1 WOMEN'S EDUCATIONAL EQUITY ACT

1 SEC. ---. (a) FINDINGS AND PURPOSES. Section 4001(b)(2) of
2 the ESEA is amended, in the first sentence--
3 (1) by striking out "and" immediately following "United
4 States" and inserting in lieu thereof a comma; and
5 (2) by striking out the period at the end thereof and
6 inserting in lieu thereof "and to help ensure that women and
7 girls have equal opportunity to achieve to high standards so that
8 the Nation can attain the National Education Goals set out in
9 title I of the Goals 2000: Educate America Act".
10 (b) PROGRAM AUTHORIZED. Section 4002 of the ESEA is amended
11 to read as follows:
12 "SEC. 4002. PROGRAM AUTHORIZED. The Secretary is
13 authorized to make grants to, and enter into contracts and
14 cooperative agreements with, public agencies; private nonprofit
15 agencies, organizations, and institutions, including student and
16 community groups; and individuals, to achieve the purposes of
17 this part by providing support and technical assistance for--
18 "(1) implementation of effective gender equity policies
19 and practices (at all educational levels, including elementary
20 and secondary education, preschool education, higher education,
21 and adult education) in educational institutions and local
22 communities, including--
23 "(A) training for teachers, counselors,
24 administrators, and other school personnel, especially preschool

1 and elementary school personnel, to infuse gender equity into
2 teaching and learning;
3 "(B) assisting educational agencies and
4 institutions to implement policies and practices to--
5 "(i) comply with title IX of the Education
6 Amendments of 1972; and
7 "(ii) prevent the sexual harassment of
8 students;
9 "(C) leadership training to allow women and girls
10 to develop professional and marketable skills to compete in the
11 global marketplace, improve self-esteem, and benefit from
12 exposure to positive role models;
13 "(D) apprenticeship and other programs to increase
14 opportunities for women and girls to enter a technologically
15 demanding workplace and, in particular, to enter careers in which
16 they have been underrepresented;
17 "(E) enhancing educational and career
18 opportunities for women and girls who suffer multiple [forms of?]
19 discrimination, based on sex and on race, ethnic origin, [limited
20 English proficient--wouldn't this be covered under 'ethnic
21 origin'?], disability, or age; and
22 "(F) assisting pregnant students and students
23 rearing children to remain in high school, graduate, and prepare
24 their preschool children to start school; and
25 "(2) research and development designed to advance
26 gender equity nationwide and to help make policies and practices

in educational institutions and local communities gender-equitable, including--

"(A) research and development designed to advance gender equity, including the development of innovative strategies to improve teaching and learning practices;

"(B) the development of testing instruments that are free of gender-bias; [Bias would include stereotyping?]

Tests could be biased, but stereotyping in a test is less likely to be a problem (as opposed to stereotyping in curriculum)

"(C) evaluation of curricula, textbooks, and other educational materials to ensure the absence of gender bias; (stereotyping and)

"(D) the development of instruments and procedures to assess the presence or absence of gender equity in different educational settings;

"(E) the development of new dissemination and replication strategies; and

"(F) updating educational materials previously developed through awards made under this part.

["(b) DESIGNATING AMOUNTS. The Secretary shall annually designate the amounts to be expended in any fiscal year for activities under paragraphs (1) and (2) of subsection (a)."]

[This is unnecessary and erroneously suggests that we need statutory authority to do in on a program-by-program basis.--OGC]

(c) APPLICATION; PARTICIPATION. Section 4003 of the ESEA is amended--

(1) in subsection (a)--

(A) in the first sentence, by inserting "or cooperative agreement" after "contract";

As I ~~recall~~ recall, Kathy Ellis (OGC) insisted that we put it in the specs.

[(B) by striking out paragraphs (1) and (2);--?]

(C) in paragraph (3)--

(i) by striking out "which ensure adequate" and inserting in lieu thereof "that will provide for a comprehensive";

(ii) by inserting "an evaluation of the practices, policies, and materials to be used by the applicant and" immediately after "including";

(iii) by striking out "where appropriate"; and

(iv) by striking out the period at the end thereof and inserting in lieu thereof a semi-colon; and

(D) by adding at the end thereof new paragraphs (4) through (7) to read as follows:

"(4) demonstrate how funds received under this part will be used to promote the attainment of one or more of the National Education Goals set out in title I of the Goals 2000: Educate America Act and support the implementation of State and local plans for systemic reform, if any, approved under title III of such Act;

"(5) demonstrate how the applicant will address different perceptions of gender roles, in particular, perceptions of gender roles based on cultural and linguistic differences or stereotypes;

"(6) for applications for projects under section 4002(a)(1), demonstrate how the applicant will foster

1 partnerships and share resources with State educational agencies,
2 local educational agencies, institutions of higher education, and
3 other recipients of Federal educational funding; and
4 "(7) for applications for projects under section
5 4002(a)(1), demonstrate how parental involvement in the project
6 will be encouraged; and".
7 (2) in subsection (b)--
8 (A) in paragraph (1), by striking out "and" at the
9 end thereof;
10 (B) in paragraph (2), by striking out the period
11 at the end thereof and inserting in lieu thereof a semi colon;
12 and
13 (C) by adding at the end thereof new paragraphs
14 (3) and (4) to read as follows:
15 "(3) proposals from applicants for projects that would,
16 contribute significantly to improving teaching and learning
17 practices in the local community; and
18 "(4) proposals from applicants for projects that would
19 provide for a comprehensive approach to [addressing / enhancing?]
20 gender equity in educational institutions and agencies that draws
21 on a variety of resources, including local educational agencies,
22 community-based organizations, institutions of higher education,
23 and private organizations.".
24 (d) CHALLENGE GRANTS. Section 4004 of the ESEA is repealed.
25 (e) CRITERIA AND PRIORITIES. Section 4005 of the ESEA is
26 amended--

[(1) in the first sentence, by striking out "insure" and inserting in lieu thereof "ensure"; and

(2) by striking out the second sentence. [GEPA §431 requires the same thing.--OGC]

[(3) by adding at the end thereof a new sentence to read as follows: "The Secretary shall involve [Meaning?] the Office for Civil Rights when establishing criteria and priorities for awards under this part."] [OMB will object to ED legislating its own internal operations. C.F. amendment to §4006(b). If need to say anything, add: ",in consultation with the Asst. Sec. for C.R.," to first sentence.--OGC]

(f) REPORTS, EVALUATION, AND DISSEMINATION. Section 4006 of the ESEA is amended--

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

"(a) REPORT. The Secretary shall submit, by September 30, 1999, a report on the status of educational equity for girls and women in the Nation to the President and Congress. The Secretary shall provide for wide-spread distribution of the report. The Secretary may use funds authorized under this part in order to prepare and disseminate the report.";

[(2) by amending subsection (b) to read as follows--

"(b) EVALUATION AND DISSEMINATION. (1) The Secretary shall evaluate and disseminate, at low cost, materials and programs developed under this part.

"(2) The Secretary is authorized to gather and disseminate information about emerging issues concerning gender

equity and, if necessary, to convene meetings for this purpose.".] [Sec'y can already do. Same comments apply here that were set out above to the amendment for §4005(3). If the real desire here is to use program funds then need to say so.--OGC]

Yes - Say program funds can be used.

(g) AUTHORIZATION OF APPROPRIATIONS.--Section 4007 of the ESEA is amended to read as follows:

"SEC. 4007. AUTHORIZATION OF APPROPRIATIONS. There are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1995 through 1999 to carry out this part.". [OMB is not likely to let us get away without specifying the amount of appropriations for FY '95.]

Yes they are, according to Boyla.

(h) REDESIGNATION OF SECTIONS. Sections 4005, 4006, and 4007 of the ESEA are redesignated as sections 4004, 4005, and 4006, respectively.

1st Draft: Program Descriptions
FESEA
10/94

TITLE I-A
EDUCATION FOR THE DISADVANTAGED – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

SIGNIFICANT ACCOMPLISHMENTS

- Links between Title I and overall reform efforts: Requires States, LEAs, and schools to connect their Title I programs with broader education reform efforts, such as those developed under the Goals 2000: Educate America Act. Requires comprehensive State and LEA plans as a tool to help ensure that the new Title I supports systemic reform at all levels and that the children most in need benefit from those reforms.

- Challenging content standards: Shifts the program from providing remedial instruction intended to bring low-achieving students up to minimal levels of competency in basic skills to a new objective that, for the first time, stresses attainment to challenging academic standards -- the same challenging standards that all children would be expected to achieve under Goals 2000. Requires that States establish or adopt challenging content and performance standards as the basis for teaching, curriculum, and assessment.

- State assessment of children served by Title I: Instead of a separate Title I assessment system, requires the use of State assessment systems, aligned with content and performance standards, to measure how well children served by Title I are achieving to challenging standards. Requires States that have already developed high-quality statewide assessments for all children to use those assessments for Title I purposes. Using State assessment systems will help: (1) ensure the same standards for children served by Title I as for all children; (2) integrate Title I with statewide reform efforts; and (3) eliminate unnecessary, repetitive testing in Title I schools.

- School-level decision making: Brings Title I decisions down to the school level so that schools, in consultation with their districts, can determine uses of funds in ways that best meet the needs of their students. Each Title I school will work with the district to determine how to use Title I funds in ways that make the most sense for its students. Bringing these decisions down to the school level will help transform Title I from a district-directed "one-size-fits-all" program to a significant resource for school-based reform.

- New performance-based accountability: Requires that SEA plans define adequate progress towards State standards. Holds LEAs, along with individual schools,

accountable for improvement, and ties improvement to State standards and assessment mechanisms.

- Incentives, rewards, and sanctions: Creates State-sponsored recognition mechanisms, including "distinguished educators" and "distinguished schools"; allows SEAs to reward LEAs that meet or exceed the State's definition of adequate progress for three consecutive years; also allows LEAs to reward distinguished schools with greater decisionmaking authority, financial bonuses, and other incentives. Requires, in most instances, that SEAs take corrective actions against LEAs after three years consecutive years of failure to make adequate progress, and that LEAs take action against failing schools after two consecutive years. Examples of corrective actions include withholding funds, alternative governance arrangements, and other actions.

- Curriculum and teaching: Requires all schools receiving Title I funds to focus on high-quality curriculum and teaching, as a basis for helping children achieve to challenging standards. Encourages improvements that enrich curriculum, extend learning time, decrease use of pull-out programs, and strengthen professional development.

- Schoolwide programs: Lowers the 75 percent eligibility threshold required for schoolwide programs to 60 percent poverty in 1995 and then to 50 percent beginning in 1996. Allows schools to combine Title I funds with other Federal, State, and local programs. Creates State-sponsored "school support teams" to help schools design and implement schoolwide programs.

- Targeted assistance schools: Requires schools not operating schoolwide programs to focus on challenging standards for children targeted for services and to extend and enrich the instructional program for those children.

- Targeting funds within LEAs: Removes disincentives for success by allocating funds to schools on the basis of the number of poor children in each school, instead of low-achieving children. Prevents LEAs from spreading funds too thinly among too many schools by setting a minimum amount per poor child that LEAs must allocate to each school (at least 125 percent of the LEA's allocation per poor child), but exempts LEAs serving only schools above 35 percent from the minimum allocation requirement. Tightens special school eligibility rules so that districts may serve schools below the district poverty average only if the school has a poverty rate of 35 percent or more. Ensures participation of high-poverty middle and high schools by requiring LEAs to serve schools above 75 percent poverty, regardless of grade span, before serving schools below 75 percent.

- Targeting funds to high-poverty LEAs: Provides for some improvement in targeting by: (1) eliminating Title I funding for school districts with less than 10

poor children and a poverty rate of less than 2 percent (eliminating about 820 low-poverty districts that currently receive funding); and (2) creating a new weighted-child formula which, if funded, would improve targeting by allocating higher levels of funding to LEAs with large numbers or percentages of poor children.

- Parent involvement: Strengthens parental involvement by requiring school-parent compacts, in all Title I schools, that identify mutual responsibilities of parents and teachers to help each child succeed in achieving to challenging standards.

- Emphasis on technical assistance: Shifts current emphasis on compliance monitoring to a new focus on technical assistance to support comprehensive reform and help schools move children to higher levels of achievement. For example: at the State level, provides for the development of new State-sponsored mechanisms such as distinguished schools and distinguished educators to serve as mentors for Title I schools identified for improvement. At the LEA level, requires that LEAs coordinate parent involvement policy, professional development activities, and education-related health and social services, and also consult with each school as it develops its Title I program. At the Federal level, replaces current Chapter 1 technical assistance centers with a comprehensive technical assistance system for all Federal elementary and secondary programs.

- New demonstration authority: Authorizes a new Federal discretionary authority to test and evaluate innovative methods for educating disadvantaged children.

- Flexibility: Emphasizes planning as an ongoing process based on students' needs rather than administrative procedures and deadlines; permits States, LEAs, and schools to seek waivers of requirements that impede progress in educating disadvantaged children; expands the opportunity for schools to develop schoolwide programs.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Targeting funds to high-poverty LEAs: Substantially increasing the targeting of funds on the highest-poverty counties and school districts by allocating half of all Title I funds through Concentration Grants (instead of the current 10 percent), raising the eligibility threshold for Concentration Grants from 15 percent to 18 percent poverty (to reflect the national poverty rate), and adding an "absorption" provision to shift funds to counties and school districts with above-average poverty rates.

- Targeted Assistance Schools: Holding "targeted assistance schools" to the same requirements as schoolwide programs, including requirements for comprehensive

plans, and also holding these schools accountable for the progress of all of its children, not only the individual children targeted for services.

- Support services: Requiring that LEAs: (1) ensure a minimum of two health screenings for children in participating elementary schools with at least a 50 percent poverty rate, and (2) provide for counseling and mentoring for the students in any school serving sixth grade or above.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Title I formulas: Creates a separate authorization for an "Education Finance Incentive Program," which would distribute new funds with a new formula based on "effort" and "equity" factors and total school-age population instead of poor children. This formula, if funded, would undermine targeting by providing large funding increases to LEAs in low-poverty States and relatively small increases to LEAs in high-poverty States.

- Transition/interim assessment period: Allows State assessments, required in reading and math, to be developed over a five-year time period, with a possible one-year extension.

- Disaggregation of assessment data: Provides for disaggregation of assessment data at the State, LEA, and school level, by gender, each major racial and ethnic group, English proficiency status, migrant status, students with disabilities, and economically disadvantaged students.

- School and LEA accountability: Dilutes accountability for all LEAs and all schools by providing for a lengthy appeals process for LEAs facing corrective action, and allowing exemptions from corrective actions.

- Overly prescriptive requirements for LEAs and schools: For example, requires that, beginning in 1997, preschool services supported with Title I funds comply with performance standards for Head Start programs; prescribes many new parental involvement requirements such as requiring all LEAs to distribute information on Parent Information and Resource Centers established under Goals 2000; and requires schoolwide programs to provide individual assistance to any child having difficulty mastering any of the standards.

- Local Programs for Delinquent and At Risk Youth (Title I, Part D, Subpart 2) (see discussion under State Neglected and Delinquent Program)

- Innovative Elementary School Transition Projects (Title I, Part E, Sec. 1503): Authorizes Federal discretionary grants to LEAs for early intervention programs, including agencies that operate Follow Through, Even Start, and other comparable programs.

TITLE I-B
EVEN START FAMILY LITERACY

SIGNIFICANT ACCOMPLISHMENTS

- Eligibility for services: Extends eligibility to include young teen parents (who are within the State's compulsory school attendance age range) in parenting and early childhood education activities so long as LEAs provide, or ensure availability of, education services.

- Intensity of services: Requires year-round operation of programs, including some summer activities, and also requires programs to provide services for at least a three-year age range.

- Statutory emphasis on participation of low-income families: Requires that all projects identify and recruit low-income families (as well as those with low literacy or limited English language proficiency); and continues the priority on applications that target services primarily to families with high levels of poverty and related indicators, while adding a requirement that applications be evaluated on the basis of a high percentage of children residing in Title I school attendance areas.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Targeting: Giving priority to applications that primarily target families whose children reside in attendance areas of schools eligible for Title I schoolwide programs.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Reservations of funds: Requires the Secretary to reserve funds, within the 5 percent set-aside for migrant programs, Outlying Areas, and Indian tribes, for one competitive grant that demonstrates the effectiveness of a family literacy program in a prison that houses women and their preschool age children.

- State minimums: Maintains current State minimums of $250,000 or one-half of 1 percent, but removes the cap on the minimum, which means that most small States' allocations will rise significantly not only in FY 1995, but in any year that the Even Start appropriation increases.

TITLE I-C
MIGRANT EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Links to systemic reform and other programs: Like other programs, holds migrant students to challenging standards. Also clarifies that migratory children eligible for services under Title I LEA Grants must have access to those services, while encouraging the use of program resources for services not otherwise available.

- Targeting: Targets funds and services to recently migratory children and families by allowing the program to count and generally serve only migratory children who have made a qualifying move within the last 36 months (rather than 24 months proposed by the Administration, and up to 72 months in current law).

- Records transfer: Eliminates the centralized Migrant Student Record Transfer System, and allows the Secretary broad authority to collect data needed to obtain a count of children for allocating formula funds.

- Inter- and intra-State coordination: Eliminates the requirement that awards for migrant coordination activities be made only after consultation and approval by States.

- Definitions: Deletes provisions prohibiting the Secretary from changing the certain definitions, including "agricultural activity" and "currently migratory child."

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- None

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Consortium arrangements: Requires the Secretary to reserve not more than $1.5 million to award competitive grants to form State consortia, ten of which must be awarded to States that receive allocations of less than $1 million.

- Child eligibility: Expands the definition of a migratory child on behalf of one State (Alaska) to include a child whose parent, spouse, or guardian is a migratory fisher residing in a school district of more than 15,000 square miles and migrating more than 20 miles to engage in fishing.

TITLE I-D
NEGLECTED, DELINQUENT, AND AT-RISK PROGRAM

SIGNIFICANT ACCOMPLISHMENTS

- Targeting: Increases the minimum number of hours of instruction, that State institutions are required to provide to qualify for N & D funding, from 10 to 20 hours a week for juvenile institutions and from 10 to 15 hours a week for adult corrections institutions. (The Administration proposed a 20-hour weekly minimum for all types of institutions.) Also, for adult corrections institutions, gives priority to youth who are likely to be released within two years.

- Institutionwide programs: Authorizes juvenile institutions to operate institution-wide education programs that allow services to all students instead of to selected students.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Institutionwide programs: Requiring that, beginning with the 1996-97 school year, all State agencies receiving funds operate institutionwide programs in juvenile institutions.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Local Programs for Delinquent and At Risk Youth (Title I, Part D, Subpart 2): Authorizes a new State-administered discretionary program for projects in LEAs with the highest dropout rates and located in areas serving large numbers of children in local correctional facilities. Directs States to reserve funds for the program from the State's share of LEA Grants that are generated by the count of youth in local correctional facilities or community-day programs for delinquent children.

- Overly prescriptive requirements for State agencies: For example, requires that State agencies contact parents to gain their assistance in preventing further delinquency; provide individualized education for special education youth and staff trained to work with those students; and locate alternatives for youth not planning to reenter school once they leave the institution. Also requires, rather than permits, institutions to reserve 10 percent for transition activities.

TITLE II
DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT

SIGNIFICANT ACCOMPLISHMENTS

- Expansion of program: Supports efforts to improve teaching and learning through high quality, sustained, and intensive professional development to help all teachers to teach to high State standards in all core academic subjects. The new program will also work to transform professional development from episodic training to activities that are integral to the daily life of a school, carried out throughout an educator's career, and provided in sufficient intensity to make a real difference in teaching and learning. Although mathematics and science remain a priority, funds can be awarded for professional development in all of the State's core academic subjects.

- Federal activities: Provides a broad authority to develop the capacity to provide professional development; support institutes, professional networks, clearinghouses on the core subject areas, development of teaching standards, and the National Board for Professional Teaching Standards; promote transferability of licensure; evaluate Title II programs; and disseminate information about content standards.

- Focus on Professional Development: Ensures that the funds will be spent for enhancing the knowledge and skills of educators through professional development. Requires the extensive involvement of teachers and principals in the development of the professional development plan. References to extraneous uses of funds, such as curriculum development and instructional material purchases, are not included in allowable activities.

- Integration of Professional Development activities with existing programs/standards: Includes language that requires SEAs, LEAs, and IHEs to ensure that their professional development activities are aligned with the State's Goals 2000 plan (if applicable) and/or other existing State content standards.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

None

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Mathematics and Science Funding: The bill requires that the first $250 million in State grants be used for professional development activities in mathematics and science and encourages funds above $250 million to be used for mathematics and science.

DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT

- Establishment of Unnecessary Projects: Creates unnecessary new programs: the National Teacher Training Project and the Professional Development Demonstration Project.

- Establishment of Consortia as a Separate Program: Authorizes support for the Eisenhower Regional Mathematics and Science Education Consortia as a separate program (under Title XIII), rather than as an allowable use of Federal Activities funds.

TITLE III
TECHNOLOGY FOR EDUCATION

TECHNOLOGY FOR EDUCATION OF ALL STUDENTS

SIGNIFICANT ACCOMPLISHMENTS

- Federal Leadership: Essentially adopts the Department's proposal. Provides for a National Long-Range Technology Plan and authorizes awards for a broad range of research, development, demonstration, evaluation, and dissemination activities to improve and increase the use of technology in education.

- National Challenge Grants for Technology in Education: Permits the Secretary to make discretionary awards when the appropriations for the State grant program are less than $60 million.

- Star Schools - Education Reform: Requires applicants to show how projects will help achieve the National Education Goals, assist students to achieve to high standards, assist State and local education reform, and contribute to lifelong learning.

- Star Schools - Leadership and Evaluation: Authorizes up to 5 percent of annual appropriation for peer review, evaluation, and leadership activities. Evaluation authority provides for analysis of both Star Schools and other distance learning efforts and for analysis of the effects of different technologies used in distance learning.

- Ready-to-Learn Television: Reauthorizes program as part of ESEA.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Regional Technical Support and Professional Development: Authorizes separate program to support regional consortia to provide technical assistance and professional development services.

- State formula grants: Provides formula grants to States for competitive awards to the neediest school districts for technology resources. No authority was sought.

TITLE IV
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

SIGNIFICANT ACCOMPLISHMENTS

- Comprehensive program: Creates a comprehensive federal effort in support of National Education Goal Seven by expanding authorized program activities to include violence prevention; Eliminates obsolete "certification" requirements (under which LEAs must certify that they have developed and implemented minimum program and policy requirements) in favor of emphasis on comprehensive programs.

- Targets resources: State grant allocations are based 50% on the Title I formula and 50% on population. LEAs would be required to target 30% of their funds on school districts with the worst drug, violence, and crime problems (the remaining 70% would be allocated to all LEAs in the State based on school enrollment).

- Greater flexibility: School districts can use these funds for any prevention activity (other than construction, medical services, or drug treatment or rehabilitation), provided that they do not spend more than 20% on metal detectors and security personnel.

- Simplified allocation formula: Eliminates the multiple formula algorithms under current law and three of the four prescriptive set-asides under the Governors' program. Governors will receive 20%, and SEAs 80%, of each State's formula grant allocation.

- Less overlap between Governor and SEA/LEA programs. Governors will be required to give priority to programs and activities for children and youth who are not normally served by SEAs or LEAs, or for populations that need special services or additional resources, such as school dropouts.

- Increased accountability: Improved requirements for articulating and measuring program goals and objectives.

- Greater flexibility of National Programs funds: Eliminates separate authorities for the School Personnel Training and Emergency Grant programs, and eliminates percentage set-asides of National Programs funds.

- Technical assistance centers: Includes drug and violence prevention as part of the 15 consolidated technical assistance centers.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Separate authorization for postsecondary education programs. (However, postsecondary education activities are authorized under National Programs.)

- $25 million authorization for National Programs: Authorizes only $25 million, rather than "such sums" proposed by the Administration, for National Programs in 1995; the President's 1995 budget requested $80 million for comparable activities.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Set-Aside for Programs for Native Hawaiians: Requires that 0.2 percent of the appropriation for State grants be reserved for organizations recognized by the Governor of Hawaii that primarily serve and represent Native Hawaiians.

- Special rules for certain States: Requires States that, as of January 1, 1994, had established an independent agency for the purposes of administering both their SEA and Governor State grant funds, administer 80 percent of their State grant funds through the SEA and 20 percent through the independent agency, and use all of these funds for State and local educational agency programs. (In all other States, Governors' funds may be used for Governors' programs.)

- Includes unnecessary, separate authorization for hate crimes prevention grants -- in addition to this special authority, activities designed to prevent and to reduce the incidence of crimes and conflicts motivated by hate would be allowable under both the State grant and National Programs authorities.

TITLE V - PART A
MAGNET SCHOOLS ASSISTANCE

SIGNIFICANT ACCOMPLISHMENTS

- Focus on reducing minority group isolation: Allows funds to be used for instructional activities that make the magnet schools curriculum available to all children who attend the school, not just those participating in the magnet schools program. Also, requires applicants to describe how magnet schools funds will be used to increase interaction among students of varying social, economic, ethnic, and racial backgrounds.

- Support for programs that serve a wide range of students: Gives priority to applicants that select students based on methods such as lotteries, rather than academic examinations. Requires applicants to provide assurances that students residing in the local attendance area will have equitable access to the magnet schools project. Also, as stated above, allows magnet schools funds to be used for instructional activities throughout the school.

- Link to systemic reform efforts: Enhances the quality of magnet schools projects by requiring applicants to provide information on how the project will increase student achievement and implement activities consistent with systemic reform efforts, such as Goals 2000.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Matching Requirement: Requirement that grantees contribute part of the cost of the magnet schools project during the grant period. (As in current law, no matching funds are required.)

- Priorities: Similar to Administration bill, applicants that propose to draw on comprehensive community involvement plans will receive priority. Does not, however, specify that community plans should be those focusing on educational improvement, school and residential desegregation, and community renewal.

MAGNET SCHOOLS ASSISTANCE

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Innovative Programs: Requires the Secretary to reserve not more than five percent of magnet schools funds for innovative programs that involve strategies, other than magnet schools, such as neighborhood or community model schools. In order to be eligible for these funds, a school district would be required to be implementing a desegregation plan; however, several other provisions of the magnet schools law, including the application requirements, priorities, and use of funds sections, would not apply to applicants under this program.

TITLE V - PART B
WOMEN'S EDUCATIONAL EQUITY

SIGNIFICANT ACCOMPLISHMENTS

- Local implementation projects: Expands the scope of the program to support both demonstration programs and local implementation projects. Activities might include: training for teachers and other school personnel in gender-equitable teaching and learning practices; introducing into the classroom curricula, textbooks, and other materials designed to achieve equity for women and girls; and providing leadership training to allow women and girls to develop skills needed to compete in the global marketplace.

- Research and development: Provides support for research and development strategies designed to advance gender equity, as well as methods to assess whether diverse educational settings are gender-equitable.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- None.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Complex grant competitions: Establishes specific criteria and priorities for grant competitions, although the Secretary is not required to follow them. (Administration bill gave the Secretary flexibility to establish criteria and priorities.)

- Special Assistant for Gender Equity: Amendments to the Department of Education Organization Act require the Secretary to designate a Special Assistant for Gender Equity to promote, coordinate, and evaluate gender equity programs. New language also requires the Secretary to ensure that WEEA is administered by an individual with significant experience in the field of gender equity education. (Administration bill did not include similar language.)

TITLE VI
INNOVATIVE EDUCATION PROGRAM STRATEGIES
(FORMERLY CHAPTER 2)

SIGNIFICANT ACCOMPLISHMENTS

None

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

None

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Reauthorization of the program: Essentially reauthorizes the former Chapter 2 program to support school improvement and educational reform. The State allotment of total funds follows current law, with 1% to Outlying Areas and the remainder distributed to States based on population. The percentage going to LEAs is increased to 85%. The LEA innovative assistance areas have been somewhat modified, yet the allowable activities remain widely scattered in focus. Examples of these activities include: (1) literacy programs for students and adults, (2) the purchase of instructional materials tied to high academic standards, and (3) Goals 2000 school reform activities aligned with State standards.

TITLE VII
IMMIGRANT EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Coordination: Requires that local activities undertaken with program funds be coordinated with other Federal assistance and Goals 2000.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Discretionary Grants: The Department proposed to convert Immigrant Education to a discretionary grant program that would have required high-quality instructional services and provided much larger grants to LEAs that received them. The law maintains the current formula program, which provides small amounts of funding to all eligible districts and allows recipients to use grants as general aid. While States can use part of their allocation for discretionary grants if the appropriation exceeds $50 million, this provision will have only limited effect on the quality of services provided.

TITLE VII
BILINGUAL EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Instructional programs: Old Part A (Instructional Programs) structure replaced with one that actively promotes systemic educational reform, holds language minority students to the same high standards as all other students, and allows LEAs greater flexibility in selecting instructional approach. Projects must conduct an evaluation every two years and could be terminated if students are not making adequate progress toward achieving challenging State content and performance standards. Project activities must be integrated with the regular school program and other Federal assistance including Goals 2000.

- State role: Expands State role to partner with the Federal Government in selecting grantees. States are required to review and comment on all instructional services and professional development applications.

- Research: Research authority is broadened to include field-generated projects, as well as grants and cooperative agreements.

- Technical Assistance Centers: Consolidated with other ESEA technical assistance activities.

- Graduate Fellowship Program: Broadened to include post-doctoral awards and eliminates requirement to make 500 fellowship awards annually.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- All significant proposals were enacted.

TITLE VIII
IMPACT AID

SIGNIFICANT ACCOMPLISHMENTS

- Basic Support Payments: Restructures the authority for payments on behalf of federally connected children to more simply calculate payments based on weighted child counts.

- Civilian "b" children: Eliminates payments on behalf of civilian "b" children, those children whose parents work on Federal property, but who live elsewhere in the community. Only a handful of LEAs, with at least 2000 such children that comprise at least 15 percent of average daily attendance, will receive payments on their behalf. Approximately 700 LEAs will cease to be eligible for Impact Aid due to this provision, although they will receive a hold-harmless payment for 1995.

- Children with disabilities: Authorizes separate categorical payments on behalf of certain federally connected children with disabilities. This assistance was provided under the old law through special increases within the basic payments, which prevented careful analysis and control of these funds.

- Sudden and substantial increases: Authorizes special one-time payments to LEAs that experience sudden increases in federally connected enrollments due to defense realignment and military base consolidation.

- Equalization provisions: Directs the Secretary to determine whether a State is equalized (if so, a State may consider Impact Aid in its State funding formula) using only the "disparity standard," the best measure of equalization. Encourages States to increase equalization by reducing the allowable disparity under Impact Aid from 25 percent to 20 percent after three years.

- Capital improvement: Replaces the current construction authority with a new program of formula assistance to districts (1) with at least 50 percent children living on Indian lands, (2) with at least 50 percent military dependent children and whose voters have recently rejected bond increases, (3) that are heavily impacted or coterminous, or (4) that have experienced a substantial increase in federally connected children.

IMPACT AID

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Basic Support Payment formula: Determining the maximum payment by multiplying a school district's weighted child count by the State average per-pupil expenditure and the average share of revenue for education provided at the local level in the State would have substantially simplified and increased equity in the distribution of available Impact Aid. Instead, a more complex formula was enacted.

- "B" Payments: Elimination of payments on behalf of all "b" children, including children whose families live on private property, but whose parents work on Federal property or are in the uniformed services, and children who live in federally subsidized low rent housing. Instead, only payments for civilian "b" children, in most districts, were eliminated.

- Payments for Federal property: Elimination of the authority for payments for Federal property, known as "Section 2" under the old law. Appropriations for this activity are approximately $16 million each year and provide modest payments to most eligible LEAs.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- LOT methodology: Authorizes a method of reducing Basic Support Payments to LEAs from the maximum payment by considering the extent to which the LEA is dependent on Impact Aid. This methodology favors school districts with high percentages or federally connected children and whose Impact Aid payments comprise a large percentage of the school budget.

- Payments for heavily impacted districts: Authorizes special additional payments to three categories of school districts that have high percentages of federally connected children and that meet certain fiscal requirements.

TITLE IX
INDIAN EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Comprehensive program: Supports efforts to help Indian students achieve to the same high standards expected of all students and promotes comprehensive planning by local school districts to meet the needs of Indian children, by requiring that each LEA or tribe applying for a formula grant to include a comprehensive program for meeting the needs of Indian children, consistent with the State and local improvement plans either approved or being developed under the Goals 2000: Educate America Act. The plan must include student performance goals; describe professional development that will be provided; and explain how the district or tribe will assess students' progress toward meeting the goals and provide the results of this assessment to the parent committee and the community.

- Schoolwide projects: Permits LEAs and tribes to combine Indian education funds with other State, local, and Federal funds in Title I schoolwide projects.

- SEA involvement: Promotes State responsibility for Indian education by requiring LEAs to submit formula grant applications to the State educational agency for comment.

- Technical assistance centers: Includes Indian education as part of the 15 consolidated technical assistance centers.

- Professional development: Consolidates two separate professional development programs into a single authority.

- Payback provisions/service obligation: Requires individuals receiving funding under the Professional Development program and the Fellowship program to perform related work following training or to repay all or a part of the cost of training. The service obligation must benefit Indian people.

- Research authority: Authorizes a new discretionary authority for research, evaluation, data collection, and related activities.

INDIAN EDUCATION

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Grants to SEAs: Authorization for Grants to State educational agencies (SEAs) to ensure that Indian children are adequately provided for in comprehensive State systemic educational reforms.

- Demonstration Grants authority: Consolidation of all discretionary programs into one comprehensive Demonstration Grants authority. (Separate authorization for a Gifted and Talented program is retained.)

- Fellowship program: Consolidation of the Fellowship program into the new program of Professional Development. (Retains the Fellowship program.)

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Grants to tribes for education administrative planning and development: Authorizes a new program of grants to tribes to plan and develop the tribal equivalent of an SEA. This authority is very similar to provisions enacted under the BIA amendments.

TITLE X, PART A
PROGRAMS OF NATIONAL SIGNIFICANCE

FUND FOR THE IMPROVEMENT OF EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Administration Proposal Adopted: Funds may be used for activities that promote systemic reform at the local level, demonstrations that yield nationally significant results, joint activities with other agencies to achieve the National Education Goals, activities to promote comprehensive health, foreign language, and environmental education, studies and evaluations of education reform and innovation, and identification and recognition of exemplary schools and programs.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- New Programs Authorized: Six new programs are established under FIE with specific, separate authorities.

TITLE X, PART B
GIFTED AND TALENTED CHILDREN

SIGNIFICANT ACCOMPLISHMENTS

- Expanded purpose: In addition to providing national leadership for efforts to identify and serve gifted and talented students, supports the appropriate application and adaptation for all students of materials and instructional methods developed for gifted and talented students.

- Priorities: Maintains priorities for serving gifted and talented students who may not be identified and served through traditional assessment methods, and for programs and projects designed to develop or improve the capability of schools in an entire State or region of the Nation. Also retains the requirement that half of the projects funded serve students who may not be identified by traditional assessment methods.

- Expanded research, development, evaluation: Provides a general authorization for research, development, and evaluation activities (outside that for the National Research Center).

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Expanded purpose: Although the purpose was broadened to include the appropriate application and adaptation for all students of materials and instructional methods developed for gifted and talented students, the act retains the current emphasis on serving gifted and talented students. The proposal would have moved farther toward demonstrating how strategies and programs designed for the education of gifted and talented students can be adapted and used to improve teaching and learning for all students in a school and to help all students in a school develop their talents, realize their potential, and meet challenging performance standards, while not diminishing the curriculum and instruction for students traditionally identified as gifted and talented.

- Nonfederal share: Authority for the Secretary to require matching.

GIFTED AND TALENTED CHILDREN

SIGNIFICANT ENACTED PROPOSALS OPPOSED BY THE ADMINISTRATION

- National Center: Requirement that the Secretary establish a National Center for Research and Development in the Education of Gifted and Talented Children and Youth.

TITLE X - PART C
PUBLIC CHARTER SCHOOLS

SIGNIFICANT ACCOMPLISHMENTS

- New authority establishes Federal support for Public Charter Schools: Authorizes grants to SEAs, LEAs, and other authorized public chartering agencies for the planning and initial implementation of public charter schools. Applicants would apply for a single grant of up to three years and would work closely with educators, parents, and members of the local community to develop their proposals. Funds might be used to develop new curricula, acquire necessary equipment, train teachers, and inform parents and the community about the school.

- Educational program linked to challenging State student performance standards: Requires applicants to describe how their educational program will enable all children to achieve to high standards and the methods they will use to determine progress toward this objective.

- National activities: Reserves up to ten percent of funds for peer review of applications, an evaluation of charter schools, and other activities designed to contribute to the success of the Public Charter Schools program.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- None

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Two-tier grant competition: Allows an SEA to apply for Charter Schools funds to conduct a Charter Schools program. If an SEA elects not to participate in the program or if the SEA's application is not funded, other entities, including LEAs, can apply for a direct grant only .

- Revolving loan fund: Allows an SEA to reserve up to 20 percent of its Charter Schools grant to establish a revolving loan fund. The SEA would make loans to its Charter Schools subgrantees to defray the initial operating costs of the charter school.

TITLE X - PART D
ARTS IN EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Expansion of allowable federal activities: Supports a broad range of Federal activities aimed at supporting education reform by strengthening arts education as an integral part of the curriculum. Allowable activities include research, model programs, model assessments, professional development in the arts, and collaborative activities with other agencies and organizations such as the National Endowment for the Arts.

- Continuation of support for the Kennedy Center and Very Special Arts: Continues authorization for projects and programs at the Kennedy Center for children and at Very Special Arts for individuals with disabilities.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

None

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Creation of the Cultural Partnerships for Children and Youth program: Authorizes a new program to support model programs to improve the educational performance and future potential of at-risk children and youth through comprehensive and coordinated educational and cultural activities. An interagency partnership composed of the Secretary, the Chairs of the National Endowments for the Arts and Humanities, and the Director of the Institute of Museum Services, or their designees, would establish criteria and procedures for awarding grants to eligible local partnerships.

- Restriction on Use of Appropriations: Requires all funds to be used to support Kennedy Center and Very Special Arts if the total appropriation is $9 million or less.

TITLE X - PART E
INEXPENSIVE BOOK DISTRIBUTION

SIGNIFICANT ACCOMPLISHMENTS

- Authorization extended: Extends authorization for support of inexpensive book distribution activities by the Reading is Fundamental (RIF) organization.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Focus on local capacity-building: Requirement that Reading is Fundamental (RIF) fund projects for only five years unless they serve at-risk populations and can demonstrate financial need. The proposal also would have required RIF to cease funding all current projects within 3 years unless they supported at-risk students. However, reauthorization does give the Secretary the authority to impose such terms and conditions as are needed to help the program operate more effectively

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

None

TITLE X
PROGRAMS OF NATIONAL SIGNIFICANCE

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- Civic Education: Provides for an award to the Center for Civic Education to support its program of education about American government.

- 21st Century Community Learning Centers: Provides awards to local educational agencies to plan, implement, or expand projects to coordinate education and other community services in community learning centers. New program.

- National Writing Project: Provides for an award to the National Writing Project to carry out its program for training teachers in the teaching of writing.

TITLE XIII
SUPPORT AND ASSISTANCE PROGRAMS TO IMPROVE EDUCATION

SIGNIFICANT ACCOMPLISHMENTS

- Comprehensive services: Creates a program of comprehensive, regional technical assistance centers to improve education throughout the Nation. Teachers and other educators will be far better served by this approach than by the current system of dozens of centers that focus only on individual programs in isolation from one another.

- Takes advantage of new technology: Authorizes the Secretary to provide a broadly accessible technology-based technical assistance service to support ESEA programs. (However, does not authorize use of program funds for this activity; the Department would have to use S&E funds unless appropriations language provides otherwise.)

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- National Diffusion Network continued as a separate program, rather than consolidated under a comprehensive regional and technology-based assistance program, as proposed by the Administration. However, the reauthorized NDN is broader, less project-centered, and better integrated with other reform efforts, including the new comprehensive regional assistance centers.

- Regional mathematics and science education consortia continued, as a separate authorization, rather than included in the more comprehensive Eisenhower Professional Development Federal Activities program under ESEA Title II.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Limits flexibility and delays implementation of comprehensive centers by requiring that the current categorical technical assistance centers be funded through 1996.

OTHER PROGRAMS

SIGNIFICANT ACCOMPLISHMENTS

- Program Eliminations: Eliminates authorizations for Territorial Teacher Training, Education Partnerships, and the Fund for the Improvement and Reform of Schools and Teaching (FIRST), in addition to several unfunded authorities and other activities included under other headings (e.g. categorical technical assistance centers, Drug-Free Schools categorical programs).

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Program Continuations: Congress continued the authorizations for Dropout Prevention Demonstrations, Education for Native Hawaiians (with some changes), Ellender Fellowships, Foreign Language Assistance (with major changes), General Assistance to the Virgin Islands, and Law-Related Education.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- New Authorizations: The bill includes 13 discrete new Federally administered programs, including a major elementary and secondary education infrastructure improvement program, an urban and rural assistance title, and many other new authorities within existing programs.

TITLE XIV
GENERAL PROVISIONS

SIGNIFICANT ACCOMPLISHMENTS

- Consolidation of State Administrative Funds: Permits SEAs to consolidate administrative funds set aside under ESEA formula grant programs (although, unlike the Administration's proposal, only if the SEA receives the majority of its resources from non-Federal sources). In addition to administration, the funds can be used for broader purposes such as peer review, program coordination, dissemination, and technical assistance.

- Consolidation of Local Administrative Funds: Permits LEAs to consolidate certain program funds for administration. SEAs must establish procedures for responding for LEA requests for consolidation.

- BIA Consolidated Grant: Requires ED to transfer to DOI, as a consolidated amount, the BIA set-asides and formula allocations under ESEA programs. BIA will expend these funds pursuant to an agreement between the two agencies.

- Transfer of Unneeded Funds: Permits LEAs, with the approval of the SEA, to transfer unneeded funds (up to 5 percent of the total) from one "covered program," not including Title I-A, to another program.

- Consolidated Applications: Permits SEAs and LEAs to file coordinated plans and applications for certain programs. Also requires State and local plans and applications for various ESEA plans to be integrated with one another and with Goals 2000 plans.

- Broad Waiver Authority: Gives the Secretary broad authority to waive statutory and regulatory requirements, at the request of an SEA, LEA, Indian tribe, or school, if such a waiver will help increase the quality of instruction or improve the academic performance of students. (However, this authority is somewhat more restrictive than proposed by the Administration.)

- Uniform Provisions: Establishes uniform requirements, cutting across programs, for maintenance of effort and services to private school students.

- Evaluations: Permits ED to reserve up to 1/2% of amounts appropriated for each ESEA program, other than Title I, to conduct program evaluations. Requires that the evaluations cover certain areas. [Not included in Administration bill, but we were supportive.]

GENERAL PROVISIONS

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Schoolwide Programs: Provision would have allowed schools to use any formula grant funds, except IDEA, and certain discretionary funds to operate schoolwide programs.

- State Recognition of Exemplary Performance: Would have permitted States to withhold up to 1% of formula grant allocations (under programs other than Title I-A) for recognition awards to recipients that carry out grant activities in an exemplary manner and demonstrated outstanding performance.

- International Activities: Would have given the Secretary broad authority to carry out international education activities.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Freely Associated States: Includes the former Territories of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau within the definition of "Outlying Area" for the purpose of determining eligibility for the Title I Outlying Areas program and for discretionary programs.

- Eligibility of BIA Schools: Includes BIA-funded schools within the definition of "local educational agency," making those schools eligible to compete for grants in all programs under which LEAs are eligible, except in programs that have BIA set-asides and except for very small BIA schools.

- Coordination of Services: In ESEA Title XI, permits LEAs and schools to use up to 5 percent of their ESEA funds for coordinated services projects that address the educational, health, social services, and other needs of children and their families.

- Gun-Free Schools: Requires each SEA receiving ESEA funds to have in effect, within one year of enactment of the reauthorization, legislation requiring LEAs to expel from school, for not less than one year, any student who brings a weapon to school. Permits LEAs to modify this policy on a case-by-case basis and to provide educational services to expelled services in an alternative setting.

GENERAL PROVISIONS

- Buy American: Requires each Federal agency that provides assistance under ESEA to notify recipients of that assistance that Congress believes they should, in expending that assistance, purchase only American-made equipment and products.

GENERAL EDUCATION PROVISIONS ACT (GEPA)

SIGNIFICANT ACCOMPLISHMENTS

- Uniform Applicability: Makes GEPA apply to all ED programs.

- Biennial State Report: Changes the current requirement for States to report annually on the use of Federal funds into a requirement for a biennial report. [Administration proposed that the requirement be deleted.]

- Biennial Evaluation Report: Changes the current requirement for the Department to prepare an annual evaluation report on its programs into a requirement for a biennial report.

- Joint Funding: Permits the Department to assist projects jointly funded under two or more programs and to enter into arrangements with other agencies in order to carry out joint activities of common interest.

- Regulations: Streamlines rulemaking requirements applicable to the Department by permitting the Secretary to operate the first grant competition, under a new or substantially revised program, without promulgating final regulations, and by replacing the 240-day deadline for issuance of final regulations with a 360-day deadline.

- Record-keeping: Reduces the grantee record-keeping requirement from five to three years.

- Withholding: Expands ED withholding authority to cover local noncompliance with Title IX of the Education Amendments of 1972, the Age Discrimination Act, and Section 504 of the Rehabilitation Act, in addition to Title VI of the Civil Rights Act. Broadens eligible uses for withheld funds.

- Equity: Requires each applicant under an ED program (other than an individual) to describe in its application the steps it will take to ensure equitable access to, and participation in, the proposed project or activity, in order to overcome barriers to participation based on race, color, national origin, disability, or age.

GENERAL EDUCATION PROVISIONS ACT (GEPA)

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- Education Impact Statement: Retains requirement for the Department to publish an "education impact statement" with any regulation.

- Grantbacks: Rather deleting the grantback authority, extends the period of time during which grantback funds during which grantbacks may be expended.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE DEPARTMENT

- Disclosure Requirement: Requires that any "educational organization" that provides student, for a fee, with honors programs, government study programs, and student exchange programs to disclose, to students or their parents certain information about the organization. Requires the Secretary to take appropriate actions to enforce this requirement.

- Recovery of Funds: Amends current law to: (1) require the Secretary to establish (rather than merely state) a primae facie case for the recovery of funds in any preliminary decision; (2) give recipients 60 days (rather than 30) to appeal a preliminary decision; (3) prohibit, during a period of Secretarial review of administrative law judge decisions, ex parte contact between the Secretary and individuals representing the Department or the recipient.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

SIGNIFICANT ACCOMPLISHMENTS

- Focus on comprehensive, high-quality services for homeless children and youth: Refocuses program on enabling all homeless children to achieve to the same high standards expected of all children by: making those who need it eligible for Title I services; eliminating current law's focus on remedial education; and allowing funds to be used for tutoring, supplemental instruction, and enriched educational services.

- Elimination of count of homeless children: Replaces State count of homeless children (which did not produce valid data) with requirement that States estimate the number of homeless children and youth and the number receiving services. In addition, States will now be required to describe their activities to identify homeless children and determine their needs as well as their progress in ensuring that homeless children and youth enroll in, attend, and succeed in school.

- Encouragement for provision of preschool services: Encourages services to preschool children by authorizing the use of funds for early childhood education programs and by requiring States to ensure that homeless children have equal access to public preschool programs.

- Greater role for parents: Requires school districts to abide, to the extent feasible, by a parent or guardian's request to enroll a homeless child in a particular school. (Administration bill had used the phrase "unless there is a compelling reason not to do so" rather than "to the extent feasible.") Also, allows funds to be used to provide education and training to parents about the rights of homeless children and the resources available to them.

- Increase minimum funding amount: Raises minimum State allocation from $50,000 to $100,000.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- No-Cost Transportation: Requirement that transportation be provided, to the extent possible, at no cost to homeless children and youth.

- Homelessness Liaison: Requirement that all districts in which homeless children reside or attend school in a State that receives a Homeless Children and Youth grant designate a staff person to serve as a homelessness liaison. (As in current law, requires homelessness liaisons in each LEA that receives assistance from this program.)

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- None

AMENDMENTS TO THE IDEA

SIGNIFICANT ACCOMPLISHMENTS

- Merger of programs: Replaces the authority for the Chapter 1 Handicapped program with new provisions in the Individuals with Disabilities Education Act (IDEA) in order to serve all children with disabilities under IDEA programs.

- Hold-Harmless provisions: Ensures that the merger has no adverse effect by (1) guaranteeing that for fiscal years 1995-1997 States would receive no less under IDEA programs than they had received in total under IDEA and the Chapter 1 Handicapped programs in 1994 (for 1998 and 1999, should the number of children decrease, the hold-harmless amount would be reduced proportionately); (2) requiring States to give State agencies previously funded under the Chapter 1 Handicapped program the same amount per child that these agencies received in 1994. States are also allowed, at their discretion, to provide this amount to LEAs for children who transferred from State-operated and State-supported programs.

- Part H: Distributes $34 million of the IDEA funds appropriated in 1995 for the Grants for Infants and Families program to States on the basis of the number of children served and distributes the remainder of the funds on the basis of population.

SIGNIFICANT PROPOSALS THAT WERE NOT ENACTED

- None.

SIGNIFICANT ENACTED PROPOSALS NOT SUPPORTED BY THE ADMINISTRATION

- None.

~~Oct 27, 1994~~

THE IMPROVING AMERICA'S SCHOOLS ACT OF 1994

Introduction

The Improving America's Schools Act of 1994 (IASA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), marks a watershed in Federal support for education. Under the framework of the Goals 2000: Educate America Act, IASA provides for a comprehensive overhaul of programs governing an $11 billion-a-year investment in education and remakes them in a manner designed to help ensure that *all* children acquire the knowledge and skills they will need in the 21st century.

IASA encourages educators to align various reform efforts and create comprehensive solutions for schools and districts in order to meet students' needs. Schools and districts will receive assistance to improve teaching and learning, through increased support for professional development, comprehensive technical assistance, and technology. The Title I program significantly increases the number of schools eligible to develop schoolwide programs and serve all of their children, allowing educators to use Federal monies for comprehensive education reforms that address the needs of the whole student and the whole school.

The new ESEA also provides resources to help link schools, parents, and communities. The Safe and Drug-Free Schools and Communities Act, Title IV of ESEA, builds on the belief that school-community links are critical to creating environments where all children can reach high standards--school environments that are safe, drug-free, and conducive to learning. In addition, various provisions throughout the bill, including parent-school compacts, encourage increased parental involvement in planning for program development and in sharing responsibility for student performance.

The reauthorized ESEA shifts the focus of Federal education policy from compliance with Federal requirements to emphasis on flexibility to improve teaching and learning coupled with increased accountability for improved student achievement. Indeed, the bill allows grass-roots reform efforts to flourish, without excessive Federal control. Through consolidated applications and plans, reduced testing requirements, and the option to consolidate State and local administrative funds, for example, the bill alleviates paperwork burdens so that educators can focus more time, energy, and resources on better educating children. For the first time, ESEA provides a waiver authority for relief of requirements that are impeding better educational performance and provides a charter school program to demonstrate how increasing flexibility within public school systems can produce better results for children. In addition, it promotes building-level decision-making that will bolster local initiative and partnerships for education reform.

ESEA completes a comprehensive Federal strategy to support State and local school reform efforts. As part of the overall Federal reform agenda, the reauthorized ESEA directly supports States' Goals 2000 frameworks for setting and meeting challenging State standards and will help ensure that *all* students meet those standards.

TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS
TITLE I - IMPROVING BASIC PROGRAMS OPERATED BY LEAS
(Formerly CHAPTER 1)

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, States, and the Federal government. Schools will decide for themselves how to spend their Title I resources and, in far greater numbers, be able to combine all of their resources to support comprehensive reform through more schoolwide programs; LEAs will play a new, critical role through providing consultation, coordination, and high-quality professional development; States will anchor the program by developing challenging academic standards and linking Title I with their overall school reform efforts; and the Federal government will work to support States, districts, and schools as they strive to make these changes work.

Four overall principles lay the groundwork for these new roles. These principles, and the specific Title I provisions that support each one, are described below.

I. HIGH ACADEMIC STANDARDS-WITH COMPONENTS OF EDUCATION ALIGNED SO THAT EVERYTHING IS WORKING TOGETHER TO HELP CHILDREN REACH THOSE STANDARDS

The new Title I:

- Promotes the alignment of all educational components. Every aspect of the education system—curriculum and instruction, professional development, school leadership, accountability, and school improvement—will be working together to ensure that all children served by Title I attain the challenging standards.

- Requires States, LEAs, and schools to connect their Title I programs with their overall reform efforts, including those developed under the Goals 2000: Educate America Act. The new Title I is designed to support systemic reform efforts at all levels and ensure that the children most in need reap the benefit of those efforts.

- Requires States receiving Title I funds to submit plans demonstrating that they have challenging content standards specifying what children are expected to know and be able to do, and challenging performance standards. To ensure high expectations, States that have already developed standards for all children (under Goals 2000 or another process) will use those standards for Title I, as well. Otherwise, they will develop challenging standards in at least reading and math for children served with Title I funds.

- Requires States to have a set of high-quality State assessments, geared to State content standards, that will be used to determine whether children in Title I schools have met the State's performance standards. If a State has already developed a set of high-quality, State-wide assessments for all children, it will use those assessments for Title I purposes. This will ensure that schools, LEAs, and the State will have assessment information tied to what they expect children to know and be able to do for both accountability and improvement purposes.

2. A FOCUS ON TEACHING AND LEARNING

The new Title I:

- Expands the schoolwide program approach and requires comprehensive instructional reform to enable all children to meet the challenging State standards.
  - The law enables many more Title I schools to develop schoolwide programs (about 12,000 more) by lowering the minimum poverty level at which a school can become a schoolwide program from 75 percent to 60 percent poor children in school year 1995-96 and then to 50 percent in subsequent years. Schoolwide programs will be able to combine Title I with other Federal, State and local funds to serve all students in the school. These funds, however, will have to be used for schoolwide reform strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for all children, according to a comprehensive plan to meet the State's high standards.

  - By allowing schools to integrate their programs, strategies, and resources, Title I can become the catalyst to comprehensively reform the entire instructional program provided to children in these schools, rather than merely serve as an add-on to the existing program. A one-year planning period for schools as they develop and implement their plans, and increased technical assistance through school support teams and other mechanisms will further support high-quality reform in schoolwide programs.

- Reforms targeted assistance programs to enable participating children to meet the challenging State standards. Targeted assistance schools (schools that are ineligible or have not opted for a schoolwide approach) will use funds for programs for children who are failing, or most at risk of failing, to meet the State's performance standards. Those programs must give primary consideration to extended-time strategies, be based on what research shows is most effective in teaching and learning, and involve accelerated curricula, effective instructional strategies, strong coordination with the regular program, and highly qualified and trained staff. Title I programs that rely on drill and practice or fail to increase the quality and amount of instructional time will no longer meet the requirements of the law. Like schoolwide program schools, targeted assistance schools must orient their programs toward enabling children served by Title I to meet the challenging State performance standards.

- Strengthens provisions to ensure the equitable participation of students attending private schools. The law clearly states that eligible children attending private schools must receive comparable and equitable educational benefits. The law explains the component steps to ensure timely and meaningful consultation.

- Emphasizes high-quality teaching and professional development. Title I will play a key role in ensuring that teachers, administrators, other school staff, and district-level personnel receive the professional development they need to improve the quality of instruction so as to enable children to meet the State's challenging standards. LEAs will provide high-quality professional development designed by principals, teachers, and other school staff in Title I schools. Professional development also will be a central component of each Title I school. These efforts will be tied to professional development efforts under Title II of the ESEA.

- Ensures Title I funds for the most needy middle and high schools. A requirement that LEAs must serve all schools at any grade level with at least 75 percent poverty before serving schools, including elementary schools, below that percentage will ensure participation of the highest-poverty middle and high schools in Title I. Along with offering enriching curriculum and instruction, these schools can use Title I resources for such activities as counseling and mentoring, college and career awareness and preparation, and other services to help prepare students to succeed in college and work.

- Simplifies selection procedures for students with disabilities and students with limited English proficiency to ensure their participation in the program. Students with disabilities and students who are limited English proficient will be eligible for the program on the same basis as other children.

3. FLEXIBILITY TO STIMULATE LOCAL INITIATIVE COUPLED WITH RESPONSIBILITY FOR STUDENT PERFORMANCE

The new Title I:

- Brings Title I decisions down to the school level so that schools, in consultation with their districts, can determine uses of funds in ways that best meet the needs of their students. Each Title I school will work with the district to determine how to use Title I funds in ways that make the most sense for its students. Bringing these decisions down to the school level will help transform Title I from a district-directed "one-size-fits-all" program to a significant resource for schools to use to meet the needs of their children.

- Emphasizes planning as an ongoing process based on the needs of schools and students, not on administrative procedures. For example, plans will be submitted with parental input.

- Provides flexibility by allowing waivers of statutory or regulatory provisions. Title XIV of the reauthorized ESEA allows schools, districts, and States the opportunity to seek waivers of provisions they can demonstrate will impede their reform efforts.

- Develops a new performance-based accountability system using high-quality State assessments.

  -- Each Title I school will be required to demonstrate, based on the State assessment and other measures adequate yearly progress toward attaining the high State performance standards. Schools failing to make adequate progress will be identified for improvement and receive technical assistance. If, after two years in school improvement, the school still fails to make adequate progress, its LEA must, in most instances, take corrective actions, such as instituting alternative governance arrangements or authorizing student transfers to another school. The LEA, however, could take such actions any time after a school is identified for improvement.

  -- Schools exceeding the State's definition of adequate progress for three years will become "Distinguished Schools," with the option to become mentors to other schools and the possibility of receiving monetary awards from their State's Title I funds and other institutional and individual rewards from their district.

  -- School districts also will be held accountable by their SEAs for performance, through mechanisms similar to those established for schools.

  -- Distinguished Educators will be available to assist schools and districts furthest from meeting the State standards, as well as to schoolwide programs schools.

- Requires districts to distribute dollars to schools on the basis of poverty (the total number of poor children in each school), not achievement. This will remove penalties for success that may have previously existed.

4. LINKS AMONG SCHOOLS, PARENTS, AND COMMUNITIES

The *new* Title I:

- Focuses on increasing parental involvement. The Act emphasizes three components of parental involvement: 1) policy involvement at the school and district level, including parental involvement in developing school-level programs; 2) building capacity for involvement through such means as increased training and enhanced involvement of community-based organizations; and for the first time, 3) shared parent and school responsibility for improved student achievement, embodied in school-parent compacts.

- Strengthen Title I school-community connections to better meet children's needs by fostering integration of Title I with other educational programs and health and social service programs. New provisions 1) ask school districts to coordinate and integrate Title I services with other educational services, including Even Start, Head Start, and school-to-work services and, to the extent feasible and where necessary, with other agencies providing health and social services to children; 2) allow Title I schools to work with the community to provide health, nutrition, and other social services that are not otherwise available to the children being served; and 3) require districts and schools to address the transition needs of children, particularly as they move from pre-school to school.

TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS FORMULA-GRANTS TO LOCAL EDUCATIONAL AGENCIES

Title I funds are intended to help close the achievement gap between high- and low-poverty schools by targeting additional resources to school districts based on their numbers of poor school-age children. The new ESEA law passed by Congress:

- Eliminates Title I funding to the wealthiest school districts by setting a minimum eligibility requirement for school districts of both 10 poor children and 2 percent poverty (with the second requirement beginning with FY 1996 allocations).

- Provides that funds above the 1995 appropriation, beginning in FY 1996, will be allocated through either or both of two new formulas: Targeted Grants and the Education Finance Incentive Program. This change could either increase or decrease the targeting of funds to the highest-poverty school districts, depending on the amount of funds appropriated for these two formulas.

  - Targeted Grants would be allocated through a weighted formula that provides higher per-child amounts for districts with high percentages or numbers of poor children. Furthermore, districts must have at least 5 percent poverty to be eligible for Targeted Grants.

  - The Education Finance Incentive Program would allocate funds to states through a formula based on a count of all children (not just poor children) multiplied by effort and equity factors. This formula would provide higher levels of funding to states that have higher levels of fiscal effort and within-state equalization. States would suballocate these funds to school districts in proportion to other Title I funds.

  - Funds appropriated for Targeted Grants will improve targeting on high-poverty school districts, while funds appropriated for the Education Finance Incentive Program will decrease targeting, with the nation's poorest districts generally receiving below-average increases.

To improve the targeting of funds within districts, the new ESEA law:

- Eliminates the penalty for success caused by allocating funds to schools using numbers of low-achieving children. Instead, allocations would be based on numbers of poor children.

- Sets a minimum amount per poor child that districts must allocate to each school to prevent districts from spreading Chapter 1 funds too thinly among their schools. Each school's allocation per poor child must be at least 125 percent of the district's allocation per poor child; however, this requirement does not apply to districts that serve only schools with poverty rates of 35 percent or more.

- Tightens special school eligibility rules so that districts may serve schools below the district poverty average only if the school has a poverty rate of 35 percent or more.

- Requires districts to serve all schools with poverty rates of 75 percent or more—including middle and high schools—before serving schools under 75 percent poor.

TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS
EVEN START FAMILY LITERACY PROGRAMS

Even Start is a family-focused program providing participating families with an integrated program of early childhood education, parenting education, and adult literacy and basic skills instruction. All projects include some home-based instruction and provide for the joint participation of parents and children. Even Start is now primarily a State-administered competitive program in its sixth year of operation. In addition, the Department administers direct discretionary grants to federally recognized Indian tribes and tribal organizations, for migratory families, and to the outlying areas. There are approximately 500 local Even Start programs throughout the nation, with programs operating in every State, Puerto Rico and the District of Columbia.

The new legislation puts a greater emphasis on the family focus of program goals and activities, both in its purpose and through the inclusion of additional family members in appropriate family literacy activities. It also makes more explicit that the purpose of Even Start is to serve families in poverty that also have educational needs.

The new Even Start legislation:

- Revises the statute's statement of purpose to reflect the family focus of Even Start and its targeting on families in poverty.

- Strengthens targeting of services to families most in need by requiring that projects include active recruitment and preparation for participation of these families, giving priority to projects serving families in areas with high concentrations of poverty, and requiring that projects consider, at a minimum, individual levels of adult literacy (or English language proficiency) and poverty in recruiting families most in need.

- Extends eligibility to include teen parents, who are among those most in need of the types of services provided by Even Start.

- Requires local programs to provide services for children at least within a 3-year age range and to operate on a year-round basis.

- Improves the linkages between school and communities by requiring stronger collaboration in the application and implementation process.

- Provides more flexibility to States in the operation and evaluation of the program and to the Department in carrying out technical assistance, evaluation, and program improvement.

TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS
EDUCATION OF MIGRATORY CHILDREN

The purpose of the Migrant Education Program (MEP) is to expand, improve, and coordinate educational programs for the children of the nation's migratory farmworkers and fishers. The reauthorization of the ESEA amends the MEP in several substantive ways. In particular, the new statute:

- Clarifies that the program purpose is to address the special educational needs of migratory children in a coordinated, integrated, and efficient way, through high-quality and comprehensive programs, to help them overcome the various barriers to education caused by migrancy, as well as to ensure that such children have the opportunity to meet high content and performance standards, and benefit from State and local systemic reforms.

- Targets the most recently mobile children, who experience the most disruption in schooling, by limiting the population counted, for funding purposes, to those who have moved within the last three years. This is a dramatic change from current law, which allows children to be counted and receive services for up to six years after their last move. The new statute does permit certain types of children who cease to be considered migratory children to continue to be served for certain additional periods, but without generating additional program funding.

- Encourages the formation of consortia of States and other appropriate entities to reduce administrative and other costs for State MEPs and make more funds available for direct services for children.

- Requires that States transfer student records and other data to other States and schools as students migrate. It also eliminates a long-standing provision in prior law that requires continued sole-source awards for a Migrant Student Record Transfer System.

- Establishes a new priority for services for migratory children whose education has been interrupted during the school year, and who are failing, or at risk of failing, to meet their States' content and performance standards.

- Authorizes peer review of State applications.

- Promotes coherent, system-wide educational reform across the MEP, Title I Part A grants, and other relevant grant programs by requiring better integration of these programs' services for migratory children. State and local-level officials who work with the MEP and other relevant programs will develop a joint plan to provide migratory children with access to integrated services.

- Requires that, except when used in schoolwide programs, MEP funds must first be used to provide services that meet the identified needs of migratory children. Identified needs include those resulting from a migratory lifestyle or those not met by other services provided by other programs.

- Broadens the definition of a migratory child to include children who themselves are migratory workers or spouses of migratory workers. The prior statute denied services to youth who were themselves workers or spouses of such workers.

TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK OF DROPPING OUT

The current Chapter 1 Neglected or Delinquent (N or D) program provides financial assistance to State agencies for projects that meet the special educational needs of neglected or delinquent children and youth (under age 21) in State-operated or supported institutions for N or D youth, adult correctional institutions, and community-day programs for N or D children. Funds can also be used for projects that facilitate the transition of children and youth into educational programs or the job market. To address the needs of N or D youth and other at-risk youth more comprehensively, Congress expanded the existing program to provide States with two sources of funding.

1) **The State agency subgrant,** based on the allocations computed under the regular State agency N or D program similar to the current Chapter 1 program:

- Increases the minimum number of instructional hours from 10 a week to 15 for children and youth in adult correctional institutions and 20 in N or D institutions or community-day programs. This will make these programs more comparable to what is offered by school districts, to support incarcerated youth in completing their schooling.

- Authorizes juvenile neglected or delinquent institutions to operate institution-wide education programs using Title I and other Federal and State education funds.

- Authorizes funding for transition services for neglected and delinquent youth following release from an eligible institution or program.

- Requires a designated liaison to coordinate transition activities from the State-operated institutions to locally operated programs.

2) **The local subgrant** that the State makes from funds generated by LEAs, but retained by the State educational agency, under Title I LEA Grants for youths residing in local correctional facilities or attending community-day programs for delinquent children:

- Authorizes SEAs to make competitive subgrants to school districts to conduct programs that provide a wide array of services to meet the special needs of at-risk youth including, for example, coordination of health and social services.

- Authorizes the SEA to reduce or terminate funding after 3 years for projects in LEAs if there is no progress in reducing dropout rates and if juvenile facilities have not demonstrated an increase in the number of youth returning to school, obtaining a high school equivalency certificate, or gaining employment after their release.

The new law also requires LEAs and State agencies to evaluate their programs at least once every 3 years to determine their impact on student achievement, using multiple and appropriate evaluation measures.

TITLE II - DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

The new Dwight D. Eisenhower Professional Development program will support Federal, State, and local efforts to stimulate and provide the sustained and intensive, high-quality professional development in the core academic subjects that is needed to help students meet challenging State content and student performance standards and thus achieve the National Education Goals. The former Eisenhower Mathematics and Science Education program supported a great deal of professional development that was neither sustained nor intensive. The new Eisenhower Professional Development program will support high-quality professional development to prepare teachers, school staff, and administrators to help all students meet challenging academic standards. The new program:

- Expands Federal assistance for professional development, at the option of State and local educational agencies, to include all core academic subjects. However, the program ensures continued professional development in mathematics and science by requiring that State and local shares of the first $250 million in appropriated funds be devoted to professional development in those subjects.

- Reserves 5 percent of appropriated funds to support national activities, including (but not limited to) providing seed money for organizations to develop the capacity to offer sustained and intensive, high-quality professional development; establishing a national clearinghouse for mathematics and science education; and supporting evaluation of professional development programs and activities. Funds may also support clearinghouses in other academic subjects, professional development institutes, local and national professional networks of teachers and administrators, the development of teaching standards, activities of the National Board for Professional Teaching Standards, and national teacher-training projects in early childhood development and nine core subject areas.

- Requires that State activities be guided by plans for professional development that outline a long-term strategy for providing the sustained and intensive, high-quality professional development needed to improve teaching and learning. Reserves 94 percent of Title II funds for grants to the States, including a total of 1 percent of that amount for grants to the outlying areas and the Bureau of Indian Affairs. Of the total State allotment, 84 percent must go to the State educational agency for grants to local educational agencies. The State educational agency may use up to 5 percent of that amount for State-level activities and State administration. The remaining portion of the State allotment (16 percent) must go to the State agency for higher education for professional development to be provided by institutions of higher education. The State agency for higher education may also use up to 5 percent of its total for administration.

- Requires districts to prepare plans for professional development that reflect the priorities of local schools. Up to 20 percent of the funds received by districts may be spent on district-level activities, with the remainder of funds to be used for professional development of teachers and other staff at individual schools. Local educational agencies must match half of the Eisenhower funds they receive; the entire match may come from a variety of other Federal funds.

- Reserves 1 percent of appropriated funds (up to $3.2 million) for a special professional development demonstration program.

- Applies the Uniform Provisions section of Title XIV to ensure the equitable participation of teachers of children attending private schools.

TITLE III - TECHNOLOGY FOR EDUCATION
TECHNOLOGY FOR EDUCATION OF ALL STUDENTS

Part A is a new authority. It represents a commitment on the part of Congress and the Department to promote the use of educational technology to support school reform and to assist schools in adopting educational uses of technology to enhance curricula, instruction, and administrative support to improve the delivery of educational services and help achieve the National Education Goals. Three programs are funded under Part A:

- National Programs for Technology in Education: Requires the Secretary to develop a National Long-Range Technology Plan that sets out how the Department and other agencies will promote the use of technology to support education reform, and provides a broad authority for Federal Leadership in educational technology through research, development, demonstration, consultation, evaluation, and dissemination activities.

- State and Local Programs for School Technology Resources: Authorizes grants to States to be used for competitive awards to school districts for technology resources--including hardware and software--ongoing professional development for teachers, connection to wide-area networks to acquire access to information and educational programming, and for educational services for adults and families. Resources are to be used to support school reform efforts. The law applies the Uniform Provisions section of Title XIV to competitive awards received by school districts. When the appropriation is less than $62 million, authorizes discretionary National Challenge Grants for Technology in Education to consortia including at least one school district with substantial numbers of poor children. The consortia requirement is intended to link the developers of technologies (and its educational applications) with school districts, so that the practical and effective use of technology in classrooms, including those with many students living in poverty, can be explored and understood. If the total amount available under the State and Local Programs is $62 million or greater, then all of the funds under this section would be distributed to States by formula, except that the Secretary may use funds to meet the five-year commitment to challenge grants awarded in prior years.

- Regional Technical Support and Professional Development: Provides funds for awards to consortia to collaborate with States, provide information to school districts, provide professional development, and disseminate information about resources for educational technology.

STAR SCHOOLS

Star Schools, Part B, supports partnerships to provide distance learning services, equipment, and facilities. Applicants must now demonstrate how they will assist State and local school reform, help meet the National Education Goals, and provide opportunities for students to meet high standards. Many of the current requirements, particularly those for eligibility and for a State-wide or multi-State area of operation, are retained. A new authority for Leadership and Evaluation Activities provides for peer review of applications and activities, evaluation (including a comparison of the effects of differing technologies on learning), and leadership activities.

TITLE IV - SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Title IV of Improving America's Schools Act of 1994, the Safe and Drug-Free Schools and Communities Act, replaces the previously authorized Drug-Free Schools and Communities Act. It authorizes ED to continue the support of school- and community-based drug education and prevention programming and expands the scope of the program to authorize activities designed to prevent youth violence. The program will provide funds to governors, State and local educational agencies, institutions of higher education, and non-profit entities for a broad range of drug and violence prevention programming.

The Safe and Drug-Free Schools and Communities Act (SDFSCA) contains the following important new elements:

- Adds violence prevention as a key element of the programs. The SDFSCA creates a comprehensive Federal effort in support of National Education Goal Seven by expanding authorized program activities to include violence prevention. The bill responds to the crisis of violence in our schools by authorizing activities designed to combat and prevent serious school crime, violence, and discipline problems. Local educational agencies will have the flexibility to design their own programs, which could include comprehensive school safety strategies, coordination with community agencies, implementation of violence prevention activities, such as conflict resolution and peer mediation, and the installation of metal detectors and hiring of security guards (subject to a 20 percent cap).

- Targets resources to where they are most needed. States will receive 50 percent of their funds based on the Title I formula; the other 50 percent will be based on their school-age population. For the first time, States will determine criteria for selecting high-need LEAs and target funds to those districts. The greater of five LEAs or 10 percent of LEAs in the States could be designated as high-need, and States will distribute 30 percent of their LEA funding to those LEAs with the greatest needs. The remaining 70 percent will be distributed to LEAs based on enrollment. State and local grants must provide for equitable services to meet the needs of children enrolled in private schools.

- Increases accountability. States and LEAs will be required to assess needs and measure program outcomes and to use this information to formulate policies and program initiatives. They also will be required to report publicly on progress toward meeting their stated goals and objectives. A new national evaluation system will be established to assess the impact of the Safe and Drug-Free Schools and Communities Act on youth, schools, and communities.

- Links schools and communities. States, including the governors and State educational agencies, and LEAs will continue to be required to show how they plan to use funds to support comprehensive drug prevention programs;, in addition, they will also be required to show how funds will be used to implement violence prevention programs. To encourage community-wide strategies, LEAs will be required to develop their drug and violence prevention plans in cooperation with local government, businesses, parents, medical and law enforcement professionals, and community-based organizations.

- Broadens the range of authorized prevention activities. LEAs will be authorized to implement a broader range of prevention activities. Newly authorized activities include mentoring, comprehensive health education, community service and service learning projects, conflict resolution, peer medication, character education, acquisition of metal detectors, and hiring of security personnel.

TITLE V - PROMOTING EQUITY
MAGNET SCHOOLS ASSISTANCE

The Magnet Schools Assistance Program (MSAP) provides assistance to eligible local educational agencies for the operation of magnet school programs in schools that are part of an approved desegregation plan and that are designed to bring students of different social, economic, ethnic and racial backgrounds together. Eligible desegregation plans may be either required plans (for example, plans ordered by a State or Federal court) or voluntary plans adopted by the local educational agency and approved by the Department of Education.

The reauthorized MSAP contains the following important changes:

- Adds to the purposes of the program. The statute adds two elements to the purpose of the program: one addressing achievement of systemic reforms and providing all students the opportunity to meet challenging State content standard and student performance standards; the second addressing the development and design of innovative educational methods and practices.

- Strengthens the focus on reducing minority group isolation. New applications will require information that describes how the magnet school project will increase interaction among students of different social, economic, ethnic and racial backgrounds. Additionally, flexibility has been added to the manner in which MSAP funds may be used by permitting grant recipients to use funds for instructional activities that are designed to make the special curriculum offered by the magnet school project available to students who are enrolled in the school but who are not enrolled in the magnet school program.

- Enhances support for magnet school programs that serve a wide range of students, rather than an elite group of students. In approving new applications, the Secretary will give priority to applicants that propose to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

- Enhances the quality of magnet programs. A number of steps have been taken in this area. First, the MSAP contains two new priorities to be considered in approving new MSAP applications. Priority will be given to applicants that propose to carry out new or significantly revised magnet schools; and priority will be given to applicants that propose to implement innovative educational approaches that are consistent with approved systemic reform plans, if any, under title III of the Goals 2000: Educate America Act. New applications will also be required to contain a description of the manner and extent to which the magnet school project will increase student achievement in the instructional area(s) offered by the magnet schools. The MSAP also authorizes a longer project period (up to three years) in order to give grantees adequate time to develop and implement new and innovative programs, and provides flexibility in the use of funds by permitting up to 50 percent of the funds awarded in the first year of a project to be used for planning activities.

- Creates "Innovative Programs" grants. A new program is authorized for the conduct of innovative programs that carry out the purpose of the MSAP and involve strategies other than magnet schools (such as neighborhood or community model schools) that are organized around a special emphasis, theme or concept and have extensive parent and community involvement. Up to five percent of the funds appropriated in any fiscal year may be used for Innovate Programs grants.

TITLE V - PROMOTING EQUITY
WOMEN'S EDUCATIONAL EQUITY ACT

The Women's Educational Equity Act (WEEA) was enacted in 1974 to promote educational equity for girls and women, including those who suffer multiple discrimination based on gender and on race, ethnicity, national origin, disability, or age. WEEA also provides funds to help educational agencies and institutions meet the requirements of Title IX of the Education Amendments of 1972.

The reauthorized WEEA:

- Focuses findings on increasing and equalizing women's educational opportunities and tying the programs to systemic reform efforts. For instance, Congress found that since the enactment of Title IX, women and girls have made strides in educational achievement and in obtaining educational opportunities. In addition, because of WEEA funding, more model curriculum and training materials are available for national dissemination. However, Congress also found that teaching and learning practices are still frequently inequitable. Moreover, Federal support should also assist schools and local communities in implementing gender equitable practices tied to systemic reform.

- Authorizes the Secretary to promote gender equity by promoting gender equity policies in all Federal education programs, developing and disseminating gender equity research, and other activities. The Secretary will appoint a Special Assistant for Gender equity to promote gender equity and to advise the Secretary and Deputy Secretary on gender equity issues.

- Expands the scope of WEEA by supporting implementation activities. Implementation programs may include programs to implement policies and practices to comply with Title IX; train school personnel in gender equitable practices; provide leadership training and school-to-work programs to increase opportunities for women; enhance educational and career opportunities for women and girls who suffer from multiple discrimination; help pregnant and parenting teens; introduce gender equitable materials and nondiscriminatory tests; implement policies that address sexual harassment and violence against women; increase educational opportunities for low-income women; improve numbers of women in educational administration; and develop and implement comprehensive equity plans in local schools and communities.

- Funds research to develop innovative training strategies; high-quality, nondiscriminatory assessments; bias-free educational materials; instruments to assess whether educational settings are equitable; replication and integration strategies; sexual harassment policies; programs for low-income women; and guidance and counseling activities to ensure gender equity.

TITLE VI - INNOVATIVE EDUCATION PROGRAM STRATEGIES

The Innovative Education Program Strategies program retains the flexibility of its predecessor, Chapter 2, while supporting activities that encourage school reform and educational innovation.

This newly reauthorized program will:

- Allocate Federal funds, by formula, to SEAs, who will then distribute at least 85 percent of the funds to LEAs with a priority on LEAs located in high-poverty and sparsely populated areas.

- Support a broad range of local activities in eight primary areas: (1) technology related to implementing reform; (2) acquisition and use of instructional and educational materials, including library materials and computer software; (3) promising education reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and their parents; (6) programs for gifted and talented children; (7) school reform efforts linked to Goals 2000; and (8) school improvement programs or activities authorized under Title I.

As under Chapter 2, the reauthorized program will also allow Federal support of activities benefitting private elementary and secondary school students. Allowable activities to benefit students in these schools range from the purchase of instructional materials to the professional development of teachers.

TITLE VII - BILINGUAL EDUCATION, LANGUAGE ENHANCEMENT, AND LANGUAGE ACQUISITION PROGRAMS

Title VII is a program to increase the capacity of LEAs and SEAs to provide programs of bilingual education to limited-English proficient (LEP) students. Its purpose is development of full proficiency in English while building achievement in all curricular areas.

The Improving of America's School Act of 1994 reauthorizes Title VII in a new configuration. The reauthorized Title VII strengthens the comprehensive approach of funded programs; streamlines program definitions to enhance flexibility; strengthens the State administrative role; improves research and evaluation; and emphasizes professional development. The new Title VII:

- Establishes four functional discretionary grant categories aligned with the Department's comprehensive educational reform efforts. The restructured programs are (1) three-year development and implementation grants to initiate new programs; (2) two-year enhancement grants to improve existing programs; (3) five-year comprehensive school grants to develop projects integrated with the overall school program; and (4) five-year systemwide improvement grants for district-wide projects that serve all or most LEP students.

- Improves local program evaluations and promotes the use of appropriate assessments linked to instructional practices that build upon the strengths of linguistically and culturally diverse students to help them achieve to high standards. It supports field-initiated research, enhanced national dissemination efforts, and growth in Academic Excellence programs.

- Strengthens the State role by requiring SEAs to review Title VII applications within the context of their State reform plans. The new Title VII promotes partnerships between SEAs, LEAs and other entities for purposes of improving program design, assessment of student performance, and capacity building to meet the educational services of linguistically and culturally diverse students.

- Redesigns and strengthens professional development programs and ensures their integration with broader school curricula and reforms to improve the knowledge base and practices of educational personnel serving linguistically and culturally diverse students.

- Authorizes the Foreign Language Assistance Program as a discretionary grant program to help local educational agencies establish and improve foreign language instruction in elementary and secondary schools. This program aims to develop the foreign language proficiency of our students to face the challenges, as a Nation, of the increasingly competitive global economy.

- Incorporates the Emergency Immigrant Education Act which provides funds to assist in supporting educational services in local educational agencies that experience large increases in their student enrollment due to immigration.

- Incorporates the Uniform Provisions section of Title XIV to provide for the participation of eligible children attending private schools, including timely and meaningful consultation procedures.

TITLE VIII - IMPACT AID

Impact Aid provides financial assistance for local educational agencies in areas affected by Federal activities. Payments are provided to LEAs educating federally connected children, including dependents of active-duty military, and children residing on Indian lands and in low-rent housing. In addition, Impact Aid provides payments to school districts in which the Federal Government has acquired a considerable portion of the district's real property tax base since 1938, thereby depriving the district of a revenue source. The program also provides assistance for school construction in LEAs affected by Federal activities. .

The new law makes some important improvements in this program. Among the most significant changes, the statute:

- Alters the distribution of funds under the program of Payments for Federal Property, formerly section 2, by changing the method of estimating the current assessed value of Federal property to make it equivalent to local assessor estimates of "highest and best use" based on adjacent property. The bill also limits payments to the difference between the LEA's maximum and actual Basic Support Payment.

- Changes the formula for Basic Support Payments (formerly section 3 payments) to a distribution based on weighted counts of the federally connected children, combined with a formula that favors LEAs that are most dependent on Impact Aid.

- Eliminates eligibility of "civilian b" children, except for LEAs in which there are both at least 2,000 of such children and those children make up at least 15 percent of the LEA's average daily attendance. Approximately 700 LEAs will cease to be eligible due to this provision, but will receive a hold-harmless payment in the first year.

- Provides separate categorical assistance for certain federally connected children with disabilities, instead of providing supplemental assistance through the basic formula.

- Provides special payments for school districts experiencing sudden and substantial increases in the number of federally connected students as a result of military base realignment.

- Requires the Secretary to use the "disparity standard" to determine whether a State is equalized, and reduces the allowable disparity from 25 percent to 20 percent after three years.

- Replaces the construction authority with a new capital-improvement authority to provide formula assistance to districts: (1) with at least 50 percent children living on Indian lands, (2) with at least 50 percent military dependent children, in which the voters defeated a school construction bond referendum at least twice during fiscal years 1991-1994; (3) that are heavily impacted or coterminous with a federal military installation, or (4) that have experienced a substantial increase in federally connected children.

TITLE IX - INDIAN EDUCATION

Programs authorized under Title IX, Part A support the efforts of local educational agencies, State educational agencies, and Indian tribes and organizations to improve teaching and learning for the Nation's American Indian and Alaska Native children and adults and to meet their special educational and culturally related needs.

The new programs will enable a more coordinated approach to service delivery, stronger accountability systems, and greater flexibility in program design. The programs will promote high standards for all students and build upon Indian culture and the community. The new ESEA:

- Supports efforts to help Indian students achieve to the same high standards expected of all students and promoting comprehensive planning by local school districts to meet the needs of Indian children, by requiring that each LEA or tribe applying for a formula grant develop a comprehensive program for meeting the needs of Indian children, consistent with the State and local improvement plans, if any, approved or being developed under the Goals 2000: Educate America Act. The program must include student performance goals; describe professional development that will be provided; and explain how the district will assess students' progress toward meeting the goals and provide the results of this assessment to the parent committee and the community.

- Promotes more State responsibility for the education of Indian children through State educational agency review of LEA applications for formula grants.

- Authorizes a new Demonstration Grants program, by combining two existing authorities into a program to support projects designed to develop, test, and demonstrate the effectiveness of services and programs for improving educational opportunities and achievement for Indian children.

- Permits LEAs to combine Indian education funds with other State, local, and Federal funds in Title I schoolwide projects.

- Consolidates the functions of the current Indian Education Technical Assistance Centers under the 15 comprehensive regional assistance centers authorized in Title XIII of the reauthorized Act.

- Authorizes a new Professional Development program by consolidating two separate professional development programs into a single authority.

- Requires individuals receiving funding under the Professional Development and Fellowship programs to perform related work following training or to repay all or a part of the cost of training. The service obligation must benefit Indian people.

- Authorizes a new program of research, evaluation, data collection, and related activities, responding to the critical need for Indian education research and evaluation.

TITLE X - PROGRAMS OF NATIONAL SIGNIFICANCE
FUND FOR THE IMPROVEMENT OF EDUCATION

The Fund for the Improvement of Education (FIE), formerly the Fund for Innovation in Education, provides a broad authority to the Secretary to support nationally significant projects to improve education, assist students to meet challenging State content standards, support systemic reform efforts, and contribute to achievement of the National Education Goals. In particular, the Secretary is authorized to use funds for:

- Research and development activities related to challenging State content and student performance standards;
- Development of model strategies for student assessment, professional development, and parent and community involvement;
- Demonstrations at the State and local levels designed to yield significant results, including approaches to public school choice and school-based decision-making;
- Joint activities with other agencies, including activities to improve the transition from preschool to school and school to work and to integrate education, health, and social service activities;
- Studies and evaluations of education reform strategies;
- Identification and recognition of exemplary schools and programs;
- Promoting programs for counseling and mentoring for students, coordinated pupil personnel services, comprehensive school health education, consumer education, competence in foreign languages, metric education, gender equity, reducing excessive student mobility, experiential-based learning, extending the learning experience into student homes by computer, child abuse education and prevention, raising expectations of academic achievement, enabling students to meet higher standards, evaluation of private management organization efforts to reform schools, and testing for the positive effects of prenatal and other counseling provided pregnant students; and
- Six specific program authorities for Elementary School Counseling Demonstration, Partnerships in Character Education Pilot Project, Promoting Scholar-Athlete Competitions, Smaller Learning Communities, National Student and Parent Mock Elections, and Model Projects (in cultural institutions).

TITLE X - PROGRAMS OF NATIONAL SIGNIFICANCE
JACOB K. JAVITS GIFTED AND TALENTED STUDENTS EDUCATION ACT

The new Jacob K. Javits Gifted and Talented Students Education Act continues the purposes of building a nationwide capability in elementary and secondary schools to meet the special educational needs of gifted and talented students, and of supplementing and making more effective the expenditure of State and local funds for the education of gifted and talented students.

- Broadens the purpose. In addition to reaffirming the purposes Stated above, the new Act encourages the development of rich and challenging curricula for all students through the appropriate application and adaptation of materials and instructional methods developed for gifted and talented students. The act authorizes activities encompassing this broader, all-student approach only in the contexts of strengthening the capability of State agencies and institutions of higher education to provide leadership and assistance to local educational agencies and nonprofit schools, programs of technical assistance and information dissemination, and in carrying out research.

- Broadens the research and evaluation authority. Although the Act requires establishment of a National Center for Research and Development in the Education of Gifted and Talented Children and Youth, it provides a general authority (outside the Center) for conducting research and evaluation. The act also limits funds for research, program evaluations, and the National Center to no more than 30 percent of the funds available in any fiscal year.

- Targets resources to where they are most needed, or where they will have the most chance of making an impact. Requires that the Secretary give priority
  - to the identification of and the provision of services to gifted and talented students who may not be identified and served through traditional assessment methods (including economically disadvantaged individuals, individuals of limited-English proficiency, and individuals with disabilities); and
  - to programs and projects designed to develop or improve the capability of schools in an entire State or region.

  Requires that at least one-half of the grants give priority to students who may not be identified and served through traditional methods.

TITLE X - PROGRAMS OF NATIONAL SIGNIFICANCE
PUBLIC CHARTER SCHOOLS

Charter schools are an innovation for improving school and student performance by replacing rules-based governance with goals-based accountability. Public charter schools operate within the public school system, in accordance with State law, but are released from most regulatory requirements in exchange for developing and implementing a plan to achieve better results in student learning.

Eleven States have passed charter schools legislation, allowing a limited number of public schools to sweep away virtually all State rules and regulations--except civil rights, health and safety, and financial audit requirements--in exchange for developing and implementing a plan to achieve better results in student learning.

The Public Charter Schools program will stimulate comprehensive education reform by supporting the development and initial implementation of charter schools. Specifically, this new Federal program will:

- Authorize grants for planning and designing a charter school's educational program, including developing new curriculum, refining desired educational outcomes, securing necessary training for teachers, and reaching out to parents and the community.

- Allow State educational agencies (SEAs) to apply for Charter Schools funds before any other applicant. Other entities, including local educational agencies, may apply for a grant only if an SEA elects not to participate in the program or if the SEA's application is not funded. Applicants would apply for a single grant of up to three years and would work closely with educators, parents, and members of the local community to develop their proposals.

- Require each application to describe the educational results the school will strive to produce. The Department of Education will judge applications from SEAs and other entities separately, but similar selection criteria, such as the following, will be applied: the degree of flexibility afforded by the State to the school, the ambitiousness of the charter school's objectives, and the likelihood that the school will meet its objectives and improve educational results for students.

- Allow an SEA to reserve up to 20 percent of its Charter Schools grant to establish a revolving loan fund. The SEA would make loans to its Charter Schools subgrantees to defray the initial operating costs of the charter school.

- Reserve some funds for an evaluation of the impact of charter schools on student achievement and for other activities that will increase awareness of charter schools and contribute to the success of this program.

TITLE X - PROGRAMS OF NATIONAL SIGNIFICANCE
ARTS IN EDUCATION

With the inclusion of the arts as a core academic subject in the National Education Goals, the Arts in Education program looks to expand its efforts to support the arts as integral to the elementary and secondary curriculum.

This newly reauthorized Federal program will:

- Support a broad range of Federal activities aimed at supporting education reform by strengthening arts education in the school curriculum. These activities include research, model programs, model assessments, and professional development in the arts. Awards will be granted to eligible State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), and other qualified public and private agencies and organizations.

- Continue Department support for the education programs at the John F. Kennedy Center for the Performing Arts and Very Special Arts, a nonprofit organization promoting the arts for individuals with disabilities.

- Integrate Department efforts with other related agencies and organizations such as the NEA and the National Gallery of Art to ensure nonduplication of effort and to strengthen those efforts through collaboration.

Reauthorization also created a new authority entitled, Cultural Partnerships for At-Risk Children and Youth. These grants, awarded competitively, would be targeted to students enrolled in Title I schools or out-of-school children and youth who are considered at-risk. Funded programs would use the arts to facilitate learning within schools as well as during transition periods from pre-school to school or from school to work.

TITLE X - PROGRAMS OF NATIONAL SIGNIFICANCE
CIVIC EDUCATION

Civic Education consists of two separate programs: (1) Instruction in the History and Principles of Democracy in the United States; and (2) Instruction in Civics, Government, and the Law. Both programs are intended to address the need within our Nation's schools and among our Nation's students for a thorough understanding of the principles that underlie American society. With the inclusion of civics and government as a core academic subject in the National Education Goals, Civic Education will help today's students learn the rights and responsibilities of citizenship.

The Instruction in the History and Principles of Democracy in the United States program provides for a single award to the Center for Civic Education to support and expand its education program about American government entitled "We the People ... The Citizen and the Constitution". This program will:

- Provide instruction on the basic principles of our Nation's democracy, including the history of the Constitution and the Bill of Rights.

- Coordinate simulated congressional hearings within the school and its community. The Center for Civic Education will also sponsor an annual national competition of simulated hearings at the secondary-school level.

The Instruction in Civics, Government, and the Law program, formerly Law-Related Education, awards grants on a competitive basis to SEAs, LEAs, and other public and private organizations, in order to:

- Provide elementary and secondary school students with knowledge and skills pertaining to the law so that they can become more informed and more responsible citizens.

- Sponsor specific activities that teach knowledge of, and respect for, the law such as mock trials, mediation, negotiation, and other nonviolent means of conflict resolution.

- Coordinate learning outside of the classroom through student participation in community service.

TITLE XI - COORDINATED SERVICES

Coordinated Services is designed to address problems that children face outside the classroom that affect their performance in school. The legislation specifies poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, unemployment, lack of child care, and substance abuse as some of the factors that may impede a child's academic success. This title aims to improve children's and parents' access to social, health, and education services to enable children to achieve in school and to involve parents more fully in their children's education.

Specifically, Coordinated Services:

- Allows local educational agencies (LEAs), schools, and consortia of schools to use up to five percent of the funds they receive under the ESEA to develop, implement, or expand, a coordinated service project.

- Requires eligible LEAs, schools, and consortia that wish to initiate such a project to submit to the Secretary for approval a project development plan, not to exceed one year, or a project implementation or expansion plan.

- Permits funds to be used for activities like hiring a services coordinator, making minor renovations to existing buildings, purchasing basic operating equipment, training teachers and other personnel about the coordinated service project, and improving communications and information-sharing among organizations involved in the project. Funds may not be used to provide directly any health or health-related services.

- Authorizes the Secretary to prohibit an applicant from using its Federal funds for a coordinated services project if the project has not been successful after two years of implementation.

- Requires the Secretaries of Education, Health and Human Services, Labor, Housing and Urban Development, Treasury, and Agriculture, and the Attorney General to identify barriers to successful coordination in their programs and recommend to Congress any legislative or regulatory action to address them. This title authorizes the Secretaries and the Attorney General to use waiver authorities to address the identified barriers, until the necessary legislative or regulatory action is taken.

TITLE XII - SCHOOL FACILITIES INFRASTRUCTURE IMPROVEMENT ACT

This new program is designed to addressed the critical need to repair, renovate, or rebuild school facilities in local educational agencies (LEAs) across the country. Grants for school construction assistance will be made to LEAs that demonstrate their eligibility for the program and compete successfully for awards.

- To be eligible, an LEA must demonstrate that:

  (1) at least 15 percent of the children that reside in the geographic area served by the LEA are eligible to be counted for Title I, or Federal property within the LEA has an assessed value of at least 90 percent of the total assessed value of all real property in the LEA; and

  (2) it has urgent repair, renovation, alteration, and construction needs for its elementary or secondary schools.

- The Secretary will allocate funds among six categories of LEAs, based on size, using criteria that include the relative numbers or percentages of students counted for Title I LEA grants and the relative costs of carrying out the construction activities authorized by this program.

- Awards within each category will be based on the following criteria:

  (1) the number or percentage of children eligible to be counted for Title I;

  (2) the extent to which the LEA lacks the fiscal capacity to undertake the construction project without Federal assistance;

  (3) the threat the condition of the physical plant poses to the safety and well-being of students;

  (4) the demonstrated need for the construction, reconstruction, or renovation based on the condition of the facility;

  (5) the age of the facility to be renovated or replaced; and

  (6) other criteria the Secretary may prescribe.

TITLE XIII - SUPPORT AND ASSISTANCE PROGRAMS TO IMPROVE EDUCATION

Title XIII of the Improving America's School Act of 1994 provides authority for technical assistance to enhance the improvements in teaching and learning achieved through programs authorized in this Act. Its four parts authorize two new technical assistance programs and reauthorize two existing programs.

- Comprehensive Regional Assistance Centers. The Act creates a program of comprehensive, regional technical assistance centers to improve education throughout the Nation. Teachers and other educators will be far better served by this approach than by the current system of dozens of centers that focus only on individual programs in isolation from one another. The law provides for a phase-in of the new system and requires that the current categorical technical assistance centers be funded through 1996.

- National Diffusion Network. The Act continues NDN as a separate program. The reauthorized NDN is broader, less project-centered, and better integrated with other reform efforts, including the new comprehensive regional assistance centers.

- Eisenhower Regional Mathematics and Science Education Consortia. The Act continues the consortia as a separately authorized program.

- Technology-Based Technical Assistance. The Act authorizes the Secretary to take advantage of new technology to provide a broadly accessible technology-based technical assistance service to support ESEA programs.

TITLE XIV - GENERAL PROVISIONS

While the changes in many of the individual programs in the rest of the ESEA will also provide some flexibility, the crosscutting provisions in Title XIV promote program integration, coordination, equal educational opportunity, flexibility, State and local discretion, and efficiency, and improve accountability. Most importantly, this title:

- Allows for consolidation of set-asides for State administrative funds. If the majority of a State educational agency's (SEA's) resources come from non-Federal resources, the SEA will be allowed to consolidate the amounts of administrative funds set aside under individual ESEA formula grant programs such as Title I, Part A of Title II, and Part A of Title IV, to administer all of the funds in question in a coordinated fashion, without the need to keep detailed records. Additionally, the funds can be used for broader purposes such as peer review mechanisms, program coordination, dissemination of data on model programs and practices, and technical assistance. The SEAs may use unneeded administrative funds in one or more of the consolidated programs.

- Allows for consolidation of local administrative funds and authorizes a study of local administrative practices. Within one year of enactment, the SEA, in coordination with LEAs, is required to establish procedures for responding to LEA requests to consolidate such funds.

- Consolidates BIA grants. The Secretary must transfer to the Secretary of the Interior a consolidated amount of funds allocated to the BIA under various ESEA programs in accordance with a consolidated agreement.

- Allows transfer of unneeded program funds and funds for integration of services. An LEA may, with the approval of its SEA, use unneeded funds (up to 5 percent of the total) from one covered program (not including title I) for the purpose of another covered program. Additionally, an LEA may use up to 5 percent of the funds received under ESEA for a coordinated services projects in accordance with Title XI of ESEA.

- Allows consolidated State and local applications (including a single set of assurances) in accordance with procedures and criteria established by the Secretary and the SEA, in coordination with interested parties.

- Establishes that SEAs and LEAs that have already met requirements through their Goals 2000 plans, are not required to separately meet similar ones in ESEA.

- Establishes waiver authority. Since it is impossible to anticipate all of the particular situations in which Federal program requirements might inhibit effective program operations, the Secretary is given waiver authority to address these situations.

- Creates uniform provisions to eliminate confusion and reduce burden in meeting requirements for maintenance of effort and for serving private school children and teachers under various programs.

- Establishes Gun-Free Schools legislation. Beginning one year after the enactment of the Improving America's Schools Act, each SEA receiving ESEA funds must have in effect a State law requiring LEAs to expel from school, for not less than one year, a student who brings a firearm to school. The LEA may modify the expulsion requirement on a case-by-case basis.

- Allows a national evaluation. The Secretary may reserve up to one half of one percent of amounts appropriated for each ESEA program (other than Title I) to conduct a comprehensive program evaluations, studies of program effectiveness, and to report to Congress.

TITLE II - AMENDMENTS TO THE GENERAL EDUCATION PROVISIONS ACT AND DEPARTMENT OF EDUCATION REORGANIZATION ACT

The Improving America's Schools Act (IASA) effects the first comprehensive overhaul of the General Education Provisions Act (GEPA) since the establishment of the Department of Education. GEPA rulemaking and enforcement procedures. Title II of the IASA amends GEPA to shorten and simplify the statute, eliminate obsolete and unnecessary provisions, increase flexibility, reduce burden, and enhance program equity. The Department of Education Organization Act (DEOA) is also amended to establish the position of Special Assistant for Gender Equity and to place in the DEOA authority for the Office of Non-Public Education. The GEPA and DEOA contain the following important new elements:

Creates less burdensome administrative provisions:

- **Makes GEPA uniformly applicable** to all Department programs.
- **Converts the responsibility of States to furnish information from an annual to a biennial requirement.**
- **Provides greater flexibility** to the Department to assist projects jointly funded with other Federal agencies, thus promoting inter-agency cooperation and coordination.
- **Streamlines the rulemaking requirements** applicable to the Department to permit the Secretary, when appropriate, to operate the first grant competition of a new or substantially revised program without full rulemaking procedures, thus facilitating the earlier award of grants.
- **Replaces the general requirement that the Department issue regulations within 240 days of enactment** with a similar 360 day requirement, permitting greater priority setting in the development of regulations.
- **Reduces the grantee record retention period** from five to three years.
- **Eases certain restrictions on the availability of records under the Family Educational Rights and Privacy Act.**
- **Affords the Department new opportunities to conserve resources**, for example, by converting the annual evaluation report requirement to a biennial requirement.

Ensures equal opportunity for students and teachers to participate in Department programs by calling upon applicants to address, in their applications, barriers based on gender, race, color, national origin, disability and age.

Establishes disclosure and other responsibilities for organizations that provide, for a fee, honors programs, seminars, or student exchange programs that are directed to secondary students and are offered away from their homes.

Makes conforming and technical amendments to the DEOA. It retains and places in the DEOA a provision (formerly in GEPA) that establishes in the Department an Office of Non-Public Education. It also amends the DEOA to establish in the Department a Special Assistant for Gender Equity to promote, coordinate and evaluate gender equity programs.

TITLE III - AMENDMENTS TO OTHER ACTS
AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Children served under the Chapter 1 Handicapped program receive the same kinds of services as those provided under Individuals with Disabilities Education Act (IDEA) programs and have the same rights and procedural safeguards. The Chapter 1 Handicapped program provides funds for services to children with disabilities, from birth through 21 years, who are in State-operated or supported schools or programs, and children who were formerly in such programs or schools but who have transferred to LEA programs. Funds are distributed to States based on child counts weighted by each State's per-pupil expenditure.

Title III, Part A, of the Improving America's Schools Act:

- Replaces the authority for the Chapter 1 Handicapped program with new provisions in the Individuals with Disabilities Education Act (IDEA) in order to serve all children with disabilities under programs authorized by IDEA.

- To ensure that the merger of the programs has no adverse effect, the amendments to IDEA:

  -- Guarantee that for 1995, 1996, and 1997 States will receive no less under the IDEA programs than they received, in total, under IDEA and the Chapter 1 Handicapped programs in 1994; for 1998 and 1999, should the number of children counted decrease, the hold-harmless amount would be reduced based on the percentage by which the number of children had declined from the number counted in 1994.

  -- Require States to give State agencies previously funded under the Chapter 1 Handicapped program the same amount per child that these agencies received in 1994 for each child they served under the Chapter 1 Handicapped program; allows States, at their discretion, to give this amount to LEAs for children who have transferred from State-operated and supported programs.

- Treat State agencies that received Chapter 1 Handicapped funds in 1994 as LEAs, for the purpose of distributing IDEA funds within States for 3- through 21-year-olds.

- Distributes $34,000,000 of the IDEA funds appropriated in 1995 for the Grants for Infants and Families program to States on the basis of the actual number of children being served; distributes the remainder on the basis of population.

TITLE III - AMENDMENTS TO OTHER ACTS
EDUCATION FOR HOMELESS CHILDREN AND YOUTH (McKINNEY ACT)

The Stewart B. McKinney Homeless Assistance Act is intended to ensure that homeless children and youth have access to a free and appropriate public education. The McKinney Act calls on the States to review and revise their laws and policies to eliminate barriers to the enrollment, attendance, and success in school of homeless children and youth and to include homeless students in the mainstream school environment.

Key provisions in the reauthorized statute seek to clarify the legislation, to increase State and local flexibility, and to include the expansion of services to preschool-age children. The reauthorized Elementary and Secondary Education Act (ESEA) and Education for Homeless Children and Youth (Mckinney Act):

- Enables homeless children to achieve to the same standards expected of all children by making those who need services eligible for Title I services regardless of where they attend school.
- Eliminates the focus on remedial education and requires a focus on high-quality academics that meets State performance standards to which all students are held.
- Requires that State plans be reviewed through a peer review.
- Eliminates the requirement to report on counts of homeless children and requires estimates of the number of homeless children and youth in the State and the number receiving assistance under this subtitle.
- Adds a requirement that reliable, valid, and comprehensive information be gathered by State educational agencies (SEAs) on the problems homeless children have gaining access to public preschool programs and elementary and secondary schools.
- Encourages extension of program services to preschool children, by clarifying that activities for these children can be funded.
- Allows before- and after-school services to be provided on public and private property, including sectarian property, where this is constitutionally permissible.
- Requires school districts to abide by a parent's or guardian's request to enroll a homeless child in a particular school to the extent feasible.
- Requires liaisons in districts with subgrants to provide eligible homeless families, children, and youth with educational services including Head-Start, Even Start, and local pre school programs.
- Requires maintenance of fiscal effort by the SEA and LEA.
- Requires coordination with State and local housing agencies responsible for developing the "Comprehensive Housing Strategies."

Promising Results, Continuing Challenges: Final Report of the National Assessment of Title I

Highlights

Title I Since the 1994 Reauthorization

Title I is the largest federal education program, now providing over $8 billion per year to fund system-wide supports and additional resources for schools to improve learning for students at risk of educational failure-particularly in schools with large concentrations of low-income children. Six years ago, the U.S. Department of Education reported to Congress on the effectiveness of the program as it operated as Chapter 1. That 1993 report, *Reinventing Chapter 1: The Current Chapter 1 Program and New Directions,* which drew from the Prospects longitudinal study, concluded that in order for the program to effectively support all students in meeting challenging standards, fundamental change was required. Many of the report's recommendations were adopted in the 1994 reauthorization of Title I of the Elementary and Secondary Education Act (ESEA) and in the Goals 2000: Educate America Act. The legislation introduced a new federal approach built around a framework of standards-driven reform. The premise of this approach was that challenging standards would promote excellence and equity, and link Title I, along with other federally supported programs, to state and local reform efforts.

Promising Results

Since reauthorization, the National Assessment of Title I has evaluated the implementation and impact of the program and finds promising results as well as continuing challenges in carrying out reform. The recent achievement gains of students whom Title I is intended to benefit provide clear indication that Title I, and the larger educational system it supports, is moving in the right direction.

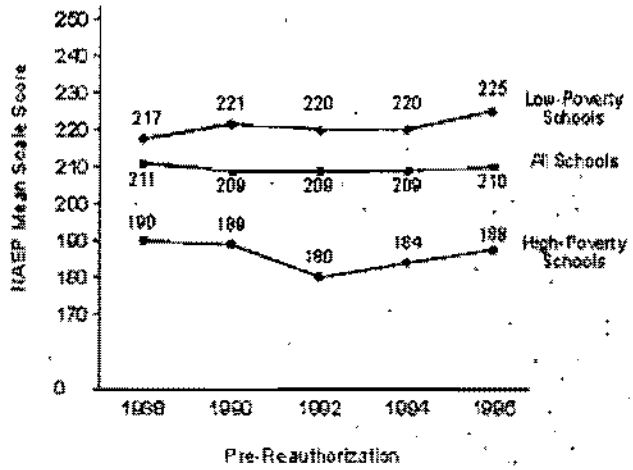
Student Outcomes

An examination of trends in the performance of students in the nation's highest poverty public schools, as well as progress of the lowest achieving students shows positive gains in reading and math performance since the reauthorization of Title I. These trends are further substantiated by the progress reported by some states and districts with three-year trends in achievement.

The National Assessment of Educational Progress (NAEP) provides student performance results through a long-term trend assessment and a more recent main assessment that reports on proficiency levels. Special analyses of these assessments show that:

- *Reading.* Since 1992, the national reading trend results have improved for 9-year-olds in the highest-poverty public schools (those with 75 percent or more low-income children), increasing by 8 points (close to one grade level). This improvement regained ground lost in the late 1980's. The lowest achieving public school 4th graders showed fairly substantial improvements in reading between 1994 and 1998 on the main NAEP. The substantial gains, 9 points among the bottom 10 percent and 5 points among the bottom 25 percent, suggest that it was the performance of the lowest achievers that raised the national average of 4th graders.

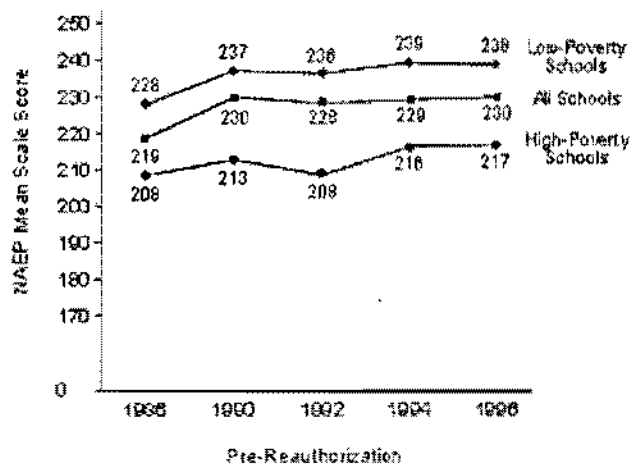
Exhibit 2
Trends in NAEP Reading Performance
Average Scale Scores of 9-Year-Old Public School Students, by Poverty Level of School (1988 - 1996)



Highest-poverty school = 76% to 100% of students eligible for free or reduced-price lunch. Low-poverty school = 0% - 25% of students eligible for free or reduced-price lunch. Scale scores are 0-500.

- ***Math.*** Since 1992 and continuing through the 1994 reauthorization, trend results on national math assessments have improved for 9-year olds, especially among students in the highest-poverty public schools whose scores rose by 9 points (close to one grade level). Public school 4th grade students in the lowest percentiles of performance—those most typically targeted for Title I services-also showed substantial improvements in math scores on the main NAEP test. Scores of students in the lowest 25 percent improved by 8 points between 1990 and 1996.

Exhibit 3
Trends in NAEP Mathematics Performance
Average Scale Scores of 9-Year-Old Public School Students, by Poverty Level of School (1988 - 1996)



Highest-poverty school = 76% to 100% of students eligivle for free or reduced-price lunch. Low-poverty school = 0% - 25% of students eligible for free or reduced-price lunch. Scale scores are 0-500.

Three-year trends reported by states and districts show progress in the percent of students in the highest-poverty schools meeting state and local standards for proficiency in math and reading. These states and districts all had three-year trend data, broken down by school poverty levels.

- ***State-reported results in highest-poverty schools.*** The achievement of elementary school students in the highest poverty schools improved in 5 of 6 states reporting three-year trends in reading and in 4 of 5 states reporting trends in mathematics. Students in Connecticut, Maryland, North Carolina, and Texas made progress in both subjects.

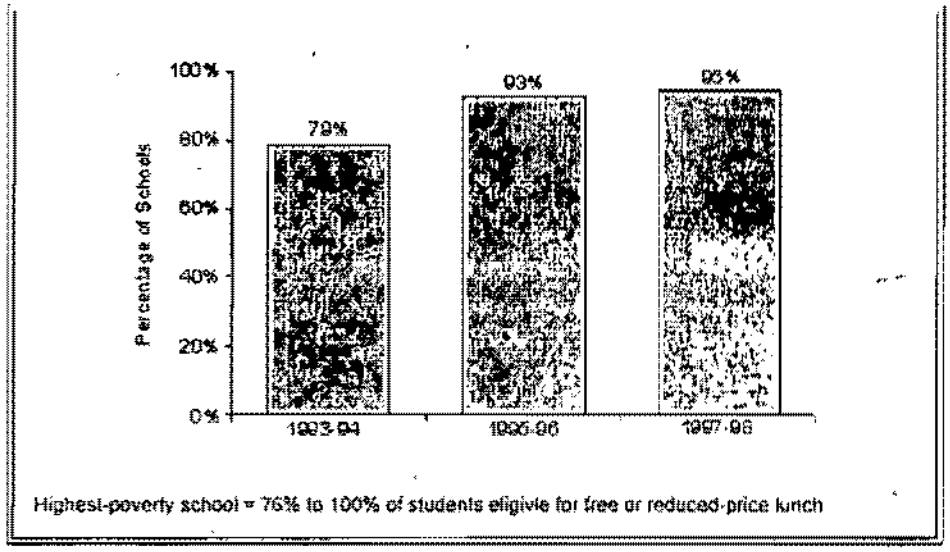
- ***Urban district-reported results in highest-poverty schools.*** The National Assessment selected 13 of the largest urban school systems, districts which represent a geographic cross-section of the nation's regions and which had at least three years of consistent data on student outcomes. The most severe education performance problems are found in highest poverty schools in urban communities. Ten of 13 large urban districts that report three-year trends showed increases in the percentage of elementary students in the highest poverty schools who met district or state proficiency standards in either reading or math. Six districts, including Houston, Dade County (Miami), New York, Philadelphia, San Antonio and San Francisco made progress in both subjects. No district showed significant achievement losses.

Resources, Instruction and Related Supports

Title I schools are benefiting from improved resource targeting, improving alignment of curriculum with standards, and a more cohesive school program through greater use of the schoolwide option and clarification of parent roles through Title I compacts.

Resources. **Changes in within-district allocation provisions, enacted in the 1994 amendments, have improved targeting of funds to the highest poverty schools.** Almost all (95 percent) of the highest-poverty schools in the nation received Title I funds in 1997-98, up from 79 percent in 1993-94. These additional funds have gone primarily to serve more of the highest-poverty schools, rather than to increase the intensity of services in these schools. School districts use 90 to 93 percent of their Title I funds for instruction and instructional support - most often in reading and math.

Exhibit 9
Proportion of Highest-Poverty Schools That Receive Title I Funds



Instruction. **The emphasis on linking federally supported Title I services to state and local reform efforts is influencing practice in high-poverty schools.** Principals in high-performing, high-poverty schools report using standards to guide curriculum and instruction, and using standards to assess student progress. Additionally, teachers in districts implementing standards-based reforms are more likely than their colleagues in other districts to be familiar with content and performance standards and assessments, and their curriculum is more likely to reflect the standards.

There is also evidence of progress for students in high-poverty schools where staff members focus on challenging standards and strategies that help students achieve them. Preliminary findings from a study of instructional practices in 71 high-poverty elementary schools show:

- Students were likely to make better progress in reading if their teacher gave them more total exposure to reading in the content areas and opportunities to talk in small groups about what they had read.

- Students in the bottom quarter of their class who had better growth in vocabulary and comprehension tended to have teachers who gave them more exposure to reading materials of at least one paragraph, reading content areas materials, working at a computer, and completing workbooks or skill sheets.

- Teachers who used a curriculum that reflected National Council of Teachers of Mathematics (NCTM) standards had students with higher gains in mathematics.

- Students who started the year as low achievers could be helped to gain more skill in problem solving in mathematics when their teachers deliberately emphasized understanding and problem solving with them.

Schoolwide approaches can help support a cohesive plan that integrates resources to focus on learning.

- Schoolwide programs available to high-poverty schools (those with 50 percent or more low-income children) have grown rapidly. Since 1995, the number of schools implementing school wide programs has more than tripled, from about 5,000 to approximately 16,000. Schoolwide programs offer the potential to help integrate Title I resources with school-level reforms. Recent

findings show that schoolwide programs are more likely to use a strategic plan and models of service delivery that can integrate Title I into the larger educational program.

Continuing Challenges

Despite progress since the 1994 reauthorization, continuing challenges remain to be addressed.

Large performance gaps between highest-poverty schools and other schools. While the performance of students in high-poverty schools is improving, they remain much further behind their peers in meeting basic standards of performance in both reading and math. In 1998, the percent of fourth-grade students in the highest-poverty public schools who met or exceeded the NAEP Basic level in reading was about half the national rate, and progress in reading overall is only back to 1988 and 1990 levels. For math, the percent of students in the highest-poverty schools scoring at or above the Basic level was two-thirds that of the national average.

Yet some states are showing that students in their highest poverty schools can perform at national levels—indicating that it is possible to bring these students to high levels of achievement. In nine states, the percentage of fourth-grade students in the highest-poverty public schools achieving at or above the Basic level exceeded the national average-showing that higher performance is attainable.

Exhibit 6
Sate NAEP 4th-Grade Mathematics, 1996
Percentage of Students in the Highest-Poverty Public Schools
Performing At or Above Basic Level, by State

Highest-poverty school = 76% to 100% of students eligivle for free or reduced-price lunch

Limited assistance to the neediest schools. Schools enrolling the highest concentrations of poor

children are most likely to be identified as in need of improvement, and the capacity of states and districts to provide them with assistance is often limited. In 1998, only 8 states reported that school support teams have been able to serve the majority of schools identified as in need of improvement. In 24 states, Title I directors reported more schools in need of school support teams than Title I could assist. Approximately one-third of high-poverty schools identified for improvement had not received any additional professional development or assistance as a result of being identified.

Inappropriate staffing and inadequate teacher preparation. A significant number of Title I schools—particularly those with high concentrations of low-income children—continue to employ non-certified paraprofessionals as instructional aides. Aides comprise half of the instructional staff funded by Title I. Only 10 percent of instructional aides in the highest-poverty schools possess college degrees, but aides are often found providing instruction.

Along with the evidence that high-achieving high-poverty schools focus attention on challenging standards for all students, comes the reality that many teachers are not prepared to teach to challenging standards. In a 1998 survey, only about one-third of teachers in schools with 60 percent or more poor children believe they are well equipped to use standards in the classroom. This is particularly noteworthy given evidence that teachers' reported preparedness in both subject matter and instructional strategies had a positive relationship with student gains.

Inadequate implementation of parent involvement provisions. Although the percent of schools with parent compacts rose from 20 percent in 1994 to about 75 percent in 1998, there remain 25 percent of schools with no parent agreements. A substantial majority of schools find compacts helpful in promoting parent involvement, especially higher poverty schools, but principals continue to identify lack of parent involvement as one of their major barriers to reform.

Weak Title I accountability or dual accountability in some States. Full implementation of the accountability requirements under Title I is not required until final assessments are in place in the 2000-01 school year. During the transitional period, states are making progress in developing definitions of adequate yearly progress and identifying schools and districts in need of improvement. States further along in developing performance standards tend to have more clearly defined accountability systems with consequences.

Two major concerns for the Title I program are the compatibility of Title I accountability with state accountability systems and the limited capacity of states and districts to provide technical assistance to schools identified for improvement.

- While there is considerable overlap between schools identified for improvement under Title I and other state or local accountability measures, there is evidence that dual accountability systems are operating in many states. In 1998, only 23 state Title I directors reported that the same accountability system is used for Title I and for their state.

- Twenty-four states report they have more schools in need of technical assistance than school support teams have the capacity to provide.

Improvement Options

Stay the Course: Maintain an Emphasis on Challenging Standards for All Students

Gains by students in the nation's highest-poverty schools, coupled with evidence that aligning

instruction with challenging standards can substantially increase student achievement, point to the need to stay the course of focusing instruction on challenging standards for all students. Though there has clearly been progress in implementing standards at all levels, full implementation in classrooms across the country has yet to be accomplished. States, districts, and schools need to continue to implement standards that challenge all students to achieve at high levels, and to align curriculum, teaching, and assessments with those standards. Reauthorization should address the continuing challenges that limit Title I's capacity to be a stimulus and support for better results for our nation's at-risk students.

"Targeted High-Performance School Grants" to Strengthen the Highest-Poverty Schools

The continuing weak performance of the highest-poverty schools, those with poverty in excess of 75 percent, remains as one of America's most pressing educational problems. Although all Title I schools need additional resources and assistance, the highest-poverty schools are the neediest not only in terms of their populations served, but also in terms of the progress they must make to improve their current performance. In these schools, seven out of every ten children are currently achieving below even the basic level of reading.

Reauthorization should focus on the extraordinary needs of the highest-poverty schools to improve teaching and learning for our most at-risk students, while holding these schools accountable for continuous improvement in student results. If these grants were to target an additional $1.3 billion, or about 15 percent of current Title I funds, they would be sufficient when combined with current Title I funds and a 25 percent local match to enable the highest-poverty schools to:

- Support a schoolwide model program of their choosing that is backed by evaluation evidence of effectiveness. Schools could carry out intensive programs aimed at improving early reading as in the Reading Excellence Act program, run a program to start their middle school students thinking about college and planning for their futures as in GEAR UP, or a combination of such approaches.

- Within three years, achieve a ratio of modern multimedia computers to students of 5:1, a long-term national target and a goal that is especially important in high poverty communities where children lack the home access to computers available in higher income areas.

- Provide a high-quality after-school instructional program for 50 percent of all students, up from the current 12 percent.

- Reduce class sizes in the early grades to 21 students per teacher, midway from current levels to the long-term national goal of 18 students.

In turn,

- **Recipient schools would commit to continued progress in improving student outcomes as defined through annual outcome and service improvement targets. These would be described in a peer-reviewed schoolwide plan.** Schools would annually report progress against outcome and service performance objectives with the plan and reports.

- **States and districts would need to commit to assisting their highest poverty schools.** States and districts would work with their schools to identify resources from all sources that could be combined for meaningful, concerted school reform. Districts would review their schools' planning and implementation and offer peer reviewers to work with the schools on a sustained basis. They

would also share performance data, research on effective approaches, and information across schools engaged in reform.

- **The highest-poverty schools would also be the highest priority for assistance from all federally supported technical assistance providers.** Comprehensive regional assistance centers and other technical assistance providers would place these schools at the head of the line for support, concentrating their efforts where they could do the most good.

These monies would raise the average amount of Title I funds that the highest-poverty schools receive annually by 50 percent to an estimated $336,000 for each school. These new monies could go out under the current formulas to states and districts for their schools with poverty rates of 75 percent or higher. If states lack schools in the highest poverty category, they would receive a minimum grant to be spent on their most impoverished schools.

The resources to support the Targeted High-Performance School Grants could come from increases in Title I funding and an off-the-top set-aside for these schools in related federal programs such as 21st Century Learning Communities, Reading Excellence Act, Technology Literacy Challenge Fund, GEAR UP and Class Size Reduction. A set-aside of one-third of the FY 2000 monies from these five programs for these highest poverty schools would provide about $990 million under the Administrations FY 2000 budget request. The remainder to bring the total to $1.3 billion could come from channeling the $320 million proposed increase in Title I funding to these new grants.

Targeting additional funds to schools with high concentrations of low-income students has advantages over targeting on low performance. First, high-performing, high-poverty schools should not be penalized for their progress. Nor should low-performing schools be rewarded for a lack of effort. High-performing schools need support, recognition, and encouragement to sustain their gains. In addition, targeting funds on the basis of poverty is consistent with the process for allocating funds currently and would not require a different mechanism.

Strengthen Instruction

Progress in using Title I to support improved instructional practices at the school-level remains limited by the continued use of paraprofessionals who provide instruction-particularly in the highest-poverty Title I schools. Paraprofessionals in high-poverty schools tend to have less formal education than those in low-poverty schools, and they are often assigned to teach-sometimes without a teacher present. While many paraprofessionals have invested large amounts of time and effort working in Title I schools, and are an important part of the school community, it is imperative that priorities for their services be based solely on the needs of students. **Phasing out** their use in instruction and promoting their use as parent liaisons or in administrative functions should be a priority.

- **Reauthorization should also support the establishment of career ladder programs for paraprofessionals, so that those desiring to become credentialed would be supported in doing so.** These programs could include what some districts are doing already, based on recent survey data.

Reauthorization should include resources for the development of ongoing consumer guides on effective practices. Schools are moving toward adopting curriculum and whole school reform models to frame their improvement efforts. However little independent research has been conducted to evaluate the efficacy of comprehensive school reform models and better understand the conditions under which they can succeed. The federal government should make such research and evaluation of comprehensive model programs a priority through systematic study and annual reporting in a consumer guide. To

ensure the integrity and independence of model appraisal, a quasi-governmental agency might be established to oversee the integrity of the evaluation process and reporting of results. This information would enable schools to become better-educated consumers in selecting and implementing models most likely to fit their circumstances and contribute to improved results.

Strengthen Parent Involvement

The general direction of Title I parent involvement policies and compacts on supporting learning is consistent with research, but options that would strengthen implementation include:

- Having schools report annually on measurable indicators of the effectiveness of parent involvement, as reflected in their own policies and compacts.
- Consolidating or coordinating parent involvement provisions across all elementary and secondary programs that have them to form one uniform parent provision. Such programs include Title I; Even Start Family Literacy; Education of Migratory Children; Parental Information and Resource Centers; Impact Aid; Education for Homeless Children and Youth; Magnet Schools; 21st Century Community Learning Centers; Indian Education; Technology for Education; and Safe and Drug-Free Schools and Communities.
- Strengthening parent involvement activities in the early elementary grades in the areas of supporting reading and family literacy and in the middle and high school grades to encourage students to take challenging courses.

Focus on Accountability

The use of school profiles designed to report school results and progress has been shown to be a powerful tool for accountability and school improvement. However, profiles often do not effectively reach parents and community members. They tend to be difficult to read, even for the well-educated parent. They are also limited in their scope of information, with few school report cards presenting information on teacher quality or student rates of progress. Also schools are limited by a lack of comparable statewide or national information on what they are able to accomplish. The federal government should facilitate state and local school district efforts to provide coherent, comparative information on school progress to their communities.

The reauthorization should also ensure that accountability provisions identify schools in need of improvement based on the best measures available to states and districts-regardless of whether their final assessment systems are in place. Schools already identified for improvement, should remain so; time should not be lost as a result of reauthorization in identifying and reaching schools with the greatest needs.

Reauthorization should address eliminating dual accountability systems. For Title I to be an effective lever for improvement, it needs to be aligned and supportive of the systems states are creating.

Finally, Congress and those responsible for implementing and supporting Title I programs should recognize that state and local systems of standards, assessments and accountability are in flux and are likely to keep changing over time. Even established systems such as those in Kentucky and Kansas, which were forerunners in the development of aligned systems of standards and assessments, have revised their efforts to reflect priorities of their state legislatures and boards. The law should recognize this and offer states and districts the flexibility to continue to implement measures of school

accountability under these conditions.

Summary

This National Assessment of Title I has examined the program in the context of the burgeoning standards-based reform movement in states and school districts. Though there has clearly been progress in implementing standards at all levels, full implementation in classrooms across the country has yet to be accomplished. The new directions proposed for reauthorization are designed to help speed up standards implementation, to help all children achieve at high levels. Reauthorization should address the continuing challenges that undercut Title I's capacity to be a stimulus and support for better results for our nation's at-risk students.

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