

109TH CONGRESS
1ST SESSION

H. R. 2178

To provide for adequate and equitable educational opportunities for students
in State public school systems, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 5, 2005

Mr. FATTAH (for himself, Mr. WEINER, Mr. VAN HOLLEN, Ms. LEE, Mr. WYNN, Mr. RANGEL, Mrs. CHRISTENSEN, Ms. JACKSON-LEE of Texas, Mr. THOMPSON of Mississippi, Ms. CORRINE BROWN of Florida, Ms. CARSON, Mr. HINCHEY, Mr. STRICKLAND, Mr. ANDREWS, Mr. HINOJOSA, Mr. DAVIS of Alabama, Mr. SCOTT of Virginia, Mr. WEXLER, Ms. HERSETH, Ms. BORDALLO, Mr. GENE GREEN of Texas, Mr. GRIJALVA, Mr. BECERRA, Mr. HASTINGS of Florida, Ms. ROYBAL-ALLARD, Mr. DAVIS of Illinois, Ms. MILLENDER-MCDONALD, Mr. JEFFERSON, Mr. STUPAK, Mr. OLVER, Mr. DOYLE, Mr. HOLDEN, Mr. CLAY, Mr. RUSH, Mr. CUMMINGS, Mr. MURTHA, Mr. BISHOP of Georgia, Ms. NORTON, Mr. MEEK of Florida, Mr. PAYNE, Ms. WATERS, Mrs. JONES of Ohio, Mr. LEWIS of Georgia, Mr. JACKSON of Illinois, Mr. CONYERS, Ms. EDDIE BERNICE JOHNSON of Texas, Ms. ESHOO, Mr. WATT, Ms. KILPATRICK of Michigan, Mr. BRADY of Pennsylvania, Mr. NEAL of Massachusetts, Mr. MEEKS of New York, Mr. ALLEN, Mr. ACKERMAN, Mr. MENENDEZ, Mr. MOLLOHAN, Mr. BUTTERFIELD, Mr. FILNER, Mr. OWENS, Mr. ABERCROMBIE, Mr. CLYBURN, Ms. WOOLSEY, Mr. DOGGETT, Mr. BERMAN, Mrs. MALONEY, Mr. NADLER, Mr. KUCINICH, Ms. SCHWARTZ of Pennsylvania, Mr. TIERNEY, and Mr. MOORE of Kansas) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide for adequate and equitable educational opportunities for students in State public school systems, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Student Bill of
 5 Rights”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

- Sec. 1. Short title
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**TITLE I—EDUCATIONAL OPPORTUNITY IN STATE PUBLIC
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- Sec. 302. Notice and opportunity for hearing
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8 SEC. 3. FINDINGS AND PURPOSES.

9 (a) FINDINGS.—The Congress finds the following:

(A) Highly differential educational expenditures among public school districts within States.

20 (B) Continuing disparities within the
21 States in students' access to the fundamentals
22 of educational opportunity described in section
23 112(a).

(C) Radically differential educational achievement among public school districts within the States, as measured by the following:

(i) Achievement in mathematics, reading or language arts, and science on State academic achievement tests and measures, including the academic assessments described in section 113(b)(1).

(ii) Advanced placement courses offered and taken.

(iii) Scholastic Aptitude Test (SAT)
and ACT Assessment scores

(iv) Dropout rates and graduation rates

(v) College-going and college-completion rates

(vi) Job placement and retention rates
and indices of job quality

(3) As a consequence of this educational opportunity gap, the quality of a child's education depends entirely upon where the child's family lives, and the demands of lower quality public education are imposed particularly on—

(A) children from low-income families:

1 (B) children living in urban and rural
2 areas; and

3 (C) minority children.

15 (B) “[S]chools and the means of education
16 [are to] be forever encouraged”

24 (See Ordinances of May 20, 1785, and July 13,
25 1787; Act of March 3, 1845, 28th Cong. 2d Sess.,

1 5 Stat. 789, Chap. 76 (admitting Iowa and Florida);
2 Act of February 22, 1889, 50th Cong., 2d Sess.,
3 Chap. 180 (admitting States created from the Da-
4 kota Territories); and the Acts of Congress per-
5 taining to the admission of each of the States.)

6 (5) Over the years since the landmark ruling in
7 Brown v. Board of Education, when a unanimous
8 United States Supreme Court held that “the oppor-
9 tunity of an education . . . , where the state has un-
10 dertaken to provide it, is a right which must be
11 made available to all on equal terms”, courts in 44
12 of the States have heard challenges to the establish-
13 ment, maintenance, and operation of educationally
14 inadequate or inequitable State public school sys-
15 tems. (347 U.S. 483, 493 (1954)).

16 (6) In 1970, the Presidential Commission on
17 School Finance found that significant disparities in
18 the distribution of educational resources existed
19 among public school districts within States because
20 the States relied too significantly on local district fi-
21 nancing for educational revenues, and that reforms
22 in systems of school financing would increase the
23 Nation’s ability to serve the educational needs of all
24 children.

20 (9) According to the Secretary of Education, as
21 stated in a letter (with enclosures) dated January
22 19, 2002, from the Secretary to States—

23 (A) racial and ethnic minorities continue to
24 suffer from lack of access to educational re-
25 sources, including “experienced and qualified

1 teachers, adequate facilities, and instructional
2 programs and support, including technology, as
3 well as . . . the funding necessary to secure
4 these resources”; and

5 (B) these inadequacies are “particularly
6 acute in high-poverty schools, including urban
7 schools, where many students of color are iso-
8 lated and where the effect of the resource gaps
9 may be cumulative. In other words, students
10 who need the most may often receive the least,
11 and these students often are students of color”.

12 (10) The Elementary and Secondary Education
13 Act of 1965 (20 U.S.C. 6301 et seq.), as amended
14 by the No Child Left Behind Act of 2001 (Public
15 Law 107-110), provides that—

16 (A) States must establish standards and
17 assessments in mathematics, reading or lan-
18 guage arts, and science;

19 (B) elementary schools and secondary
20 schools must ensure that all students are pro-
21 ficient in such subjects within 12 years after
22 the end of the 2001–2002 school year; and

23 (C) elementary schools and secondary
24 schools will be held accountable for the stu-
25 dents’ progress.

6 (12) Raising standards without ensuring ade-
7 quate and equitable access to educational resources
8 may, in fact, exacerbate achievement gaps and set
9 children up for failure.

(13) According to the World Economic Forum's Global Competitiveness Report 2001–2002, the United States ranks last among developed countries in the difference in the quality of schools available to rich and poor children.

15 (14) Each State Government has ultimate au-
16 thority in determining every important aspect and
17 priority of the public school system that provides ele-
18 mentary and secondary education to children in the
19 State, including whether children throughout the
20 State have high access to the fundamentals of edu-
21 cational opportunity described in section 112(a).

22 (15) Since 1965, the Congress, in exercising its
23 spending authority, has provided substantial Federal
24 financial assistance to the States for the improve-
25 ment of their public school systems. In their expend-

1 iture and oversight of this assistance, the States
2 have failed systematically to achieve the purpose of
3 the Congress in providing the assistance, namely the
4 effective education of all the children of the United
5 States.

6 (16) Because a well-educated populace is crit-
7 ical to the Nation's political and economic well-being
8 and national security, the Federal Government has
9 a substantial interest in ensuring that States provide
10 a high-quality education by ensuring that all chil-
11 dren have access to the fundamentals of educational
12 opportunity described in section 112(a) to enable the
13 children to succeed academically and in life.

14 (b) PURPOSES.—The purposes of this Act are the fol-
15 lowing:

16 (1) To further the goals of the No Child Left
17 Behind Act of 2001 (Public Law 107–110) and the
18 Elementary and Secondary Education Act of 1965
19 (20 U.S.C. 6301 et seq.) by holding States account-
20 able for providing all students access to the fun-
21 damentals of educational opportunity described in
22 section 112(a).

23 (2) To ensure that all students in public ele-
24 mentary schools and secondary schools receive edu-
25 cational opportunities that enable the students—

12 **TITLE I—EDUCATIONAL OPPOR-**
13 **TUNITY IN STATE PUBLIC**
14 **SCHOOL SYSTEMS**

17 SEC. 111. ADEQUATE AND EQUITABLE STATE PUBLIC
18 SCHOOL SYSTEMS.

19 Each State receiving Federal financial assistance for
20 elementary or secondary education shall maintain a public
21 school system that meets the requirements of section 112
22 and provides all students in the State with—

7 SEC. 112. STATE EDUCATIONAL ADEQUACY AND EQUITY

8 REQUIREMENTS.

14 (1) HIGH-QUALITY CLASSROOM TEACHERS AND
15 SCHOOL ADMINISTRATORS.—High-quality classroom
16 instruction and school-level administrators, as meas-
17 ured by the following:

18 (A) The proportion of teachers in core aca-
19 demic subjects who are highly qualified (as that
20 term is defined in section 9101 of the Elemen-
21 tary and Secondary Education Act of 1965 (20
22 U.S.C. 7801)).

23 (B) Leadership, management, and guid-
24 ance from school principals (and other school-

1 level administrators) certified under an applica-
2 ble State or national program.

3 (2) RIGOROUS ACADEMIC STANDARDS, CUR-
4 RICULA, AND METHODS OF INSTRUCTION.—Rigorous
5 academic standards, curricula, and methods of in-
6 struction, as measured by the extent to which each
7 public school district succeeds in providing high-
8 quality academic standards, curricula, and methods
9 of instruction to students in each public elementary
10 school and secondary school within the district.

11 (3) SMALL CLASS SIZES.—Small class sizes, as
12 measured by the following:

13 (A) The average class size and the range
14 of class sizes.

15 (B) The proportion of classes with 17 or
16 fewer students.

17 (4) QUALITY FACILITIES, TEXTBOOKS, AND IN-
18 STRUCTIONAL MATERIALS AND SUPPLIES.—Quality
19 school facilities, textbooks, and instructional mate-
20 rials and supplies, as measured by the following:

21 (A)(i) The physical condition of school
22 buildings and major school building features.

23 (ii) Environmental conditions in school
24 buildings.

25 (iii) The quality of instructional space.

3 (E) The number of computer laboratory
4 courses taught by qualified computer instruc-
5 tors.

12 (b) COMPARABLE EDUCATIONAL SERVICES.—A
13 State shall provide educational services in public school
14 districts that receive funds under part A of title I of the
15 Elementary and Secondary Education Act of 1965 (20
16 U.S.C. 6311 et seq.) that are, taken as a whole, at least
17 comparable to educational services provided in public
18 school districts not receiving such funds.

19 (c) COMPLIANCE WITH COURT ORDERS.—A State
20 shall comply with any substantive Federal or State court
21 order in any matter concerning the adequacy or equity of
22 the State's public school system, to the extent required
23 in the order.

1 **SEC. 113. STATE-ESTABLISHED STANDARDS FOR ACCESS**2 **TO EDUCATIONAL OPPORTUNITY.**

3 (a) ESTABLISHMENT.—In carrying out section
4 112(a), a State educational agency, in consultation with
5 local educational agencies, teachers, principals, pupil serv-
6 ices personnel, administrators, other staff, and parents,
7 shall develop standards to describe and measure the extent
8 to which the State provides to the students in each public
9 school and school district in the State each of the fun-
10 damentals of educational opportunity described in section
11 112(a) in terms of ideal, adequate, and basic levels of such
12 access.

13 (b) FACTORS FOR CONSIDERATION.—In defining the
14 levels of access required under subsection (a), the State
15 shall consider, in addition to the factors described in sec-
16 tion 112(a)—

17 (1) the access available to students in schools in
18 the highest achieving decile of public elementary
19 schools and secondary schools in the State, as deter-
20 mined on the basis of student performance on state-
21 wide student academic assessments, including—

22 (A) student academic assessments in read-
23 ing or language arts, mathematics, and science
24 under section 1111(b)(3) of the Elementary
25 and Secondary Education Act of 1965 (20
26 U.S.C. 6311(b)(3));

7 (C) State student academic assessments of
8 reading and mathematics under the National
9 Assessment of Educational Progress carried out
10 under section 303(b)(3) of the National Assess-
11 ment of Educational Progress Authorization
12 Act (20 U.S.C. 9622(b)(3));

15 (3) other educationally appropriate factors.

16 (c) CHALLENGING STANDARDS.—The levels of access
17 required under subsection (a) shall be aligned with the
18 challenging State academic content and achievement
19 standards, and the high-quality academic assessments, re-
20 quired under the Elementary and Secondary Education
21 Act of 1965 (20 U.S.C. 6301 et seq.).

22 (d) SUBMISSION TO SECRETARY.—A State educational agency shall submit to the Secretary—
23

24 (1) a description of each of the levels of access
25 required under subsection (a);

14 (e) PUBLICATION AND DISSEMINATION TO PAR-
15 ENTS.—The State annually shall publish the information
16 submitted under subsection (d) and shall disseminate the
17 information to the public and the parents of children at-
18 tending (or who may attend) public schools in the State,
19 in an understandable and uniform format and, to the ex-
20 tent practicable, in a language that the parents can under-
21 stand, through such means as the Internet, the media, and
22 public agencies.

1 Subtitle B—State Accountability

2 SEC. 121. DETERMINATION OF EDUCATIONALLY ADEQUATE
3 AND INEQUITABLE STATE PUBLIC SCHOOL
4 SYSTEMS.

5 (a) ANNUAL DETERMINATION BY SECRETARY.—Be-
6 ginning not later than October 1 of the first full school
7 year after the date of enactment of this Act, the Secretary
8 shall annually determine whether each State meets each
9 of the requirements of section 112.

10 (b) PUBLICATION BY SECRETARY.—The Secretary
11 shall publish and make available to the general public (in-
12 cluding by means of the Internet) the determinations
13 under subsection (a).

14 SEC. 122. STATE ACCOUNTABILITY FOR IMPROVEMENT OF
15 EDUCATIONAL OPPORTUNITY.

16 (a) STATE REMEDIATION PLAN.—A State deter-
17 mined under section 121 not to meet the requirements of
18 section 112 shall develop and submit to the Secretary, by
19 not later than 1 year after the determination, a remedi-
20 ation plan (which the State may amend to improve the
21 plan or to take into account significantly changed cir-
22 cumstances), as follows:

1 ments under section 112(a) (relating to access to the
2 fundamentals of educational opportunity), the plan
3 shall provide for the following:

4 (A) A description of the actions the State
5 will take to meet the requirements of section
6 112(a), by not later than 12 years after the end
7 of the 2003–2004 school year, to provide ideal
8 or adequate access (as defined by the State
9 under section 113) to the fundamentals of edu-
10 cational opportunity for each public school in
11 the State.

12 (B) A timeline for improvement that in-
13 cludes annual interim goals for increasing the
14 number of public schools and school districts in
15 the State that have ideal or adequate levels of
16 access (as defined by the State under section
17 113) to each of the fundamentals of educational
18 opportunity, in order to achieve the required
19 levels of access within the time described in
20 subparagraph (A).

21 (C) Implementation of a single, statewide
22 accountability system to ensure that the State
23 achieves the interim goals described in subpara-
24 graph (B).

8 (b) DISAPPROVAL OF PLAN.—The Secretary may dis-
9 approve a plan (or amendment) submitted under sub-
10 section (a) that the Secretary determines does not meet
11 the requirements of such subsection.

12 SEC. 123. CONSEQUENCES OF NONREMEDIATION.

13 (a) FAILURE TO MEET ANNUAL INTERIM ACCESS
14 GOALS.—Notwithstanding any other provision of law and
15 in addition to any other consequence under this section,
16 the Secretary shall withhold 2.75 percent of any funds
17 otherwise available to a State (or a State educational
18 agency) for administration of Federal elementary and sec-
19 ondary education programs for each annual interim goal
20 established under section 122(a)(1)(B) for a fiscal year,
21 or a prior fiscal year, that the Secretary determines the
22 State fails to meet.

23 (b) CONTINUING FAILURE TO PROVIDE COM-
24 PARABLE EDUCATIONAL SERVICES.—Notwithstanding
25 any other provision of law and in addition to any other

1 consequence under this section, the Secretary shall with-
2 hold from a State determined by the Secretary to continue
3 to fail to meet the requirements of section 112(b) (relating
4 to comparable educational services) at the end of the sec-
5 ond school year after a plan is required to be submitted
6 under section 122, up to 33½ percent of funds otherwise
7 available to the State for administration of Federal ele-
8 mentary and secondary education programs.

9 (c) NONCOMPLIANCE WITH COURT ORDERS.—Not-
10 withstanding any other provision of law and in addition
11 to any other consequence under this section, the Secretary
12 shall withhold from a State determined by the Secretary
13 to fail to meet the requirements of section 112(c) (relating
14 to compliance with court orders) up to 33½ percent of
15 funds otherwise available to the State for the administra-
16 tion of Federal elementary and secondary education pro-
17 grams.

18 (d) DISPOSITION OF WITHHELD FUNDS.—For each
19 State from which funds are withheld under this section,
20 the Secretary shall make a determination whether the
21 State, by not later than 1 year after a determination under
22 subsection (a), (b), or (c), has corrected the condition lead-
23 ing to a withholding of funds and shall distribute withheld
24 funds as follows:

12 (e) TEMPORARY WAIVER.—The Secretary may grant
13 a request by a State for a waiver of the withholding provi-
14 sions of subsections (a) through (c) for a total period of
15 not more than 1 year if—

16 (1) the Secretary is satisfied that exceptional
17 circumstances (such as a precipitous decrease in
18 State revenues) prevent a State from complying with
19 the requirements of section 112; and

20 (2) the State's request describes the manner in
21 which the State will comply with the requirements of
22 section 112 by the end of the waiver period.

1 **Subtitle C—Public Reporting and**
2 **Remedy**

3 **SEC. 131. ANNUAL REPORT BY SECRETARY ON ADEQUACY**
4 **AND EQUITY IN STATE PUBLIC SCHOOL SYS-**
5 **TEMS.**

6 (a) ANNUAL REPORT TO CONGRESS.—Not later than
7 October 1 of the first full school year after the date of
8 enactment of this Act, the Secretary shall transmit to the
9 Congress a report that provides a detailed analysis of the
10 public school system of each State.

11 (b) CONTENTS OF REPORT.—The analysis under
12 subsection (a) shall include the following information with
13 respect to each State's public school system:

14 (1) BASIC PUBLIC SCHOOL SYSTEM INFORMA-
15 TION.—

16 (A) The number of students, elementary
17 schools, secondary schools, and school districts
18 in the public school system.

19 (B) For each such school and school dis-
20 trict, the number and percentage of—

21 (i) children counted under section
22 1124(c) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C.
24 6333(c)); and

1 (ii) students, disaggregated by groups
2 described in section 1111(b)(3)(C)(xiii) of
3 the Elementary and Secondary Education
4 Act of 1965 (20 U.S.C.
5 6311(b)(3)(C)(xiii)).

6 (C) For each such school, a statement
7 whether the school is an urban, rural, or mixed
8 school (as defined by the Commissioner for
9 Education Statistics).

10 (D) The average per-pupil expenditure (in
11 actual dollars and adjusted for cost and need)
12 for the State and for each school and school
13 district.

14 (E) The decile ranking of each school dis-
15 trict, as measured by achievement in mathe-
16 matics, reading or language arts, and science
17 on the academic assessments described in sub-
18 paragraphs (A) and (C) of section 113(b)(1).

19 (2) SUCCESS IN PROVIDING FUNDAMENTALS OF
20 EDUCATIONAL OPPORTUNITY.—

21 (A) A description of the ideal, adequate,
22 and basic levels of access established by the
23 State under section 113 to each of the fun-
24 damentals of educational opportunity described
25 under section 112(a).

3 (i) The level of access (as established
4 under section 113) of the school or school
5 district to each of the fundamentals of
6 educational opportunity described in sec-
7 tion 112(a).

15 (iii) Whether the school or school dis-
16 trict is making adequate yearly progress
17 under section 1111(b)(2) of the Elemen-
18 tary and Secondary Education Act of 1965
19 (20 U.S.C. 6311(b)(2)).

20 (C) The number and names of each school
21 in the State that does not provide each of the
22 fundamentals of educational opportunity de-
23 scribed in section 112(a) at an ideal or ade-
24 quate level (as established under section 113).

4 (A) a detailed description and evaluation
5 of—

6 (i) the State's success in carrying out
7 any remediation plan required to be sub-
8 mitted by the State under section 122; and

9 (ii) any other actions taken, or meas-
10 ures proposed to be taken, by the State to
11 meet the requirements of section 112; and

12 (B) a copy of any remediation plan re-
13 quired to be submitted by the State under sec-
14 tion 122 (including any amendments).

23 (5) OTHER INFORMATION.—

24 (A) The most recent information submitted
25 by the State under section 113(d).

10 (c) SCOPE OF REPORT.—The report required under
11 subsection (a) shall cover the school year ending in the
12 calendar year in which the report is required to be sub-
13 mitted.

14 (d) SUBMISSION OF DATA TO SECRETARY.—Each
15 State receiving Federal financial assistance for elementary
16 and secondary education shall submit to the Secretary, at
17 such time and in such manner as the Secretary may rea-
18 sonably require, such data as the Secretary deems nec-
19 essary to make a determination under section 121 and to
20 submit the report under this section. Such data shall in-
21 clude the information used to measure the State's success
22 in providing the fundamentals of educational opportunity
23 described in section 112(a).

1 (e) FAILURE TO SUBMIT DATA.—If a State fails to
2 submit the data required to make a determination under
3 section 121—

4 (1) the State shall be deemed to have been de-
5 termined under such section not to meet the applica-
6 ble requirements of section 112, until the State sub-
7 mits the data and the Secretary is able to make a
8 determination under such section based on such
9 data; and

10 (2) the Secretary shall—

11 (A) provide, to the extent practicable, the
12 analysis required in subsection (a) for the State
13 based on the best data available to the Sec-
14 retary; and

15 (B) update the analysis, as necessary, after
16 submission of the data by the State.

17 (f) PUBLICATION.—The Secretary shall publish and
18 make available to the general public (including by means
19 of the Internet) the report required under subsection (a).

20 **SEC. 132. CIVIL ACTION FOR ENFORCEMENT.**

21 A student or parent of a student aggrieved by a viola-
22 tion of this Act may bring a civil action against an appro-
23 priate official in an appropriate United States district
24 court seeking declaratory and injunctive relief to enforce
25 the requirements of this Act, together with reasonable at-

1 torney fees and the costs of the action, without regard to
2 the citizenship of the parties or the amount in controversy.

3 **TITLE II—EFFECTS OF EDUCATIONAL DISPARITIES ON ECONOMIC GROWTH AND NATIONAL DEFENSE**

7 **SEC. 201. EFFECTS ON ECONOMIC GROWTH AND PRODUCTIVITY.**

9 (a) STUDY.—The Commissioner for Education Statistics, in consultation with the Secretaries of Commerce, Labor, and the Treasury, shall conduct a comprehensive study concerning the effects on economic growth and productivity of eliminating disparities in public school systems that do not meet the requirements of section 112. Such study shall include the following:

16 (1) The economic costs to the Nation resulting from the maintenance by States of public school systems that do not meet the requirements of section 112.

20 (2) The economic gains to be expected from the elimination of disparities in public school systems that do not meet the requirements of section 112.

23 (b) REPORT TO CONGRESS.—Not later than 1 year after the date of enactment of this Act, the Commissioner for Education Statistics shall submit to the Congress a

1 final report detailing the results of the study required
2 under subsection (a).

3 **SEC. 202. EFFECTS ON NATIONAL DEFENSE.**

4 (a) **STUDY.**—The Commissioner for Education Sta-
5 tistics, in consultation with the Secretary of Defense, shall
6 conduct a comprehensive study concerning the effects on
7 national defense of eliminating disparities in public school
8 systems that do not meet the requirements of section 112.

9 Such study shall include the following:

10 (1) The detriments to national defense resulting
11 from the maintenance by States of public school sys-
12 tems that do not meet the requirements of section
13 112, including the effects of education deficits arising
14 from low-quality schools on—

15 (A) knowledge and skills necessary for the
16 effective functioning of the Armed Forces;

17 (B) the costs to the Armed Forces of
18 training; and

19 (C) efficiency resulting from the use of so-
20 phisticated equipment and information tech-
21 nology.

22 (2) The gains to national defense to be expected
23 from the elimination of disparities in public school
24 systems that do not meet the requirements of section
25 112.

1 (b) REPORT TO CONGRESS.—Not later than 1 year
2 after the date of enactment of this Act, the Commissioner
3 for Education Statistics shall submit to the Congress a
4 final report detailing the results of the study required
5 under subsection (a).

6 **TITLE III—GENERAL**

7 **PROVISIONS**

8 SEC. 301. DEFINITIONS.

9 In this Act:

(A) The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

3 (B) Title III of the Elementary and Sec-
4 ondary Education Act of 1965 (20 U.S.C. 6801
5 et seq.).

(C) The Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

16 SEC. 302. NOTICE AND OPPORTUNITY FOR HEARING.

17 The Secretary may make an adverse determination
18 under this Act only after notice and opportunity for hear-
19 ing.

20 SEC. 303. RULEMAKING.

21 The Secretary may prescribe regulations to carry out
22 this Act.

1 **SEC. 304. RULE OF CONSTRUCTION.**

2 Nothing in this Act may be construed to require a
3 jurisdiction to increase property tax or other tax rates or
4 to redistribute revenues from such taxes.

