous program progress through improving the quality, timeliness, efficiency, and utilization of program information on program performance.

(b) National Evaluations.--

- (1) In General.--The Secretary shall use the funds made available under subsection(a) to carry out--

- (C) a study of the waivers granted under section 14401, which shall include [among other things]--
- (ii) an analysis of the effect of waivers on categorical program requirements and other flexibility provisions in this Act, the School-to-Work Opportunities Act of 1994, and the Goals 2000: Educate America Act, on improvement in educational achievement of participating students and on school and local educational agency administrative responsibilities, structure, and resources based on an appropriate sample of State educational agencies, local educational agencies, schools, and tribes receiving waivers.

- (3) Report.--The Secretary shall submit a final report on the evaluation described in this subsection by January 1, 1998, to the House Committee on Education and Labor and to the Senate Committee on Labor and Human Resources.

TITLE II--AMENDMENTS TO THE GENERAL EDUCATION PROVISIONS ACT

Part C--Appropriations and Evaluations

SEC. 235. Biennial Evaluation Report. (pg.H 10113)

Section 425 of the Act (as redesignated by section 212(b)(1)) (20 U.S.C. 1226c) is amended as follows:

Biennial Evaluation Report

SEC. 425. Not later than March 31, 1995, and every two years after such date, the Secretary shall transmit to the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources an evaluation report on the effectiveness of applicable programs in achieving such programs' legislated intent and purposes during the two preceding fiscal years. Such report shall--

- (1) contain program profiles that include legislative citations, multi-year funding histories, and legislated purposes;

- (2) contain recent information on the progress being made toward the achievement of program objectives, including listings of program performance indicators, data from performance measurement based on the indicators, and information on the costs and benefits of the applicable programs being evaluated;
- (3) address significant program activities, such as initiatives for program improvement, regulations, and program monitoring and evaluation;
- (4) list the principle analyses and studies supporting the major conclusions in such report;
- (5) be prepared in concise summary form with necessary detailed data and appendixes, including available data to indicate the effectiveness of the programs and projects by the race, sex, disability and age of beneficiaries of such programs and projects; and
- (6) include the results of the program evaluations conducted in accordance with section 14701 of the Elementary and Secondary Education Act of 1965.

SEC. 242. Collection and Dissemination of Information. (pg.H 10115)

SEC. 422. The Secretary shall--

- (1) prepare and disseminate to State and local educational agencies and institutions information concerning applicable programs, and cooperate with other Federal officials who administer programs affecting education in disseminating information concerning such programs;
- (2) inform the public regarding federally supported education programs; and
- (3) collect data and information on applicable programs for the purpose of obtaining objective measurements of the effectiveness of such programs in achieving the intended purposes of such programs.

TITLE III--AMENDMENTS TO OTHER ACTS

Part B--Education for Homeless Children and Youth

Subtitle B--Education for Homeless Children and Youth

SEC. 724. Secretarial Responsibilities. (pg.H 10126)

- (c) Evaluation and Dissemination.--The Secretary shall conduct evaluation and dissemination 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.

- (f) Reports.--The Secretary shall prepare and submit a report to the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources on the programs and activities authorized by this subtitle by December 31, 1997, and every third year thereafter.

TITLE IV--NATIONAL EDUCATION STATISTICS

SEC. 411. National Assessment of Educational Progress. (pg.H 10145)

(f) Review of National and State Assessments.

- (1) In General.--(A) The Secretary shall provide for continuing review of the National Assessment, State assessments, and student performance levels, by one or more nationally recognized evaluation organizations, such as the National Academy of Education and the National Academy of Sciences.
- (2) Report.--The Secretary shall report to the Congress, the President, and the Nation on the findings and recommendations of such reviews.



UNITED STATES DEPARTMENT OF EDUCATION
PUBLIC AFFAIRS

**THE IMPROVING AMERICA'S SCHOOLS ACT
OF 1994**

Public Law 103-382

**The reauthorization of the Elementary
and Secondary Education Act of 1965
and related programs***

SUMMARY SHEETS

October 27, 1994

* These summaries include non-ESEA materials.

**EVALUATIONS INCLUDED IN THE IMPROVING
AMERICA'S SCHOOLS ACT OF 1994**

EVALUATION/REPORT/STUDY	DATE DUE
Title I--Helping Disadvantaged Children Meet High Standards	
Part A--NAS Study Re: Intercensal Poverty Data (pg.H 10022)	Award Contract w/in 30 days. Interim report w/in 18 months of contract. Final report due 12/31/98.
Part B--Even Start, Sec. 1209. Evaluation of Performance and Effectiveness of Even Start Programs and Identification of Effective Programs for Duplication (pg.H 10026)	No Date Given
Part C--Education of Migratory Children, Sec. 1308. Report on Record Transfers (pg.H 10028)	4/30/95
Part E--Federal Evaluations, Demonstrations and Transition Projects, Sec. 1501. Interim Report on National Assessment of Title I (pg.H 10031)	1/1/96
Final Report on National Assessment of Title I	1/1/98
Schoolwide Programs for Migratory Families	12/31/97
National Evaluation of Part A of Title I (Longitudinal Study)	1/1/96 and 1/1/98
Parental Involvement (OERI)	12/31/96
Sec. 1502. Evaluation of Demonstration Projects for Disadvantaged Children (not funded) (pg.H 10032)	No Date Given
Sec. 1503. Evaluation of Innovative Transition Programs (not funded) (pg.H 10032)	No Date Given
Title II--Dwight D. Eisenhower Professional Development Program	
Part A--Federal Activities, Sec's. 2101, 2102. Evaluation of federal, state and local, and demonstrations funded under the Eisenhower program. (pg.H 10034, 10035)	No Date Given
Part D--General Provisions, Sec. 2401. Evaluation of States' Progress towards Performance Indicators re: the Eisenhower program	No Date Given
Title III--Technology for Education	
Part A--Technology for Education of All Students, Subpart 1--National Programs for Technology in Education, Sec. 3123. Evaluation of Alternative Models for School Funding (pg.H 10042)	One year after enactment

EVALUATION/REPORT/STUDY	DATE DUE
Subpart 2--State and Local Programs for School Technology, Sec. 3137. Evaluation Summary, to Congress, of State Evaluations (pg.H 10044)	Four years after enactment
Part B--Star Schools Program, Sec. 3207. Evaluation of Activities Assisted under this part (pg.H 10046)	No Date Given
Part C--Ready-To-Learn Television, Sec. 3305. Summary of grantee reports re: educational programming, and descriptions of training materials (pg.H 10048)	Twice each year
Part E--Elementary Mathematics and Science Equipment Program, Sec. 3508. Report on Programs Assisted under Part E (pg.H 10049)	Annually
Title IV--Safe and Drug-Free Schools and Communities	
Part A--State Grants for Drug and Violence Prevention Programs, Subpart 1--State Grants for Drug and Violence Prevention Programs, Sec. 4117. Evaluation of National Impact of Assisted Programs on Violence in Schools (pg.H 10053)	Biennially
Subpart 2--Demonstrations and rigorous evaluations of innovative approaches, Sec. 4121. (pg.H 10053)	No Date Given
Subpart 2--National Programs, Sec. 4123. Report on Grants & and Evaluation of Programs on Hate Crimes (pg.H 10053)	Biennially
Title V--Promoting Equity	
Part A--Evaluation of Magnet Schools Assistance program	No Date Given
Part B--Women's Educational Equity, Sec. 5207. Evaluation of Programs on Women's Educational Equity (pg.H 10057)	1/1/98
Part C--Assistance to Address School Dropout Problems, Sec. 5307. Report on Progress of Commissioner of Education Statistics on Data Collection for Schools (pg.H 10057)	Annually, beginning 1/1/95
Title VI--Innovative Education Program Strategies	
Title VII--Bilingual Education, Language Enhancement, and Language Acquisition Programs	
Part A--Research, Evaluation and Dissemination (OBEMLA)	No Date Given
Part D--Report on the Effectiveness of activities carried out under Title VII, and other research	No later than 2/1 every other year
Title VIII--Impact Aid	
Title IX--Indian, Native Hawaiian, and Alaska Native Education	
Part A--Indian Education Monitoring and Evaluation Review--Sec. 9116 (pg.H 10077)	Annually

EVALUATION/REPORT/STUDY	DATE DUE
Part A--Evaluation of Gifted and Talented Programs--Sec. 9124 (pg.H 10080)	No Date Given
Part A--Evaluation of Programs for Indian Adults--Sec. 9131 (pg.H 10080)	No Date Given
Part A--National Research Activities (incl. federally assisted programs to benefit Indian children and adults)--Sec. 9141 (pg.H 10081)	No Date Given
Part A--Coordination of Activities w/OERI	No Date Given
Title X--Programs of National Significance	
Part A--Fund for Improvement of Education (studies and evaluations of reform strategies)--Sec. 10101 (pg.H 10085)	No Date Given
Part A--Elementary School Counseling Demonstration--Sec. 10102 (pg.H 10086)	Evaluate annually
Part B--Gifted and Talented Children, Sec. 10206. Evaluation of Effectiveness of Programs on Gifted and Talented Children (pg.H 10089)	1/1/98
Part C--Public Charter Schools, Sec. 10301. Evaluation of Public Charter Schools (pg.H 10089)	No Date Given
Part F--Civic Education, Sec. 10603. Report on Use of Funds under this Part (pg.H 10094)	Biennially
Part K--National Writing Project, Sec. 10992. Independent Evaluation of Funds Spent by National Writing Project (pg.H 10099)	No Date Given
Title XI--Coordinated Services	
Sec. 11007. Joint Report on Barriers to Service Coordination (pg.H 10101)	Two years after enactment
Title XII--School Facilities Infrastructure Improvement Act	
Sec. 12011. Evaluation of Elementary and Secondary Public School Libraries Infrastructure Projects (pg.H 10102)	7/1/97
Title XIII--Support and Assistance Programs to Improve Education	
Part A--Surveys re: Comprehensive Technical Assistance Center Services--Sec. 13306 (pg.H 10105)	Every two years
Part C--Eisenhower Regional Mathematics and Science Education Consortia, Sec. 13306. Evaluation on Activities of Regional Consortia (OERI) (pg.H 10105)	End of each grant period
Title XIV--General Provisions	

EVALUATION/REPORT/STUDY	DATE DUE
Part B--Flexibility in the Use of Funds for Elementary and Secondary Education Programs, Sec. 14204. Study of Use of Funds Under this Act (pg.H 10107)	7/1/97
Part B--Report on Above Study, submitted to Congressional committees	30 days after Study completion
Part B--Study of Pilot Model Data System	7/1/97
Part D--Waivers, Sec. 14401. Waivers Review Summary (pg.H 10109)	FY 1997 and each subsequent year
Part G--Comprehensive Evaluation Authority, Sec. 14701. (pg.H 10111)	1/1/98
Title II--Amendments to the General Education Provisions Act	
Part C--Appropriations and Evaluations, Sec. 235. Biennial Evaluation Report on Program Effectiveness (pg.H 10113)	3/31/95 and every two years after
Title III--Amendments to Other Acts	
Part B--Education for Homeless Children, Subtitle B, Sec. 724. Report on Programs for the Education of Homeless Children (pg.H 10126)	12/31/97 and every third year after
Title IV--National Education Statistics	
Sec. 411. Review of National and State Assessments (pg.H 10145)	No Date Given

5/5/93

Note to Mike Smith

Subject: Indian Education Specifications

After you left Friday's meeting on Indian Education, the Satellite Team and Core Group members went through the rest of the Indian Education Act draft specifications. We discussed your comments and a few other issues. I have listed below the points that we covered as well as the group's proposed responses to your comments.

- o Final specifications should reflect the themes of the Goals 2000 legislative proposal; for example, the specs should make a goal of the program enabling Indian students to meet the same high standards that States will expect other students to meet. Where appropriate, there should also be linkages with the Goals 2000 State plans.
- o You had a question about adding an "80/120" window to the SPPE factor in the formula in order to be consistent with Chapter 1. The group was comfortable with including an 80 percent floor, in order to boost payments to low-expenditure States, but not with adding a ceiling. We will review this again once Chapter 1 policy is clear.
- o The group agreed, prior to when you left the meeting, to accept the Satellite Team's current "10 child/50% of enrollment" eligibility requirement for the formula program but to make it apply to all LEAs (i.e., to delete the current exemptions for LEAs located on or near reservations and those located in Alaska, California, and Oklahoma).
- o The Office of Indian Education is doing an analysis of the effects that various minimum grant levels would have on the formula grant program. The Secretary, during our initial briefing, had suggested \$2,500 as the minimum grant amount below which an otherwise eligible LEA would not receive a grant. During our meeting Friday, we discussed a number of variables including the minimum number of Indian children and a minimum percentage of total enrollment. For now, we will include a minimum of \$4,000 in the specs.
- o Per Alan's comment about local evaluations in the formula grant program, a feedback mechanism should be added to

- o On page 21, you asked about the recommendation that Indian Adult Education projects require matching funds. The group decided to withdraw this recommendation because many localities would not have funding available to use as matching funds.

- o Your markup of the specs questioned the current requirement that the Secretary select the Director of OIE from a list of nominees submitted by the National Advisory Council on Indian Education (NACIE). You suggested that we modify the provision by continuing a NACIE advisory role but allowing the Secretary complete discretion in selecting a Director (i.e., allow him to select candidates that have not been nominated by the Council). This type of change would clearly make the selection process easier to administer, in addition to increasing the Secretary's discretion. We would anticipate, however, a significant political reaction because some members of the Indian community will strongly support NACIE's current role in the process. We need some more guidance on this one.

- o For the new Grants for States program, you suggest that we start with 10 States and move to 50 within 10 years. Currently, LEAs in 41 States receive formula grants. We anticipate that States would move into the program gradually, once they are ready to assume some responsibility for Indian education, with only those with major Indian populations involved initially.

We will amend the specifications to incorporate these changes. With your permission, we will put them into Departmental circulation.

Tom Corwin

cc: Jon Wade
Cathie Martin
Anne Reilly
Phil Rosenfelt

OMB STAFF COMMENTS ON THE IMPACT AID SPECIFICATIONS
(dated) 5/11/93

Principal concerns

1. New section 7. We strongly object to this proposal. When Federal discretionary resources are tight (i.e., the next 5 years), construction grants such as those proposed here should not be made. There is no reason to expect funds to be available for construction grants, disguised as "payments for capital improvements." The proposal would have to include language limiting the time period within which payments must be used (10 years) as well as language requiring any interest accrued to be used for the same purposes as the grant. Yet those very provisions run counter to the principles of good Federal cash management.

A more sensible approach would be to propose language to permit Connie Lee to guarantee construction loans for school districts (without regard to receipt of Impact Aid assistance).

2. New section 4. What is the extent of the problem this proposal is addressing: how many districts does ED expect to apply for funding, on behalf of how many military dependents? Presumably this section would only make payments on behalf of increases in "a" children (military dependents living on base).

The proposal for a new section 4 (to handle effects of defense realignments) could result in quite small additional payments to eligible districts. For example, a district qualifying with the minimum number of children (100) and the maximum payment per child (\$200) would receive only \$20,000. Should we be creating a program with such small potential grants?

Also, the language in the specs. says that the increase in a.d.a. must be "substantially the result of base consolidation or realignment activities of the DOD." What will be the test of substantial in the administration of this proposal and will that test be part of the legislative proposal? The specs. language says that a certification will be required from a base commander "that the increase is the result of defense realignment activities." That standard is considerably more stringent than "substantially the result of base consolidation or realignment activities." [Emphasis added.]

3. New section 3(d). Under current law, disabled students carry a higher weight in Impact Aid funding calculations. The specs. propose to eliminate the extra weight applied to the count of disabled students in the calculation of the regular Impact aid payment and establish a separate appropriation for those students. The specs. would establish a separate funding stream for disabled students apart from IDEA, although the same children would continue to be counted for purposes of

Part B and preschool IDEA funding. The specs. provide no justification for creating a separate payment for disabled children outside of IDEA.

Assuming there is a good rationale for a separate pot of money for disabled children in the Impact aid account, what is to be the relationship of these payments to the payments received by the LEA under IDEA? Must the additional Impact Aid payment for a disabled child be used for activities related to the child's IEP? Will the proposed statutory language speak to the connection to funds received by the LEA under IDEA?

4. Proposed section 5(d)(2). Why are the supplemental payments made for disabled students not to be taken into account in determining State aid in States determined by the Secretary to be equalized? Those payments seem no different than the regular payments under section 3(c)? The supplemental payments could be substantial and will certainly be made annually. Excluding payments for sudden increases in "a" children due to base realignment seems reasonable and as does the exclusion for payments under the new section 6. [The issue of capital improvement payments is discussed above.]

Also, the proposed language sets up an annual procedure for SEA application and approval. Do State aid formula calculations change annually (as opposed to biennially)? Do equalized States become disequalized in one year?

Other concerns

1. Proposed section 5(b)(3). The specs. do not make clear whether the provisions concerning LEA policies and procedures for payments received on behalf of children living on Indian lands applies only to the payment received under new section 3(c) or to all payments the LEA may receive on behalf of a child living on Indian lands (e.g., new supplemental payment under 3(d)).

2. Proposed section 5(e). What is the basis for setting the declining hold harmless for total "a" payments at 80 percent/then 60 percent/then 40 percent/then 0? How many districts are expected to lose funding under the proposed changes to "a" payments; how big are the losses?

3. Proposed section 8(a)(3). While straightforward in language, why is a section giving LEAs a right to a hearing required in a 1993 Impact Aid law? Instead of having a separate provision for hearings under Impact Aid, why not make GEPA Enforcement procedures applicable to Impact Aid?

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

MAY 16 1993

To: Sally Christensen
Acting Assistant Secretary for the
Office of Management and Budget, CFO

From: Mary Jean LeTendre *MJ LeTendre*
Acting Assistant Secretary for
Elementary and Secondary Education

Subject: Comments on Specifications for Reauthorization of
Education of Homeless Children and Youth Program

Count of homeless children:

Delete the reference to the Interagency Council on the Homeless conducting the count of homeless individuals. Instead, we recommend adding language under Section 722(e), "State Plan," requiring that State plans contain provisions designed to locate and identify homeless children and youth and to assess the special needs of these children.

Discussion:

Although it is difficult for the Department to aggregate data submitted by the States on the numbers of homeless children and youth, we believe it is important that States conduct needs assessments on a regular basis in order to effectively administer this program.

Authorization of Appropriations

We recommend amending Section 722(g)(2) under "Authorization of Appropriations" to raise the minimum floor for State allocations to \$100,000.

Discussion:

The State minimum was established when the program was solely one of State operation. With the additional authority for grants to local educational agencies and the increase in appropriation, the State minimum is no longer adequate. For fiscal year 1993 only eleven States will receive grants in excess of \$100,000. An increase in the minimum grant amounts would provide States more funds to award to local educational agencies for the provision of direct educational services to homeless children and youth.

UNITED STATES DEPARTMENT OF EDUCATION



MEMORANDUM

MAY 25 1993

TO : Sally H. Christensen
FROM : Alan Ginsburg *AG*
SUBJECT : Review of Legislative Specifications

We have reviewed the third set of draft legislative specs and have the following comments.

EDUCATION FOR THE HOMELESS

Section 722(d) -- Functions of the Office of Coordinator and

Section 724 -- National Responsibilities; Section 725 -- Reports

These sections still refer to data collection activities that will supposedly be coordinated by the Interagency Council on the Homeless.

- Such data collection is unlikely to occur. Mary Jean LeTendre represented ED at a recent meeting of the Council's policy group at which Secretary Shalala discouraged the notion of conducting a count of homeless children. Prior to that meeting, HHS had been taking the lead in coordinating the OMB package for a proposed survey of homeless individuals and the services they receive. At this point, it seems likely that information will be gathered on services received but that information would not be nationally representative.
- Furthermore, we reiterate our concern that the Council not be mentioned in ESEA legislation as the coordinator of a study unless the Council has been consulted and agrees to it.

Section 722(e)(9) -- State Plan (new provision)

The proposed amendment deals with the use of funds to provide transportation to school for homeless children. We believe that the amendment should include wording that allows funds to be used for transportation even to the school nearest the child's temporary place of residence if the child's safety would be jeopardized by failure to provide that transportation.

CHAPTER 1 NEGLECTED OR DELINQUENT PROGRAM

We have no comments on the specifications for this program.

FUND FOR INNOVATION IN EDUCATION

We support the proposed change to end the current fragmentation of FIE into separate specific programs in favor of authorizing the Secretary to use FIE to support programs and projects of national significance that would contribute to achievement of the National Education Goals and State and local reform.

Thank you for the opportunity to review.

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

5/24/93

NOTE TO: JOE CONATYFROM: Deb Hollinger *DH*

SUBJECT: Review of Legislative Specifications for Education of the Homeless, The Chapter 1 Neglected and Delinquent Program and the Fund for Innovation in Education

The major changes proposed for the Education of the Homeless are:

- 1) Include several language changes to strengthen the focus on services for preschool children.
- 2) Require that parental requests govern child selection unless LEAs have a reasonable basis for not acceding to such a request.
- 3) Require that transportation be provided to homeless children who attend schools more distant than the school nearest to their temporary place of residency.
- 4) Eliminate data collection requirements re: state counts of the number of homeless children and youth. Replace data collection requirements with stronger reporting requirements for biennial reports that would address non-data issues to be specified by the Secretary.

The justifications for these proposals indicate that the Department is responding to concerns raised by advocacy groups. The proposed changes do address important issues, but they significantly expand LEAs' responsibilities without any discussion of the impact of these expanded responsibilities without increased funding levels. I believe that more discussion of this nature is merited.

In addition, the justification provided for the additional reporting requirements seems weak and I would recommend that it be expanded.

The primary changes proposed for the Chapter 1 Neglected and Delinquent Program are:

- 1) Change "entitled" to "eligible." N and D would not be an entitlement program.
- 2) Specify "community day care programs" as an eligible category.
- 3) Allow "schoolwide projects."

- 4) Add a "comparability" element to the program.
- 5) Permit states to reallocate excess funds.
- 6) Require the use of multiple evaluation measures.

These proposals and their justifications all seem to be sound. The proposed changes make great strides in taking the N and D program in the same direction of the regular Chapter 1 program.

The change proposed for the Fund for Innovation in Education is to delete all of the specific authorities in order to allow the Secretary more flexibility to determine how to use the funds. This is certainly a desirable change from the Department's point of view. If it doesn't fly, however, will the Department have the opportunity to suggest what some of the specific authorities should be?



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

MAY 26 1993

MEMORANDUM

TO : Sally H. Christensen
Acting Assistant Secretary
for Office of Management and Budget

FROM : Ricky Takai *Ricky Takai*
Acting Assistant Secretary
for Vocational and Adult Education

SUBJECT: Legislative Specifications

This memorandum is a response to your request of May 19 for a review of legislative specifications for the Department's elementary and secondary education reauthorization bill.

Staff within OVAE's Division of National Programs and Division of Adult Education and Literacy have reviewed the draft specifications and have the following comments:

1. The proposal to change Adult Education for the Homeless, Section 702 of the McKinney Act from a discretionary status to a formula is based on an authorization of \$25 million. No "trigger" mechanism would be needed.
2. We recognize that an actual count of the number of homeless adults is impossible. The formula would most likely be based on a combination of lack of housing and poverty level, State-by-State. The Interagency Council on the Homeless assures us the figures are readily available from other government agencies.
3. Under the Fund for Innovation in Education specifications, consideration should be given to the criteria used to evaluate unsolicited proposals as "meritorious", and who would make the decision (page 3 - F.I.E.).
4. The legislation for the Neglected and Delinquent Programs should state in section 1242(d) that Federal funds may be used to support evaluation.

Thank you for providing us the opportunity to review the draft specs.

6/1/93

Note to Mike Smith

On May 19 M&B placed into Departmental circulation the draft legislative specifications for Education of the Homeless, the Chapter 1 Neglected and Delinquent program, and the Fund for Innovation in Education. Comments, which were due May 24, have come in from OESE, OGC, OPP, OCR, OVAE, OPRE, and OERI.

Under separate cover, Sue Betka has sent you the comments we received on FIE. Attached are the comments on the other two programs.

Offices made the following major comments on these specs:

- o For the Education of the Homeless program, the draft specs would delete the requirement for States to collect data on the number of homeless children and youth (because the State counts have not produced valid and reliable data) and would substitute, instead, a requirement for the Department to cooperate in national surveys of homeless individuals conducted by the Interagency Council on the Homeless (ICH). This change reflected the Department's earlier plan to pay for part of the cost of an ICH survey of the homeless. However, we understand that ICH is no longer likely to conduct such a survey. (See OPP comments.) I recommend that we delete this requirement and adopt OESE's suggestion to require that States undertake activities to locate and identify homeless children and to complete periodic assessments of the needs of those children.

In addition, OGC commented: (1) that the language we included on transportation of homeless children would not be sufficient to resolve problems in that area; and (2) that allowing services to be provided at sectarian facilities would raise constitutional problems. OESE asked that the minimum State grant under the Homeless Children and Youth program be increased from \$50,000 to \$100,000.

- o For the Chapter 1 N&D program, offices expressed major concern with the notion of adding a comparability requirement. Specific comments focused on: (1) the vagueness of the standard set forth (and whether that vagueness would lead to litigation); and (2) whether it would even be possible to compare N&D programs (which are often ungraded and operate for fewer hours per week) vs. LEA programs. I recommend that we drop this proposal.

We will await your guidance on these issues.

Tom Corwin



COMMENTS ON 5/10 DRAFT HOMELESS SPECIFICATIONS

From: Program Office, CEP

Proposed amendments.

Section 722(e)(9) -- that transportation be provided, as needed, to homeless children in grades K-6 who attend schools more distant than the school nearest to their temporary place of residency.

Comments: At the last meeting, when we discussed ensuring transportation for children who will be attending school more distant than the school nearest to their temporary place of residency, we thought we agreed to add.. "or who require transportation to the nearest school to ensure their safety."

We would also like to argue for requiring transportation, as needed, for all school-age children and against limiting the transportation guarantee to children in grades K-6 for the following reasons:

Why create two classes of school-age children all of whom are required to attend school under State attendance laws?

Homeless high school-age youth are more likely to drop-out of school than their peers; why make it harder for them to get to school, or punish those who are enduring in spite of the obstacles?

Because of the high drop-out rate and the difficulties encountered in counting them (high school-age youth are more likely to double-up with friends or relatives--younger homeless children more often stay with their parents), there are fewer high-school-age youth being identified and reported by States. If the numbers are not that great, the added burden may not be either.

We suspect that it is less costly to provide transportation for homeless high-school-age youth. In the inner city, bus or subway tokens are all older children need; this is not the case with younger children who even when they can take public transportation, need a parent or guardian to accompany them.

Under the current legislation, homeless children must be provided with "comparable" services, including transportation. Many States and/or LEAs are presently providing transportation for homeless children of mandatory school age (6-16). Would we now be giving the message that we don't consider it necessary or important to provide the transportation and therefore the access to school for older children? Will some SEAs or LEAs currently providing transportation for high school age youth, discontinue this practice?

What about run-a-way youth in special shelters? Many are escaping intolerable home situations of neglect and/or abuse. Whose responsibility is it to help these youth continue to have access to school?

6/14/93

Note to Mike Smith

re: Comments on specifications for cross-cutting issues

M&B circulated draft specifications for cross-cutting issues and the Chapter 1 Handicapped program on June 1, with a deadline for comments of June 7. Attached are the comments we received on the cross-cutting specs, which came in from OESE, OPRE, and OBEMLA. An additional markup copy (labeled "M&B comments") incorporates comments that I put together with my staff. In addition, I understand that OPP submitted comments to Phil Rosenfelt. You should probably provide your further guidance on these cross-cutting issues directly to Phil.

I believe that Carol Cichowski will be sending you a note shortly regarding the comments and recent developments on Chapter 1 Handicapped.

TCW
Tom Corwin

Attachments

cc: Phil Rosenthal

(Attachments thrown out)

ADDITIONAL OMB STAFF COMMENTS ON THE CROSSCUTTING LEGISLATION
(version dated 7/7/93)

Sec. 8032: Performance Review and Responses

Concern: Relation of this section to other outcome and assessment requirements. This section seems to place yet another set of requirements on the SEA. We cannot tell from the draft language how the requirements for outcome-based goals for subgrants in each covered program relates to (a) the consolidated application requirements; (b) any requirements for outcomes to be specified in the authorizing legislation for each covered program (other than Title 1 LEA grants, which is the only piece of Title I we assume to be covered by (f)); and (c) to the requirements in Goals 2000. With regard to the latter point, while the draft text says the goals established under this section must be consistent with standards established under Goals 2000, the implication is that there still would be two sets of measurable outcomes (goals) for schools and LEAs in each covered program.

A similar confusion exists with respect to the requirement in sec. 8032(b) regarding assessment. It is not clear how this required evaluation relates to any other evaluation requirements contained in the legislative proposal for each of the covered programs, either for an LEA or for individual schools within an LEA receiving funds under a covered program.

Concern: Role of the Secretary in the setting of outcome-based goals for subgrantees and in the evaluation of those goals. The text is silent on the role of the Secretary in this process. It sounds as if each SEA (with its LEAs) determines outcome-based goals for subgrants in each covered program. As for the evaluation, the text requires reporting on progress, but does not specify reporting to whom. The report to the Secretary in (e) seems to deal only with the SEA's responses to unsatisfactory progress by LEAs.

Concern: Burden implied by the requirements in Sec. 8032(b) and (c). The current language requires the SEA to determine satisfactory progress for each subgrant once every third fiscal year. The text leaves no room for the use of sampling, or for reviewing some subgrants each year. The requirements on the LEA for assessing the progress of participating schools must follow the requirements on SEAs, thus multiplying our concerns about excessive paperwork. Since a single school or LEA is likely to be a participant in several covered programs, the requirements in this section seem to apply independently to each covered program for that school or LEA.

Concern: The meaning of the phrase in (d)(1)(C) "holding funds in escrow..." and in (d)(1)(E) "the withholding [or recovery] of funds." These phrases, used in conjunction with suggested responses to an LEA or a school that does not make progress to achieving the target outcomes. We do not believe that an SEA can "hold funds in escrow." Grantees are supposed to draw down funds only as they

are needed in the covered programs. The SEA should not draw down funds for allocation to an LEA (nor should an LEA be allowed to draw down funds for a school) that has failed to meet its performance objectives. There should be nothing to "put into escrow." The same is true of "withholding" of funds; the SEA should not approve the application of the LEA for funds if performance objective have not been met. Thus, there is technically nothing to withhold. Perhaps a better formulation for (C) and (E) combined would be "withholding approval of the LEA application for a covered program pending the establishment of appropriate remediation steps by the LEA concerned."

Section 8033: Use of Recovered Funds.

General concern about grantbacks. As we indicated at the meeting on Saturday and on previous occasions, we believe that section 459 of GEPA concerning grantbacks should be repealed altogether.

Specific concern about the use of grantback funds by the Secretary. Under no circumstances can we agree to language as proposed. It seems to permit the Secretary to make at least 50 percent of recovered funds available until expended and would represent an augmentation of the appropriation for FIE in a given year.

Also, the language in this section appears to include interest and penalties as well as the recovered funds from the original grant. Even the grantback does not include interest and penalties.

Section 8034: Setaside for Peer Review

Concern: Relation of this setaside to similar language in the specific programs. We do not understand the relationship of this general authority to authority in individual programs to use program funds for expenses relating to peer review. Is the plan to propose the authority here and delete it elsewhere?

Concern: Proposed uses of any funds reserved. This section is supposed to finance peer review activities. The proposed use of any of these funds for activities related to single State applications seems unwarranted.

Concern: Expenses and per diem. The proposed language does not seem to give the Secretary authority to pay per diem and travel expenses to these peer reviewers. Is there some other authority to do so and if so, where is it found?

Section 8035: Setaside for Applied Research

Concern: Relation to the activities of OERI and FIE. This section seems totally duplicative of general authority to the Secretary in the OERI proposal and in the FIE proposal. We see no reason for another authorization of appropriations to carry out the same kinds of activities the Secretary already has authority to do.

Draft Specifications for Reauthorization of FIE

Current Law

The Secretary's Fund for Innovation in Education is an authority for the Secretary "to carry out programs and projects which show promise of identifying and disseminating innovative educational approaches." The Secretary may carry out these programs and projects directly, or through grants to or contracts with State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions.

In addition to providing the Secretary this general authority, the statute authorizes a number of other specific programs under the Fund. These include:

- o Optional Tests for Academic Excellence, which authorizes the Secretary to develop and approve comprehensive tests of academic excellence to be administered to identify outstanding eleventh grade students in public and private schools. (This authority has never been used.)
- o Technology Education, which is actually an educational technology authority that allows the Secretary to support the development of television and radio programming for use in elementary and secondary education and programs that use telecommunications and video resources for instruction and related teacher training. (This authority has been used, but not regularly or often.)
- o Programs for Computer-Based Instruction, which authorizes the Secretary to make grants or enter into contracts to expand computer resources in schools. Funds may be used to purchase hardware and software and to provide teacher training. (This authority has been used each year, but often only to fund continuations. New competitions have most often been held in response to congressional appropriations directives.)
- o Programs for the Improvement of Comprehensive School Health Education, which authorizes the Secretary to provide leadership in comprehensive school health education and to award grants to improve health education in schools. (This authority has been used regularly, with both continuation and new grants funded almost every year.)
- o Alternative Curriculum Schools, which authorizes the Secretary to support magnet school programs enrolling at least 50 percent minority students. No desegregation plan is required. The Secretary may not use this authority unless the appropriation for the Magnet Schools Program

exceed \$165 million. (Because the Magnet Schools Program has never reached funding of \$165 million, this authority has never been available to the Secretary.)

- o Innovative Alcohol Abuse Education Programs, which authorizes the Secretary to develop materials for innovative alcohol abuse education programs, especially programs that focus on the effects of alcoholism on the children of alcoholics, and to make grants for training programs for educators. (This authority has been used each year, with 1993 scheduled to be the last because the materials have been developed and disseminated, and training held.)
- o National Geography Studies Centers, which authorizes the Secretary to enter into a contract with the National Geographic Society to pay 75 percent of the cost of establishing and operating national geography studies centers. (This authority has never been used.)
- o Instruction on the History and Principles of Democracy in the United States, which requires the Secretary to enter into a grant or contract with the Center for Civic Education to carry out a program to educate students about the history and principles of the U.S. Constitution. (Congress has earmarked funds for this award each year since it was authorized.)

Proposed Amendments.

Specific program authorities--All of the specific authorities would be deleted.

Explanation: This change would provide the Secretary more flexibility to determine how to use these funds. Many of the specific authorities are very narrow in focus; some are designed to get funds to particular entities. Even the technology authorities are poorly designed and should be reconsidered in the context of a new technology package.

General authority--The general authority permitting the Secretary to carry out programs and projects which show promise of identifying and disseminating innovative educational approaches would be revised. The bill would provide that appropriated funds could be used, at the discretion of the Secretary, to support programs and projects that he determines are of national significance and would contribute to achievement of the National Education Goals and State and local reform. The bill would specifically indicate that the Secretary could use funds for activities to identify and recognize effective schools and programs.

Explanation: The Department has never been very clear about the intent of the existing authority. It appears to envision an identification and dissemination activity that might be similar

to NDN, but with the focus on innovation. It has generally been used, however, to fund primarily local projects in response to announced priorities. The proposed change would provide a broader authority, affording the Secretary more flexibility in the use of funds, while at the same time focusing on the National Education Goals and the Goals 2000 systemic reform effort.

New provisions--The bill would contain the following new provisions:

- o The bill would indicate that the Secretary could support meritorious unsolicited proposals, as well as proposals submitted in response to grant and contract competitions announced by the Secretary.

Explanation: The Department receives a number of unsolicited proposals, some of which the Secretary may be interested in funding. There is no current authority under FIE to support unsolicited proposals. While such an authority could be created in regulations, it would be easier to have it in the statute. Such an authority exists in the OERI statute.

- o The bill would provide the Secretary with the authority to announce binding priorities for grant competitions without formal rulemaking.

Explanation: While such authority will be proposed in ESEA general provisions, it would also be included here. Congress may be unwilling to permit such an authority in most discretionary programs it authorizes because doing so would allow the Department to limit activity to only a subset of what Congress has authorized. However, in the case of this particular authority, one can argue that allowing the Secretary to set priorities unilaterally is consistent with providing him discretionary funds. Also, the ability to announce priorities without rulemaking is necessary if the Secretary is to be able to respond quickly to critical situations or issues he believes important.

- o The bill would provide the Secretary the authority to use funds for peer review of proposals and projects.

Explanation: This is in keeping with strategy throughout the ESEA reauthorization. It would demonstrate the Department's intention to make decisions about proposals, including unsolicited proposals, on the basis of expert input, and it would enhance the Department's ability to conduct quality reviews.

Fourth Draft of Specifications for Reauthorization of OERI

Current Law

Section 405 of the General Education Provisions Act authorizes the educational research and dissemination activities of the Office of Educational Research and Improvement. The statute defines "educational research" to include basic research, applied research, development, planning, surveys, assessments, evaluations, investigations, experiments, and demonstrations in the field of education and other fields relating to education. In addition to conducting and supporting educational research and collecting, analyzing, and disseminating the findings of educational research, OERI is authorized to train individuals in educational research and collect, analyze, and disseminate statistics on education. (These statistics activities are also separately authorized by section 406 of GEPA.)

The statute sets out a list of priority research and development needs on which the Office is to concentrate its resources. These needs include: 1) improving student achievement; 2) improving the ability of schools to provide equal educational opportunities for all students; 3) improving the dissemination and application of knowledge gained from research; 4) improving information on special populations; 5) conducting research on adult educational achievement; 6) conducting research on postsecondary opportunities; and 7) conducting research on education professionals. The statute further provides that the Office is to publish proposed research priorities for public comment every two years.

A 15-member council is established to advise the Secretary and Assistant Secretary on the policies and activities of the Office. The members of the council are appointed by the President, with the advice and consent of the Senate. The council is to report annually and may comment on education and educational research in general, as well as on the specific policies and activities of the Office.

The statute requires that OERI support regional educational laboratories whose agendas are to be determined by their respective regional governing boards; university-based research and development centers; the system of 16 ERIC clearinghouses; and field-initiated research proposals. Both the centers and laboratories are to: 1) carry out research and development activities; 2) disseminate the information developed as a result of those activities; 3) provide technical assistance to educational agencies and institutions; and 4) to the extent practicable, provide training in the use of new methods, practices, and products developed in connection with the research and development activities. The statute further mandates that

centers, laboratories, clearinghouses, and field-initiated studies each be supported at least at the level it was supported in 1988.

Besides carrying out activities through grants, cooperative agreements, and contracts, OERI may carry out activities directly, and the Secretary is provided by the statute with authority to hire scientific or professional employees outside of the competitive service. Such employees are limited to one-fifth of the full-time professional employees of the Office, may be paid no more than the maximum GS-15 rate, may serve no more than two three-year terms, and may not be reassigned outside of the Office.

Proposed Amendments

Section 405 should be rewritten entirely. The new section 405 should include the following provisions:

Policy

- o The bill would indicate, as does current law, that it is the policy of the United States to provide every individual an equal opportunity to receive an education of high quality regardless of his or her race, color, religion, sex, age, disability, national origin, or social class.
- o The bill would state that the goal of quality education requires the continued pursuit of knowledge about education and that the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process.

Mission

- o The bill would indicate that the mission of the Office of Educational Research and Improvement is to provide national leadership in educational research and carry out or support research and improvement activities that:
 - expand fundamental knowledge and understanding of education and education processes;
 - develop knowledge about effective school reform;
 - reveal the state and progress of education at all levels;
 - support State and local reforms based on high standards for all students, equal opportunities for all students to learn to those standards, and achievement of the National Education Goals.

- o The bill would provide that this mission is to be accomplished in collaboration with researchers, teachers, school administrators, parents, students, employers, and policy makers.

Structure of Office

- o The bill would provide that the Office of Educational Research and Improvement is to consist of:
 - the National Educational Research Board;
 - the National Institute for Educational Research;
 - the National Institute for School Reform Assistance;
 - the National Center for Education Statistics; and
 - such other units as the Secretary deems appropriate to the mission of the Office.
- o The bill would require that OERI develop appropriate linkages among these units and among the activities they support.

OERI Responsibilities

- o The bill would provide that, in carrying out its mission, the Office of Educational Research and Improvement within the limits of available resources must:
 - conduct educational research;
 - collect, analyze, synthesize, and disseminate the findings of educational research;
 - train education researchers;
 - carry out activities to facilitate the application of knowledge gained from research in educational reform efforts; and
 - collect, analyze, and disseminate statistics and other data related to education in the United States and other nations.
- o The bill would provide that the Secretary could carry out these activities directly and through grants, contracts, and cooperative agreements with institutions of higher education, public agencies, public and private organizations and institutions, and individuals. It would provide explicit authority for the Secretary to transfer funds to,

and accept funds from, other agencies if doing so would contribute to an efficient use of resources to carry out the mission and responsibilities of the Office.

- o The bill would require that OERI ensure practitioner and policy maker involvement in the generation and application of knowledge about improving schools and teaching and about effective education reform.
- o The bill would require that OERI establish and maintain mechanisms and procedures, including appropriate interagency and intradepartmental task forces, for coordinating educational research support within the Department and Federal Government in order to minimize duplication, maximize the value of Federal investments, and enable participants to take full advantage of the diverse resources and proficiencies available.
- o The bill would define "educational research" as basic research, applied research, development, planning, surveys, assessments, evaluations, investigations, experiments, and demonstrations in the field of education and other fields relating to education.

Priorities for Education Research and Development

- o The bill would provide that OERI must support educational research activities in the following priority areas:
 - Education of students at risk of school failure;
 - Early childhood development and education;
 - Student achievement;
 - Educational governance, finance, policy, and management;
 - Postsecondary education, libraries, and lifelong learning; and
 - Reform of schools and State and local educational systems.
- o The bill would indicate that OERI must carry out a coordinated and comprehensive program of research and development in each priority area in order to provide nonpartisan, research-based leadership to the Nation.
- o The bill would require that OERI research and development include appropriate attention to the context of education, especially to the role of communities and families.

- o The bill would require that, in addition to research and development in the priority areas, OERI must also carry out programs of crosscutting research and development, including but not limited to issues related to access, equity, and excellence in education for minorities, girls and women, and persons with disabilities; the education and professional development of teachers; and the use of technology in education.

- o The bill would set out requirements for the research programs to be supported in each of the first five priority areas. Those requirements would be that the research and development program in each area must include:
 - an appropriate portfolio of those activities included in the definition of "research";
 - field-initiated research, including both basic and applied research; research conducted by university-based research and development center(s); special studies and research projects; and intramural research;
 - long-term sustained efforts, as well as research that responds to newly identified needs and opportunities;
 - collaboration and inclusion of practitioners in applied research, development, experimentation, evaluation, and demonstration activities; and
 - synthesis of research findings, development of consensus on what is known, and recommendation of new studies to close gaps in the research base.

- o With regard to the sixth priority, the bill would require that OERI carry out a coordinated program of applied research and development related to the reform of schools and State and local educational systems. These activities would have to include:
 - the development of methodologies for documenting the processes of school change;
 - formative evaluation of reform efforts, with special attention to systemic efforts that use high standards for all students as the basis for reforms in curriculum, assessment, instruction, teacher development, governance, and management;
 - development of strategies for the application and adaptation of research findings to reform efforts; and

-- involvement of school-based practitioners and policy makers, as well as researchers.

- o The bill would require that OERI establish and maintain outreach and other activities designed to increase the diversity of the researchers and of the institutions of higher education receiving research support from OERI. It would require that OERI design and carry out activities to involve HBCUs in applied research and development activities. It would also require that OERI support efforts to help recruit minorities and women into research careers and activities.
- o The bill would require that the Secretary study how best to organize the Office to ensure intensive and sustained research and development efforts in each of the priority areas and that he report to the authorizing committees on his findings and plans for action. Prior to establishing any new organizational structures, the Secretary would consult with the committees.

National Education Research Board

- o The bill would provide that the National Educational Research Board consist of 15 members appointed by the Secretary.
- o The bill would require that prior to making appointments to the Board, both initially and as vacancies are filled, the Secretary would seek recommendations for members from a wide variety of organizations representing the categories of individuals to be included on the Board.
- o The bill would require that at least one-third of the members be distinguished researchers who have done work on education issues and that at least one-third be distinguished school-based practitioners. The remaining members would be parents, employers, policy makers, and others who have made noteworthy contributions to excellence in education. As a body, the Board would reflect the diversity of the Nation.
- o The bill would provide that members would serve four-year terms, and that no member could serve more than two consecutive terms. The initial members would be appointed to staggered two-, three-, and four-year terms such that the terms of one-third of the membership would expire each year.
- o The bill would require that members of the Board select the chairperson, who would serve a one-year term.

- o The bill would require that the first meeting of the Board be held within 180 days of enactment, that the Board meet at least quarterly, and that eight members be considered a quorum for the transaction of business.
- o The Assistant Secretary for Educational Research and Improvement would be named an ex officio, nonvoting member of the Board.
- o The bill would allow the Secretary to name representatives of other Federal agencies engaged in education-related research to serve as ex officio, nonvoting members.
- o The bill would establish the following as duties of the Board:
 - review general policies for the operation of the Office and advise on standards to ensure that research activities are of high quality and free from partisan political influence;
 - based on information provided by the Assistant Secretary and its own expertise, consider what is known in each of the priority areas in order to help determine what additional research is needed;
 - actively solicit advice and information from the education field and the public to help define research needs and formulate recommendations for research topics;
 - provide advice to help bridge the gap between researcher and practitioner interests;
 - participate in the development of, and help build public consensus on, the research and development agenda of the Office;
 - provide recommendations to the Assistant Secretary for improving the activities of the Office;
 - publicly comment on the work of the Office; and
 - report biennially to the President and Congress on the activities of the Board and the Office.

Research and Development Agenda

- o The bill would require that OERI, with advice and assistance from the Research Board, develop and periodically update a research and development agenda.

- o The bill would require that the agenda set out plans in each of the six priority areas, as well as plans for crosscutting research.
- o The bill would require that the agenda be developed in collaboration with other offices within the Department and other Federal agencies involved in educational or education-related research in order to prevent duplication and ensure that maximum advantage is taken of available research opportunities.
- o The bill would require that relevant research conducted outside of the Federal Government also be considered in order to avoid duplication.
- o The bill would require that OERI solicit widespread public and expert input regarding the agenda, including comments on drafts of the agenda.
- o It would require that the agenda describe:
 - the current state of knowledge in each priority area;
 - available research opportunities;
 - what research and development activities are needed to fill gaps in the research and knowledge base, and to address the needs of practitioners and policy makers in education reform (this should include any or all of the types of activities included in the definition of "research");
 - what OERI would propose to do over the coming five-year period in each of the priority areas and with respect to crosscutting issues; and
 - how, as appropriate, that work would be related to the needs of, and include the participation of, policy makers and practitioners.
- o The bill would require that the agenda be periodically updated and that the initial plan and the updates be sent to the authorizing committees.
- o The bill would require that at least an initial draft of the agenda be prepared before the competition for new centers is announced in 1995. [Is this possible? Should the bill provide for a one-year extension of existing centers to allow more time for planning? Should the disadvantaged center, which expires earlier, be extended for two years? What will be the point of developing an agenda after five-year commitments are made for new centers?]

- o The bill would require that the Research Board be given the opportunity to present the Secretary with any comments on the agenda and that those comments be included when the agenda is transmitted to Congress. [Should the bill require Board approval of the agenda instead?]

Dissemination and Technical Assistance System

- o The bill would require that OERI develop a comprehensive and integrated system of dissemination and technical assistance to aid State educational agencies, local school districts, communities, and schools in planning for and implementing education reform, especially systemic reform that uses high standards for all students as the basis for changes in curriculum, assessment, instruction, teacher development, governance, management, and parent and community involvement.
- o The bill would require that information and assistance provided be consistent with knowledge gained from research and development and useful in applying that knowledge to the design and implementation of education reforms and improvements.
- o The bill would authorize OERI to work also with Congress, professional education associations, teacher development institutions, commercial publishers, and employers in the application of knowledge gained from research to improve education.
- o The bill would require that the dissemination and technical assistance system include dissemination, outreach, liaison, consultation, technical assistance, training, and support activities.
- o The bill would authorize OERI to carry out activities to identify exemplary and promising strategies and practices and to disseminate information about, and provide technical assistance regarding, such strategies and practices. Such activities could involve cooperative arrangements with State and local education agencies, teachers and teacher organizations, curriculum associations, foundations, private schools, institutions of higher education, other Federal agencies, and other entities that could enhance the ability of the Office to identify exemplary and promising strategies and practices.
- o The bill would require that OERI's dissemination activities include support for educational resources information clearinghouses, the national education library, publications, and the use of other media and means of providing access to knowledge.

- o The bill would require that OERI support regional educational laboratories to assist State educational agencies, intermediate educational agencies, local school districts, and schools in implementing systemic education reform. It would require that the laboratories be part of a larger, more comprehensive system designed to locate sources of assistance closer to local schools and districts. [These provisions are pending the decisions to be made on a new technical assistance system. If they are ultimately to be included, should the bill provide for the delay of the latter provision until after enactment of ESEA? What, if anything, should this bill say with regard to the rest of the system? Should the bill specify details with regard to the assistance to be provided by the laboratories and the operation of the system?]
- o The bill would require that OERI develop appropriate mechanisms to ensure that knowledge gained from its research and development activities is made available in a timely manner to regional laboratories and all other providers of dissemination and technical assistance.
- o The bill would require that OERI coordinate and work with other Offices of the Department so that knowledge gained from its activities is shared with Department staff and recipients of Department funding.

Uses of Funds

- o The bill would provide that in carrying out its mission and responsibilities, OERI could support:
 - research and development centers established by institutions of higher education or by institutions of higher education in consort with public agencies or private nonprofit organizations;
 - regional educational laboratories established by public agencies or private nonprofit organizations;
 - educational resources information clearinghouses operated by public agencies or by public or private nonprofit organizations or institutions;
 - field-initiated research proposals;
 - proposals that are specifically invited or requested by the Secretary, on a competitive basis, to help meet the mission and responsibilities of the Office;
 - meritorious unsolicited proposals;

- research fellowships, especially to recruit underrepresented minorities into educational research;
- panels and other procedures for developing consensus on what is known in each of the research and development priority areas;
- the national education library;
- publications and other means of disseminating information, including online services and toll-free telephone lines;
- outreach and liaison activities;
- preparation of the research and development agenda;
- evaluation of the programs and activities of the Office;
- peer review of proposals;
- on-site, peer review of centers and laboratories;
- joint activities with other agencies;
- notwithstanding the Cranston amendment, joint activities among units of the Office, including the National Center for Education Statistics;
- salaries and expenses for staff to administer activities authorized by the section (except for the activities of NCES);
- activities of the Research Board; and
- such other activities as the Secretary determines appropriate to the mission and responsibilities of the Office.

Miscellaneous Administrative Provisions

- o The bill would provide the Secretary with authority to hire scientific or professional employees outside the competitive service, so long as the number of such employees does not exceed one-fifth of the total number of scientific and professional employees of the Office, and no more than one-fifth of such employees are paid at rates higher than the maximum for GS-15. The bill would limit the terms of such employees to three years, with one additional term of three years permitted.

- o The bill would require that when making competitive awards, OERI would utilize peer review, except where peer review would be inappropriate due to the exigencies of the situation or the small size of the awards to be made. Peer reviewers would have to include both expert researchers and expert practitioners.
- o The bill would provide that each center and laboratory supported for a period of five years would be peer reviewed at least once during the term of the grant or contract.
- o The bill would provide that nothing in the Act would require modification of existing center grants and laboratory contracts. [It could also provide for a one-year extension of current awards if necessary to plan for full implementation of the new Act.]

Authorization of Appropriations

- o The bill would authorize such sums for fiscal years 1994-1998 (except for the activities of NCES), including salaries and expenses.

April 27, 1993

Draft Specifications for
Women's Educational Equity Act (WEEA)

Section 4001 - Findings and Statement of Purpose

Current Law - States that educational programs in the United States are often inequitable as they relate to women and that educational excellence cannot be achieved without equity. States that the purpose of this program to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972 and to provide educational equity for women and girls who suffer from multiple discrimination.

Proposed Amendment - Add language to subsection (b)(2) stating that the goal of the program is to help ensure that women and girls have equal opportunity to achieve high standards so that the Nation can attain the National Education Goals.

Justification - Adds specific reference to achieving the National Education Goals and, in that context, providing educational equity for women and girls. This language outlines two major goals for the program: to help States, local educational agencies (LEAs), and other educational institutions meet the requirements of title IX of the Education Amendments of 1972 and to help achieve the National Education Goals. The new language stresses not only educational equity, but educational excellence for women and girls.

Section 4002 - Program Authorized

Current Law - Section 4002(a)(1) authorizes grants and contracts for demonstration, developmental, and dissemination activities of national, statewide, or general significance. 4002(a)(2) authorizes assistance to entities who wish to operate special programs and projects of local significance. 4002(b) requires the Secretary to use at least the first \$4.5 million appropriated to support the activities in 4001(a)(1). At least one grant or contract is to be made available each year for each of the activities in 4002(a)(1).

Proposed Amendment - Revise 4002(a)(1) to focus on the implementation of activities of local significance. Authorize programmatic support and technical assistance activities to implement effective gender equity policies and practices in educational institutions and local communities. Curriculum development and research and development activities would not be authorized under this section of the statute. Authorized activities would include: (1) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, to infuse gender equity into teaching and learning practices; (2) assisting educational agencies and institutions to implement policies and practices to comply with Title IX and, in particular, to carry out activities

that prevent sexual harassment of students; (3) leadership training to allow 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; (4) apprenticeship and other programs that increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter careers in which they have been underrepresented; (5) enhancing educational and career opportunities for women and girls who suffer multiple discrimination, based on sex and race, ethnic origin, disability, or age; and (6) assisting pregnant students and students rearing children to remain in high school, graduate, and prepare their preschool children to start school.

Delete section 4002(a)(2) and replace it with language authorizing research and development activities designed to advance educational equity and to help make policies and practices in educational institutions and local communities more gender equitable. The activities may include: (1) research and development designed to advance gender equity, including the development of innovative strategies to improve teaching and learning practices; (2) evaluation of curricula, textbooks, and other educational materials to ensure that both genders are represented fairly; (3) the development of instruments and procedures to assess the presence or absence of gender equity in educational settings; (4) the development of new dissemination and replication strategies; and (5) updating WEEA materials developed under previous grants.

Add language to section 4002 authorizing the Secretary to annually designate the amounts to be expended under 4002(a)(1) and (a)(2).

Delete section 4002(b).

Justification - Since 1976, the WEEA program has awarded millions of dollars in grants to applicants, most of whom have produced curricula and materials promoting educational equity for women and girls. These materials have been developed to be disseminated at the national level, but now is the time to focus on implementing effective practices at the local level. Because barriers to educational opportunities still exist for women and girls, WEEA funds should be used to help institutionalize gender equity practices and policies throughout the U.S. Exemplary projects can then be disseminated for replication.

WEEA is the primary source of financial assistance to educational institutions and agencies for activities to assist them in complying with title IX of the Education Amendments of 1972. Retaining a limited research and development authority would show the Department's commitment to achieving the purposes of title IX by funding research to find the optimum ways to implement effective equity programs.

Adding language to authorize the Secretary to designate certain amounts to one of the two types of projects increases the Secretary's flexibility and allows the Department to respond appropriately to evolving needs. The Secretary could fund those projects that best support the National Education Goals or have the highest probability of helping institutions comply with title IX.

[Note to reviewers: Mike is particularly interested in your comments on whether we should have a program services (implementation) authority or devote all of the program's limited resources to technical assistance, research, and other authorities that may have a clearer national impact. Are there other strategies we could use to achieve a national impact through this program?]

Deleting 4002(b) is appropriate because of the new focus on implementation at the local level. The subsection is no longer needed.

Section 4003 - Application; Participation

Current Law - This section describes the information required in the applications, and explains how applications can receive special consideration.

Proposed Amendment - In subsection (a), which sets forth application requirements, add language to require that applicants for both types of activities under section 4002: (1) demonstrate how they would use funds to promote attainment of one or more of the National Education goals and to support the Goals 2000 plan for systemic reform at the State and local level, and (2) demonstrate how the applicant would address cultural differences or stereotypes in perceptions of gender roles. Add language to this section requiring applicants for activities under 4002(a)(1) to: (1) demonstrate how the applicant would foster partnerships and share resources with SEAs, LEAs, IHEs, or other recipients of Federal money; and (2) demonstrate how the applicant would encourage parental involvement.

In subsection (b), which sets forth special considerations, add language to give special consideration, for projects under 4002(a)(1), to applicants proposing: (1) a project that would contribute significantly to improving teaching and learning practices in the local community; and (2) a comprehensive approach to addressing gender equity, that, as appropriate, draws upon a variety of resources including LEAs, CBOs, IHEs, and other private organizations, to promote gender equity in educational institutions and agencies.

Retain subsection (c) which ensures that men and boys will not be prohibited from participating in any programs or activities.

Justification - The revisions to section 4003(a) focus the program on the Goals 2000 systemic reform effort and add explicit reference to attainment of the National Education Goals. The modifications to the section promote the integration of resources and parental involvement. Retaining the requirement for an evaluation ensures that information about exemplary activities and practices will be available and can be disseminated by WEEA, improving chances for successful replication elsewhere.

Revisions to (b) highlight the theme of improving education for all, especially at the local level, by giving special consideration to improving teaching practices in local communities. Modifications to (b) would also promote the integration of resources and draw more entities into the local school reform effort.

Section 4004 - Challenge Grants

Current Law - Section 4004 authorizes challenge grants in order to support projects to develop implementation plans, innovative approaches to forming partnerships, and dissemination and replication strategies.

Proposed Amendment - Delete this section.

Justification - The purposes of this section can be adequately addressed under the authorization for basic grants and research activities under section 4002.

Section 4005 - Criteria and Priorities

Current Law - This section authorizes the Secretary to establish criteria and priorities for awards.

Proposed Amendment - Add language to require that the Secretary involve the Department's Office for Civil Rights when establishing criteria and priorities.

Justification - The Office for Civil Rights can help determine the best types of activities to assist educational agencies and institutions comply with the requirements of title IX. The new language also promotes departmental coordination.

Section 4006 - Reports, Evaluation, Dissemination

Current Law - This section calls for the Secretary to submit a report on programs under this part to the President and Congress no later than September 1992, and to evaluate and disseminate materials developed under the program through the Office of Educational Research and Improvement.

Proposed Amendment - Revise 4006(b) by deleting OERI as the designated disseminator of WEEA materials. Revise the language to include an authority for the Secretary to disseminate and gather information about emerging issues concerning gender equity and, if necessary, to convene meetings for these purposes. Also, delete subsection (a), which required a report to Congress in 1992.

Justification - Deleting OERI as the designated administrator of the publishing center will give the Secretary more flexibility in considering how best to disseminate materials produced under WEEA. Authorizing the Secretary to convene meetings with WEEA funds would have two positive effects: meetings can keep the Department informed about needs in the field and may act as mediums through which materials can be disseminated. The requirement for a report to Congress, due in 1992, should be deleted because that report has been submitted and additional reports of this nature should not be needed; the Department reports to Congress on the success of WEEA and other programs through the Annual Evaluation Report.

Section 4007. -- Authorization

Current Law - Section 4007 authorizes appropriations through 1993.

Proposed Amendment - Authorize "such sums" for fiscal year 1995 through 1999 to carry out the provisions of this title.

Justification - The authorization should be updated to refer to fiscal year 1994 and subsequent years.

April 27, 1993

Draft Specifications for
Women's Educational Equity Act (WEEA)

Section 4001 - Findings and Statement of Purpose

Current Law - States that educational programs in the United States are often inequitable as they relate to women and that educational excellence cannot be achieved without equity. States that the purpose of this program to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972 and to provide educational equity for women and girls who suffer from multiple discrimination.

Proposed Amendment - Add language to subsection (b)(2) stating that the goal of the program is to help ensure that women and girls have equal opportunity to achieve high standards so that the Nation can attain the National Education Goals.

Justification - Adds specific reference to achieving the National Education Goals and, in that context, providing educational equity for women and girls. This language outlines two major goals for the program: to help States, local educational agencies (LEAs), and other educational institutions meet the requirements of title IX of the Education Amendments of 1972 and to help achieve the National Education Goals. The new language stresses not only educational equity, but educational excellence for women and girls.

Section 4002 - Program Authorized

Current Law - Section 4002(a)(1) authorizes grants and contracts for demonstration, developmental, and dissemination activities of national, statewide, or general significance. 4002(a)(2) authorizes assistance to entities who wish to operate special programs and projects of local significance. 4002(b) requires the Secretary to use at least the first \$4.5 million appropriated to support the activities in 4001(a)(1). At least one grant or contract is to be made available each year for each of the activities in 4002(a)(1).

Proposed Amendment - Revise 4002(a)(1) to focus on the implementation of activities of local significance. Authorize programmatic support and technical assistance activities to implement effective gender equity policies and practices in educational institutions and local communities. Curriculum development and research and development activities would not be authorized under this section of the statute. Authorized activities would include: (1) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, to infuse gender equity into teaching and learning practices; (2) assisting educational agencies and institutions to implement policies and practices to comply with Title IX and, in particular, to carry out activities

that prevent sexual harassment of students; (3) leadership training to allow 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; (4) apprenticeship and other programs that increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter careers in which they have been underrepresented; (5) enhancing educational and career opportunities for women and girls who suffer multiple discrimination, based on sex and race, ethnic origin, disability, or age; and (6) assisting pregnant students and students rearing children to remain in high school, graduate, and prepare their preschool children to start school.

limited English proficiency

Delete section 4002(a)(2) and replace it with language authorizing research and development activities designed to advance educational equity and to help make policies and practices in educational institutions and local communities more gender equitable. The activities may include: (1) research and development designed to advance gender equity, including the development of innovative strategies to improve teaching and learning practices; (2) evaluation of curricula, textbooks, and other educational materials to ensure that both genders are represented fairly; (3) the development of instruments and procedures to assess the presence or absence of gender equity in educational settings; (4) the development of new dissemination and replication strategies; and (5) updating WEEA materials developed under previous grants.

Add language to section 4002 authorizing the Secretary to annually designate the amounts to be expended under 4002(a)(1) and (a)(2).

Delete section 4002(b).

Justification - Since 1976, the WEEA program has awarded millions of dollars in grants to applicants, most of whom have produced curricula and materials promoting educational equity for women and girls. These materials have been developed to be disseminated at the national level, but now is the time to focus on implementing effective practices at the local level. Because barriers to educational opportunities still exist for women and girls, WEEA funds should be used to help institutionalize gender equity practices and policies throughout the U.S. Exemplary projects can then be disseminated for replication.

WEEA is the primary source of financial assistance to educational institutions and agencies for activities to assist them in complying with title IX of the Education Amendments of 1972. Retaining a limited research and development authority would show the Department's commitment to achieving the purposes of title IX by funding research to find the optimum ways to implement effective equity programs.

Adding language to authorize the Secretary to designate certain amounts to one of the two types of projects increases the Secretary's flexibility and allows the Department to respond appropriately to evolving needs. The Secretary could fund those projects that best support the National Education Goals or have the highest probability of helping institutions comply with title IX.

[Note to reviewers: Mike is particularly interested in your comments on whether we should have a program services (implementation) authority or devote all of the program's limited resources to technical assistance, research, and other authorities that may have a clearer national impact. Are there other strategies we could use to achieve a national impact through this program?]

Deleting 4002(b) is appropriate because of the new focus on implementation at the local level. The subsection is no longer needed.

Section 4003 - Application; Participation

Current Law - This section describes the information required in the applications, and explains how applications can receive special consideration.

Proposed Amendment - In subsection (a), which sets forth application requirements, add language to require that applicants for both types of activities under section 4002: (1) demonstrate how they would use funds to promote attainment of one or more of the National Education goals and to support the Goals 2000 plan for systemic reform at the State and local level, and ~~(2)~~ demonstrate how the applicant would address cultural differences or stereotypes in perceptions of gender roles. Add language to this section requiring applicants for activities under 4002(a)(1) to: (1) demonstrate how the applicant would foster partnerships and share resources with SEAs, LEAs, IHEs, or other recipients of Federal money; and (2) demonstrate how the applicant would encourage parental involvement. *and linguistic*

In subsection (b), which sets forth special considerations, add language to give special consideration, for projects under 4002(a)(1), to applicants proposing: (1) a project that would contribute significantly to improving teaching and learning practices in the local community; and (2) a comprehensive approach to addressing gender equity, that, as appropriate, draws upon a variety of resources including LEAs, CBOs, IHEs, and other private organizations, to promote gender equity in educational institutions and agencies.

Retain subsection (c) which ensures that men and boys will not be prohibited from participating in any programs or activities.

Justification - The revisions to section 4003(a) focus the program on the Goals 2000 systemic reform effort and add explicit reference to attainment of the National Education Goals. The modifications to the section promote the integration of resources and parental involvement. Retaining the requirement for an evaluation ensures that information about exemplary activities and practices will be available and can be disseminated by WEEA, improving chances for successful replication elsewhere.

Revisions to (b) highlight the theme of improving education for all, especially at the local level, by giving special consideration to improving teaching practices in local communities. Modifications to (b) would also promote the integration of resources and draw more entities into the local school reform effort.

Section 4004 - Challenge Grants

Current Law - Section 4004 authorizes challenge grants in order to support projects to develop implementation plans, innovative approaches to forming partnerships, and dissemination and replication strategies.

Proposed Amendment - Delete this section.

Justification - The purposes of this section can be adequately addressed under the authorization for basic grants and research activities under section 4002.

Section 4005 - Criteria and Priorities

Current Law - This section authorizes the Secretary to establish criteria and priorities for awards.

Proposed Amendment - Add language to require that the Secretary involve the Department's Office for Civil Rights when establishing criteria and priorities.

Justification - The Office for Civil Rights can help determine the best types of activities to assist educational agencies and institutions comply with the requirements of title IX. The new language also promotes departmental coordination.

Section 4006 - Reports, Evaluation, Dissemination

Current Law - This section calls for the Secretary to submit a report on programs under this part to the President and Congress no later than September 1992, and to evaluate and disseminate materials developed under the program through the Office of Educational Research and Improvement.

Proposed Amendment - Revise 4006(b) by deleting OERI as the designated disseminator of WEEA materials. Revise the language to include an authority for the Secretary to disseminate and gather information about emerging issues concerning gender equity and, if necessary, to convene meetings for these purposes. Also, delete subsection (a), which required a report to Congress in 1992.

Justification - Deleting OERI as the designated administrator of the publishing center will give the Secretary more flexibility in considering how best to disseminate materials produced under WEEA. Authorizing the Secretary to convene meetings with WEEA funds would have two positive effects: meetings can keep the Department informed about needs in the field and may act as mediums through which materials can be disseminated. The requirement for a report to Congress, due in 1992, should be deleted because that report has been submitted and additional reports of this nature should not be needed; the Department reports to Congress on the success of WEEA and other programs through the Annual Evaluation Report.

Section 4007 - Authorization

Current Law - Section 4007 authorizes appropriations through 1993.

Proposed Amendment - Authorize "such sums" for fiscal year 1995 through 1999 to carry out the provisions of this title.

Justification - The authorization should be updated to refer to fiscal year 1994 and subsequent years.

April 27, 1993

Draft Specifications for
Women's Educational Equity Act (WEEA)

Section 4001 - Findings and Statement of Purpose

Current Law - States that educational programs in the United States are often inequitable as they relate to women and that educational excellence cannot be achieved without equity. States that the purpose of this program to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972 and to provide educational equity for women and girls who suffer from multiple discrimination.

Proposed Amendment - Add language to subsection (b)(2) stating that the goal of the program is to help ensure that women and girls have equal opportunity to achieve high standards so that the Nation can attain the National Education Goals.

Justification - Adds specific reference to achieving the National Education Goals and, in that context, providing educational equity for women and girls. This language outlines two major goals for the program: to help States, local educational agencies (LEAs), and other educational institutions meet the requirements of title IX of the Education Amendments of 1972 and to help achieve the National Education Goals. The new language stresses not only educational equity, but educational excellence for women and girls.

Section 4002 - Program Authorized

Current Law - Section 4002(a)(1) authorizes grants and contracts for demonstration, developmental, and dissemination activities of national, statewide, or general significance. 4002(a)(2) authorizes assistance to entities who wish to operate special programs and projects of local significance. 4002(b) requires the Secretary to use at least the first \$4.5 million appropriated to support the activities in 4001(a)(1). At least one grant or contract is to be made available each year for each of the activities in 4002(a)(1).

Proposed Amendment - Revise 4002(a)(1) to focus on the implementation of activities of local significance. Authorize programmatic support and technical assistance activities to implement effective gender equity policies and practices in educational institutions and local communities. Curriculum development and research and development activities would not be authorized under this section of the statute. Authorized activities would include: (1) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, to infuse gender equity into teaching and learning practices; (2) assisting educational agencies and institutions to implement policies and practices to comply with Title IX and, in particular, to carry out activities

that prevent sexual harassment of students; (3) leadership training to allow 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; (4) apprenticeship and other programs that increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter careers in which they have been underrepresented; (5) enhancing educational and career opportunities for women and girls who suffer multiple discrimination, based on sex and race, ethnic origin, disability, or age; and (6) assisting pregnant students and students rearing children to remain in high school, graduate, and prepare their preschool children to start school.

Delete section 4002(a)(2) and replace it with language authorizing research and development activities designed to advance educational equity and to help make policies and practices in educational institutions and local communities more gender equitable. The activities may include: (1) research and development designed to advance gender equity, including the development of innovative strategies to improve teaching and learning practices; (2) evaluation of curricula, textbooks, and other educational materials to ensure that both genders are represented fairly; (3) the development of instruments and procedures to assess the presence or absence of gender equity in educational settings; (4) the development of new dissemination and replication strategies; and (5) updating WEEA materials developed under previous grants. *(6) development of instruments that are gender fair.*

Add language to section 4002 authorizing the Secretary to annually designate the amounts to be expended under 4002(a)(1) and (a)(2).

Delete section 4002(b).

Justification - Since 1976, the WEEA program has awarded millions of dollars in grants to applicants, most of whom have produced curricula and materials promoting educational equity for women and girls. These materials have been developed to be disseminated at the national level, but now is the time to focus on implementing effective practices at the local level. Because barriers to educational opportunities still exist for women and girls, WEEA funds should be used to help institutionalize gender equity practices and policies throughout the U.S. Exemplary projects can then be disseminated for replication.

WEEA is the primary source of financial assistance to educational institutions and agencies for activities to assist them in complying with title IX of the Education Amendments of 1972. Retaining a limited research and development authority would show the Department's commitment to achieving the purposes of title IX by funding research to find the optimum ways to implement effective equity programs.

Adding language to authorize the Secretary to designate certain amounts to one of the two types of projects increases the Secretary's flexibility and allows the Department to respond appropriately to evolving needs. The Secretary could fund those projects that best support the National Education Goals or have the highest probability of helping institutions comply with title IX.

Per meeting with Linda 4/19. Retain current broad authority to conduct research in private technical assistance. Support authority

[Note to reviewers: Mike is particularly interested in your comments on whether we should have a program services (implementation) authority or devote all of the program's limited resources to technical assistance, research, and other authorities that may have a clearer national impact. Are there other strategies we could use to achieve a national impact through this program?]

Deleting 4002(b) is appropriate because of the new focus on implementation at the local level. The subsection is no longer needed.

Section 4003 - Application; Participation

Current Law - This section describes the information required in the applications, and explains how applications can receive special consideration.

Proposed Amendment - In subsection (a), which sets forth application requirements, add language to require that applicants for both types of activities under section 4002: (1) demonstrate how they would use funds to promote attainment of one or more of the National Education goals and to support the Goals 2000 plan for systemic reform at the State and local level, and (2) demonstrate how the applicant would address cultural differences or stereotypes in perceptions of gender roles. Add language to this section requiring applicants for activities under 4002(a)(1) to: (1) demonstrate how the applicant would foster partnerships and share resources with SEAs, LEAs, IHEs, or other recipients of Federal money; and (2) demonstrate how the applicant would encourage parental involvement.

In subsection (b), which sets forth special considerations, add language to give special consideration, for projects under 4002(a)(1), to applicants proposing: (1) a project that would contribute significantly to improving teaching and learning practices in the local community; and (2) a comprehensive approach to addressing gender equity, that, as appropriate, draws upon a variety of resources including LEAs, CBOs, IHEs, and other private organizations, to promote gender equity in educational institutions and agencies.

Retain subsection (c) which ensures that men and boys will not be prohibited from participating in any programs or activities.

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Justification - The revisions to section 4003(a) focus the program on the Goals 2000 systemic reform effort and add explicit reference to attainment of the National Education Goals. The modifications to the section promote the integration of resources and parental involvement. Retaining the requirement for an evaluation ensures that information about exemplary activities and practices will be available and can be disseminated by WEEA, improving chances for successful replication elsewhere.

Revisions to (b) highlight the theme of improving education for all, especially at the local level, by giving special consideration to improving teaching practices in local communities. Modifications to (b) would also promote the integration of resources and draw more entities into the local school reform effort.

Section 4004 - Challenge Grants

Current Law - Section 4004 authorizes challenge grants in order to support projects to develop implementation plans, innovative approaches to forming partnerships, and dissemination and replication strategies.

Proposed Amendment - Delete this section.

Justification - The purposes of this section can be adequately addressed under the authorization for basic grants and research activities under section 4002.

Section 4005 - Criteria and Priorities

Current Law - This section authorizes the Secretary to establish criteria and priorities for awards.

Proposed Amendment - Add language to require that the Secretary involve the Department's Office for Civil Rights when establishing criteria and priorities.

Justification - The Office for Civil Rights can help determine the best types of activities to assist educational agencies and institutions comply with the requirements of title IX. The new language also promotes departmental coordination.

Section 4006 - Reports, Evaluation, Dissemination

Current Law - This section calls for the Secretary to submit a report on programs under this part to the President and Congress no later than September 1992, and to evaluate and disseminate materials developed under the program through the Office of Educational Research and Improvement.

Proposed Amendment - Revise 4006(b) by deleting OERI as the designated disseminator of WEEA materials. Revise the language to include an authority for the Secretary to disseminate and gather information about emerging issues concerning gender equity and, if necessary, to convene meetings for these purposes. Also, ~~delete subsection (a), which required a report to Congress in 1992.~~

Justification - Deleting OERI as the designated administrator of the publishing center will give the Secretary more flexibility in considering how best to disseminate materials produced under WEEA. Authorizing the Secretary to convene meetings with WEEA funds would have two positive effects: meetings can keep the Department informed about needs in the field and may act as mediums through which materials can be disseminated. The requirement for a report to Congress, due in 1992, should be deleted because that report has been submitted and additional reports of this nature should not be needed; the Department ~~are a~~ *are a* ~~useful~~ *useful* way to ~~reports to Congress on the success of WEEA and other programs through the Annual Evaluation Report.~~ *and the general problem*

Section 4007 - Authorization

Current Law - Section 4007 authorizes appropriations through 1993.

Proposed Amendment - Authorize "such sums" for fiscal year 1995 through 1999 to carry out the provisions of this title *as well as the peer review process to rank and rate applications.*

Justification - The authorization should be updated to refer to fiscal year 1994 and subsequent years.

May 18, 1993

Specifications for
Women's Educational Equity Act (WEEA)

Section 4001 - Findings and Statement of Purpose

Current Law - States that educational programs in the United States are often inequitable as they relate to women and that educational excellence cannot be achieved without equity. States that the purpose of this program is to assist educational agencies and institutions in meeting the requirements of title IX of the Education Amendments of 1972 and to provide educational equity for women and girls who suffer from multiple discrimination.

Proposed Amendment - Add language to subsection (b)(2) stating that a goal of the program is to help ensure that women and girls have equal opportunity to achieve high standards so that the Nation can attain the National Education Goals.

Justification - Adds specific reference to opportunity-to-learn and achieving the National Education Goals and, in that context, providing educational equity for women and girls. This language outlines two major goals for the program: to help States, local educational agencies (LEAs), and other educational institutions meet the requirements of title IX of the Education Amendments of 1972 and to help achieve the National Education Goals.

Section 4002 - Program Authorized

Current Law - Section 4002(a)(1) authorizes grants and contracts for demonstration, developmental, and dissemination activities of national, statewide, or general significance. 4002(a)(2) authorizes assistance to entities who wish to operate "special programs" and projects of local significance. 4002(b) requires the Secretary to use at least the first \$4.5 million appropriated to support the activities in 4001(a)(1). At least one grant or contract is to be made available each year for each of the activities in 4002(a)(1).

Proposed Amendment - Revise 4002(a)(1) to focus on the implementation of activities of local significance. Authorize programmatic support and technical assistance activities to implement effective gender equity policies and practices in educational institutions and local communities. Authorized activities would include: (1) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, to infuse gender equity into teaching and learning practices; (2) assisting educational agencies and institutions to implement policies and practices to comply with Title IX, including activities to prevent sexual harassment of students; (3) leadership training to allow 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; (4) apprenticeship and other programs that increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter careers in which they have been underrepresented; (5) enhancing educational and career opportunities for women and girls who suffer multiple discrimination, based on sex and race, ethnic origin, limited English proficiency, disability, or age; and (6) assisting pregnant students and students rearing children to remain in high school, graduate, and prepare their preschool children to start school.

Delete section 4002(a)(2) and replace it with language authorizing research and development activities designed to advance educational equity and to help make policies and practices in educational institutions and local communities more gender-equitable. Other activities may include: (1) research and development designed to advance gender equity, including the development of innovative strategies to improve teaching and learning practices; (2) the development of nondiscriminatory testing instruments; (3) evaluation of curricula, textbooks, and other educational materials to ensure that both genders are represented fairly; (4) the development of instruments and procedures to assess the presence or absence of gender equity in educational settings; (5) the development of new dissemination and replication strategies; and (6) updating WEEA materials developed under previous grants.

Add language to section 4002 authorizing the Secretary to designate annually the amounts to be expended under 4002(a)(1) and (a)(2).

Delete section 4002(b).

Justification - Since 1976, the WEEA program has awarded millions of dollars in grants to applicants, most of whom have produced curricula and materials promoting educational equity for women and girls. These materials have been developed to be disseminated at the national level, but now is the time to focus on implementing effective practices at the local level. Because barriers to educational opportunities still exist for women and girls, WEEA funds should be used to help institutionalize gender equity practices and policies throughout the U.S. Exemplary projects can then be disseminated for replication.

WEEA is a primary source of financial assistance to educational institutions and agencies for activities to assist them in complying with title IX of the Education Amendments of 1972. Retaining a limited research and development authority would show the Department's commitment to achieving the purposes of title IX by funding research to find the optimum ways to implement effective equity programs.

Adding language to authorize the Secretary to designate certain amounts for the two types of projects would allow the Department to respond appropriately to evolving needs. The Secretary could fund those projects that best support the national reform effort or have the highest probability of helping institutions comply with title IX.

Deleting 4002(b) is appropriate because of the new focus on implementation at the local level. The subsection is no longer needed.

Section 4003 - Application; Participation

Current Law - This section describes the information required in the applications, and explains how applications can receive special consideration.

Proposed Amendment - In subsection (a), which sets forth application requirements, retain the requirement for inclusion of information related to evaluation of the project, and add language to require that applicants for both types of activities under section 4002: (1) demonstrate how they would use funds to promote attainment of one or more of the National Education Goals and to support the Goals 2000 strategy for systemic reform at State and local levels; and (2) demonstrate how the applicant would address cultural and linguistic differences or stereotypes in perceptions of gender roles. In addition, add language requiring applicants for activities under 4002(a)(1) to: (1) demonstrate how the applicant would foster partnerships and share resources with SEAs, LEAs, IHES, or other recipients of Federal money; and (2) demonstrate how the applicant would encourage parental involvement.

In subsection (b), which sets forth special considerations, add language to give special consideration, for projects under 4002(a)(1), to applicants proposing: (1) a project that would contribute significantly to improving teaching and learning practices in the local community; and (2) a comprehensive approach to addressing gender equity, that, as appropriate, draws upon a variety of resources including LEAs, CBOs, IHES, and other private organizations, to promote gender equity in educational institutions and agencies.

Retain subsection (c) which ensures that men and boys will not be prohibited from participating in any programs or activities.

Justification - The revisions to section 4003(a) would focus the program on the Goals 2000 systemic reform effort and add explicit reference to attainment of the National Education Goals. The modifications to the section would promote the integration of resources and parental involvement. Retaining the requirement for an evaluation would ensure the availability of information

about exemplary activities and practices that can be disseminated by WEEA, improving chances for successful replication elsewhere.

Revisions to (b) would highlight the theme of improving education for all, especially at the local level, by giving special consideration to improving teaching practices in local communities. Modifications to (b) would also promote the integration of resources and draw more entities into the local school reform effort.

Section 4004 - Challenge Grants

Current Law - Section 4004 authorizes challenge grants in order to support projects to develop implementation plans, innovative approaches to forming partnerships, and dissemination and replication strategies.

Proposed Amendment - Delete this section.

Justification - The purposes of this section can be adequately addressed under the authorization for basic grants and research activities under section 4002.

Section 4005 - Criteria and Priorities

Current Law - This section requires the Secretary to establish criteria and priorities for awards in accordance with section 431 of GEPA.

Proposed Amendment - Add language to require that the Secretary involve the Department's Office for Civil Rights when establishing criteria and priorities.

Justification - The Office for Civil Rights can help determine the best types of activities to assist educational agencies and institutions comply with the requirements of title IX. The new language would also promote departmental coordination.

Section 4006 - Reports, Evaluation, Dissemination

Current Law - This section calls for the Secretary to submit a report on programs under this part to the President and Congress no later than September 1992, and to evaluate and disseminate materials developed under the program through the Office of Educational Research and Improvement.

Proposed Amendment - Revise 4006(b) by deleting OERI as the designated disseminator of WEEA materials. Revise the language to include an authority for the Secretary to disseminate and gather information about emerging issues concerning gender equity

and, if necessary, to convene meetings for these purposes. In place of subsection (a), which required the report to Congress in 1992, require submission of a report, by September 30, 1999, on the status of educational equity for girls and women in the Nation.

Justification - Deleting OERI as the designated administrator of the publishing center will give the Secretary more flexibility in considering how best to disseminate materials produced under WEEA. Authorizing the Secretary to convene meetings with WEEA funds would give the Department an additional mechanism for dissemination.

The revised reporting requirement would provide for a report that has broader implications, and more utility for policy-makers and the public, than previous WEEA reports that merely offered information on the nature of projects funded under the program; the new report would look at gender equity nationally rather than at the activities of a small categorical program.

Section 4007 - Authorization

Current Law - Section 4007 authorizes appropriations through 1993.

Proposed Amendment - Authorize "such sums" for fiscal year 1995 through 1999 to carry out the provisions of this title.

Justification - The authorization should be updated to refer to fiscal year 1995 and subsequent years.