

110TH CONGRESS
1ST SESSION

S. 958

To establish an adolescent literacy program.

IN THE SENATE OF THE UNITED STATES

MARCH 22, 2007

Mr. SESSIONS (for himself, Mrs. MURRAY, Mr. COCHRAN, Mr. KERRY, Mr. LOTT, Mr. AKAKA, Mr. BURR, Mr. DODD, Mr. DOMENICI, Mr. BINGAMAN, and Mrs. LINCOLN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To establish an adolescent literacy program.

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 “Striving Readers Act
5 of 2007”.

6 **SEC. 2. FINDINGS.**

7 Congress makes the following findings:

8 (1) Only 68 percent of high school students
9 graduate on time with a diploma, meaning that

1 every year 1,300,000 students fail to graduate from
2 high school.

3 (2) In 2004 alone, these 1,300,000 nongrad-
4 uates cost the Nation more than \$325,000,000,000
5 in lost wages, taxes, and productivity over their life-
6 times.

7 (3) High school graduation rates for low-income
8 students and students of color hover around 50 per-
9 cent, as do graduation rates for students in urban
10 school districts. Graduation rates for English lan-
11 guage learners are particularly low.

12 (4) Only 34 percent of high school students
13 graduate with the skills the students need to succeed
14 in college or the workplace.

15 (5) Community colleges alone pay
16 \$1,400,000,000 a year to provide remedial education
17 to students under 25 who should have learned these
18 basic skills in secondary school.

19 (6) Seventy-one percent of 8th graders read
20 below the proficient level on the 2005 National As-
21 sessment of Educational Progress, indicating that
22 students in middle schools and high schools struggle
23 to graduate because their literacy achievement is
24 alarmingly low.

1 (7) Between 1971 and 2004, the reading levels
2 of America's 17-year-olds showed no improvement at
3 all.

4 (8) In a typical high-poverty urban school, ap-
5 proximately half of incoming 9th grade students
6 read at a 6th or 7th grade level, and among low-in-
7 come 8th graders, just 15 percent read at a pro-
8 ficient level.

9 (9) On average, African-American and Hispanic
10 12th grade students read at the same level as White
11 8th grade students.

12 (10) Secondary school students' ability to read
13 complex texts is strongly predictive of the students'
14 performance in college mathematics and science
15 courses.

16 (11) The 25 fastest-growing professions have
17 far greater than average literacy demands, while the
18 fastest-declining professions have lower than average
19 literacy demands.

20 (12) About 40 percent of secondary school
21 graduates lack the literacy skills employers seek.

22 (13) Students need literacy instruction at all
23 grade levels and in every subject in order to improve
24 their achievement and school completion.

1 (14) Researchers are in strong consensus as to
2 a number of specific steps that can be taken to im-
3 prove literacy instruction in grades 4 through 12.

4 (15) Lessons from the Alabama Reading Initia-
5 tive, the Washington State Reading Initiative, and
6 other successful adolescent literacy reforms can form
7 the basis for the expansion of adolescent literacy ef-
8 forts, and, in so doing, generate additional informa-
9 tion on effective practices that can be widely dis-
10 seminated and applied.

11 **SEC. 3. PURPOSES.**

12 The purposes of this Act are—

13 (1) to improve student achievement in grades 4
14 through 12 by establishing adolescent literacy initia-
15 tives with measurable goals and explicit action steps
16 to achieve those goals;

17 (2) to improve secondary school graduation and
18 college readiness rates by improving adolescent lit-
19 eracy achievement;

20 (3) to provide support for selecting, admin-
21 istering, and interpreting diagnostic assessments,
22 formative assessments, and summative assessments
23 for adolescent literacy achievement;

1 (4) to develop curricular materials, instructional
2 tools, and teaching strategies that boost adolescent
3 literacy achievement;

4 (5) to provide intensive high-quality profes-
5 sional development for teachers of core academic
6 subjects to integrate adolescent literacy instructional
7 strategies and assessments that support the learning
8 of content;

9 (6) to provide training for literacy coaches to
10 guide and support all teachers regarding schoolwide
11 literacy implementation;

12 (7) to provide high-quality professional develop-
13 ment for school leaders in developing and admin-
14 istering adolescent literacy initiatives at the school
15 level; and

16 (8) to improve the coordination of standards,
17 curricula, interventions, and assessments for adoles-
18 cent literacy skills within and among schools, local
19 educational agencies, and States.

20 **SEC. 4. DEFINITIONS.**

21 (a) ESEA DEFINITIONS.—In this Act, the terms
22 “core academic subjects”, “limited English proficient”,
23 “local educational agency”, “poverty line”, “secondary
24 school”, and “State educational agency” have the mean-

1 ings given the terms in section 9101 of the Elementary
2 and Secondary Education Act of 1965 (20 U.S.C. 7801).

3 (b) OTHER DEFINITIONS.—In this Act:

4 (1) ADOLESCENT LITERACY.—The term “ado-
5 lescent literacy” means the possession of the grade
6 level appropriate reading and writing skills required
7 for students in grades 4 through 12 to construct and
8 communicate meaning from text and to become ac-
9 tively engaged in the learning process.

10 (2) ADOLESCENT LITERACY INITIATIVE.—The
11 term “adolescent literacy initiative” means a com-
12 prehensive approach to improving adolescent literacy
13 achievement in grades 4 through 12.

14 (3) CHILD WITH A DISABILITY.—The term
15 “child with a disability” has the meaning given the
16 term in section 602 of the Individuals with Disabil-
17 ities Education Act (20 U.S.C. 1401).

18 (4) DIAGNOSTIC ASSESSMENT.—The term “di-
19 agnostic assessment” means an assessment that is—

20 (A) valid, reliable, and based on literacy
21 research; and

22 (B) used for the purposes of—

23 (i) identifying a student’s specific
24 areas of strengths and weaknesses in lit-
25 eracy;

1 (ii) determining any difficulties that
2 the student may have in literacy and the
3 potential cause of such difficulties; and

4 (iii) helping to determine possible lit-
5 eracy intervention strategies for, and the
6 related special needs of, the student.

7 (5) **FORMATIVE ASSESSMENT.**—The term
8 “formative assessment” means an assessment that—

9 (A) evaluates a student’s learning based on
10 systematic observations by teachers of the stu-
11 dent performing academic tasks that are part of
12 the student’s daily classroom experience;

13 (B) is used to improve instruction in lit-
14 eracy, including classroom instruction; and

15 (C) causes the student to reflect on the
16 student’s strengths and needs, and helps the
17 student to internalize strategies for improving
18 the student’s literacy skills.

19 (6) **HIGH-QUALITY PROFESSIONAL DEVELOP-**
20 **MENT.**—The term “high-quality professional devel-
21 opment” means job-embedded, ongoing professional
22 development that—

23 (A) provides teachers, administrators, and
24 school leaders with the research-based elements
25 of an effective adolescent literacy initiative; and

1 (B) supports adolescent literacy instruction
2 in core academic subjects.

3 (7) INSTITUTION OF HIGHER EDUCATION.—The
4 term “institution of higher education” has the
5 meaning given the term in section 101(a) of the
6 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

7 (8) LITERACY COACH.—The term “literacy
8 coach” means a professional—

9 (A) who—

10 (i) has previous teaching experience
11 and a master’s degree with a concentration
12 in reading and writing education; or

13 (ii) has obtained such experience and
14 training not later than 3 years after as-
15 suming the role of literacy coach;

16 (B) whose primary role with teachers and
17 school personnel is to—

18 (i) provide high-quality professional
19 development opportunities for teachers and
20 school personnel;

21 (ii) collaborate with paraprofessionals,
22 teachers, administrators, and the commu-
23 nity served by the school in the areas of
24 reading and writing; and

1 (iii) work cooperatively and collabo-
 2 ratively with other professionals in plan-
 3 ning programs to meet the needs of diverse
 4 population learners, including children with
 5 disabilities and students who are limited
 6 English proficient; and

7 (C) who may provide students with—

8 (i) reflective, inquiry-based reading or
 9 writing diagnosis, instruction, and assess-
 10 ment; and

11 (ii) reading and writing assessment, in
 12 cooperation with other professionals (such
 13 as special education teachers, speech and
 14 language teachers, and school psycholo-
 15 gists).

16 (9) LITERACY LEADERSHIP TEAM.—The term
 17 “literacy leadership team” means a team of not less
 18 than 2 individuals in a school that assumes the re-
 19 sponsibility to guide the development and implemen-
 20 tation of an adolescent literacy initiative, which indi-
 21 viduals—

22 (A) shall include not less than 1 individual
 23 who has literacy training; and

24 (B) may include a school leader, a literacy
 25 specialist serving the school (including a lit-

1 eracy coach or media specialist), a counselor, a
 2 teacher of a core academic subject, a special
 3 education teacher, or a teacher with expertise in
 4 teaching the English language to children who
 5 are limited English proficient.

6 (10) RESEARCH-BASED ELEMENTS OF AN EF-
 7 FECTIVE ADOLESCENT LITERACY INITIATIVE.—The
 8 term “research-based elements of an effective adoles-
 9 cent literacy initiative” means elements of a com-
 10 prehensive approach to adolescent literacy that en-
 11 tails—

12 (A) explicit and systematic instruction in
 13 adolescent literacy strategies, including—

14 (i) direct and explicit comprehension
 15 instruction;

16 (ii) motivation and self-directed learn-
 17 ing;

18 (iii) text-based collaborative learning;

19 (iv) strategic tutoring;

20 (v) use of diverse texts;

21 (vi) intensive writing;

22 (vii) use of technology; and

23 (viii) use of formative assessments;

24 and

1 (B) school-level structural efforts to im-
 2 prove adolescent literacy instruction, includ-
 3 ing—

4 (i) extended time for adolescent lit-
 5 eracy instruction;

6 (ii) high-quality professional develop-
 7 ment for teachers;

8 (iii) the use of summative assess-
 9 ments;

10 (iv) creating teacher teams to analyze
 11 student work and to plan instruction;

12 (v) involving school leaders; and

13 (vi) creating interdisciplinary and
 14 interdepartmental literacy teams to coordi-
 15 nate literacy instruction in a school.

16 (11) SCHOOL LEADER.—The term “school lead-
 17 er” means an individual who—

18 (A) is an employee or officer of a school;

19 and

20 (B) is responsible for—

21 (i) the school’s performance; and

22 (ii) the daily instructional and mana-
 23 gerial operations of the school.

1 (12) SCIENTIFICALLY VALID.—The term “sci-
2 entifically valid”, when used with respect to re-
3 search—

4 (A) means research that applies rigorous,
5 systematic, and objective procedures to obtain
6 valid knowledge relevant to literacy develop-
7 ment, reading and writing instruction, and
8 reading and writing difficulties; and

9 (B) includes research that—

10 (i) employs experimental, quasi-experi-
11 mental, or qualitative research methods in-
12 volving rigorous data analyses that are
13 adequate to test the stated hypotheses and
14 justify the general conclusions drawn; and

15 (ii) has been accepted by a peer-re-
16 viewed journal, or approved by a panel of
17 independent experts through a comparably
18 rigorous, objective, and scientific review.

19 (13) SECRETARY.—The term “Secretary”
20 means the Secretary of Education.

21 (14) SPECIAL EDUCATION.—The term “special
22 education” has the meaning given the term in sec-
23 tion 602 of the Individuals with Disabilities Edu-
24 cation Act (20 U.S.C. 1401).

1 (15) STATE.—The term “State” means each of
2 the several States of the United States, the District
3 of Columbia, and the Commonwealth of Puerto Rico.

4 (16) SUMMATIVE ASSESSMENT.—The term
5 “summative assessment” means an assessment that
6 evaluates a student’s learning based on a standard-
7 ized examination designed to measure literacy
8 achievement.

9 **SEC. 5. STRIVING READERS PROGRAM AUTHORIZED.**

10 (a) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—

11 (1) IN GENERAL.—For any fiscal year for
12 which the funds appropriated under section 11 are
13 less than \$200,000,000, the Secretary shall—

14 (A) reserve not more than a total of 1 per-
15 cent of such funds—

16 (i) to award a contract under section
17 9 for a national evaluation of the grant
18 programs assisted under this subsection;
19 and

20 (ii) for the dissemination of informa-
21 tion, resulting from the grant programs as-
22 sisted under this subsection, in accordance
23 with section 10; and

24 (B) use the funds not reserved under sub-
25 paragraph (A) to award grants, on a competi-

1 tive basis and in accordance with section 7(c),
2 to local educational agencies (or consortia of
3 local educational agencies) described in para-
4 graph (2) that apply under section 7(b), for the
5 purpose of enabling the local educational agen-
6 cies or consortia to carry out the authorized ac-
7 tivities described in section 7(d).

8 (2) ELIGIBILITY.—A local educational agency
9 or consortium of local educational agencies shall only
10 be eligible for a grant under this subsection if—

11 (A) in the case of a single local educational
12 agency, the local educational agency is eligible
13 for assistance under part A of title I of the Ele-
14 mentary and Secondary Education Act of 1965
15 (20 U.S.C. 6311 et seq.); and

16 (B) in the case of a consortium of local
17 educational agencies, each local educational
18 agency participating in the consortium is eligi-
19 ble for assistance under such part.

20 (b) GRANTS TO STATE EDUCATIONAL AGENCIES.—

21 (1) IN GENERAL.—For any fiscal year for
22 which the funds appropriated under section 11 equal
23 or exceed \$200,000,000, the Secretary shall—

1 (A) reserve not more than a total of 1 per-
2 cent of such funds or \$3,000,000, whichever
3 amount is less—

4 (i) to award a contract under section
5 9 for a national evaluation of the State
6 grant and subgrant programs assisted
7 under this Act; and

8 (ii) for the dissemination of informa-
9 tion, resulting from the State grant and
10 subgrant programs assisted under this Act,
11 in accordance with section 10;

12 (B) reserve $\frac{1}{2}$ of 1 percent for allotments
13 for the United States Virgin Islands, Guam,
14 American Samoa, and the Commonwealth of
15 the Northern Mariana Islands, to be distributed
16 among such outlying areas on the basis of their
17 relative need, as determined by the Secretary in
18 accordance with the purposes of this Act;

19 (C) reserve $\frac{1}{2}$ of 1 percent for the Sec-
20 retary of the Interior for programs under this
21 Act in schools operated or funded by the Bu-
22 reau of Indian Affairs; and

23 (D) use the funds not reserved under sub-
24 paragraphs (A), (B), and (C) to award grants
25 to State educational agencies, through allot-

1 ments under paragraph (2), to enable the State
2 educational agencies to award subgrants to
3 local educational agencies or consortia of local
4 educational agencies for the implementation of
5 adolescent literacy initiatives in accordance with
6 section 7.

7 (2) ALLOTMENT FORMULA.—From the funds
8 made available under paragraph (1)(D) for a fiscal
9 year and subject to paragraph (3), the Secretary
10 shall allot to each State educational agency for the
11 fiscal year an amount that bears the same ratio to
12 such funds as the product of—

13 (A) the number of children, aged 5 to 17,
14 who reside within the State and are from fami-
15 lies below the poverty level, based on the most
16 recent satisfactory data provided to the Sec-
17 retary by the Bureau of the Census for deter-
18 mining eligibility under section 1124(c)(1)(A)
19 of the Elementary and Secondary Education
20 Act of 1965 (20 U.S.C. 6333(c)(1)(A)); multi-
21 plied by

22 (B) the percentage of students in grade 8
23 in the State who received a score below the
24 basic level of achievement on the most recent
25 grade 8 reading assessment conducted as part

1 of the National Assessment of Educational
2 Progress under section 303 of the National As-
3 sessment of Educational Progress Authorization
4 Act (20 U.S.C. 9622) for which data are avail-
5 able,

6 bears to the sum of all such products for all States.

7 (3) SPECIAL RULES.—

8 (A) MINIMUM ALLOTMENT.—No State re-
9 ceiving an allotment under paragraph (2) may
10 receive less than $\frac{1}{4}$ of 1 percent of the total
11 amount allotted under such paragraph.

12 (B) SPECIAL RULES FOR PUERTO RICO.—
13 In determining the allotment under paragraph
14 (2) for Puerto Rico, the Secretary shall comply
15 with the following:

16 (i) USE OF NATIONAL PERCENT-
17 AGE.—If Puerto Rico did not participate in
18 the most recent grade 8 reading assess-
19 ment of the National Assessment of Edu-
20 cational Progress for which data are avail-
21 able, the Secretary shall use the national
22 percentage of students who received a
23 score below the basic level of achievement
24 on such assessment to calculate Puerto
25 Rico's allotment.

1 (ii) LIMITATION OF ALLOTMENT PER-
2 CENTAGE.—Notwithstanding clause (i) or
3 paragraph (2), in no case shall the Sec-
4 retary allot to Puerto Rico under para-
5 graph (2) for a fiscal year a percentage of
6 the total amount available for all allot-
7 ments under paragraph (1)(D) that ex-
8 ceeds the percentage allotted to Puerto
9 Rico of the total funds allotted to all
10 States under part A of title I of the Ele-
11 mentary and Secondary Education Act of
12 1965 (20 U.S.C. 6311 et seq.) for the pre-
13 ceding fiscal year.

14 (c) DURATION OF GRANT OR SUBGRANT.—Each
15 grant or subgrant awarded under subsection (b) shall be
16 for a period of not more than 5 years.

17 (d) PEER REVIEW.—

18 (1) IN GENERAL.—The Secretary, in consulta-
19 tion with the Director of the National Institute for
20 Literacy, shall convene a peer review panel to evalu-
21 ate applications for each grant awarded to a State
22 educational agency under subsection (b)(1)(D), or to
23 a local educational agency under subsection
24 (a)(1)(B), using the evaluation criteria described in
25 paragraph (2).

1 (2) DEVELOPMENT OF EVALUATION CRI-
2 TERIA.—The Secretary shall promulgate regulations,
3 subject to notice and comment, establishing the cri-
4 teria that the peer review panel shall use to evaluate
5 the grant applications under this section.

6 (3) MEMBERSHIP.—

7 (A) COMPOSITION.—The peer review panel
8 convened under paragraph (1) shall be com-
9 posed of not less than 12 members, of whom—

10 (i) 3 shall be appointed by the Sec-
11 retary;

12 (ii) 3 shall be appointed by the Sec-
13 retary from among persons recommended
14 by the Director of the National Institute
15 for Literacy;

16 (iii) 3 shall be appointed by the Sec-
17 retary from among persons recommended
18 by the Chairman of the National Research
19 Council of the National Academy of
20 Sciences; and

21 (iv) 3 shall be appointed by the Sec-
22 retary from among persons recommended
23 by the Director of the National Institute of
24 Child Health and Human Development.

25 (B) COMPETENCY AND EXPERTISE.—

1 (i) COMPETENCY.—The Secretary
2 shall ensure that each member of the peer
3 review panel appointed under subpara-
4 graph (A) is competent, by virtue of the
5 training, expertise, or experience of the
6 member, to evaluate grant applications
7 under this section.

8 (ii) EXPERTISE.—The Secretary shall
9 ensure that the peer review panel ap-
10 pointed under subparagraph (A) includes,
11 at a minimum—

12 (I) classroom teachers or literacy
13 coaches with expertise in literacy, in-
14 cluding special education teachers and
15 teachers of students who are limited
16 English proficient;

17 (II) experts who provide high-
18 quality professional development to in-
19 dividuals who teach literacy to chil-
20 dren and adults;

21 (III) experts who provide high-
22 quality professional development to
23 other instructional staff; and

1 (IV) experts in screening, diag-
2 nostic, and classroom-based instruc-
3 tional reading assessments.

4 (4) RECOMMENDATIONS.—The panel shall rec-
5 ommend grant applications under this section to the
6 Secretary for funding or for disapproval.

7 (5) DISTRIBUTION OF RECOMMENDATIONS.—
8 Not later than 120 days after the panel submits the
9 panel’s recommendation regarding an application by
10 a State educational agency or a local educational
11 agency for a grant under this section to the Sec-
12 retary, the Secretary shall notify the State edu-
13 cational agency or local educational agency that the
14 application has been approved or disapproved and
15 shall provide to such State educational agency or
16 local educational agency a copy of the panel’s rec-
17 ommendation.

18 (e) SUPPLEMENT NOT SUPPLANT.—Grant funds
19 awarded under this section shall supplement, and not sup-
20 plant, non-Federal funds that would, in the absence of
21 such grant funds, be made available for the literacy in-
22 struction of pupils participating in programs assisted
23 under this Act.

24 (f) MAINTENANCE OF EFFORT.—Each State edu-
25 cational agency that receives a grant under this section,

1 and each local educational agency that receives a grant
2 or subgrant under this section, shall maintain the expendi-
3 tures of the State educational agency or local educational
4 agency, respectively, for literacy instruction in grades 4
5 through 12 at a level not less than the level of such ex-
6 penditures maintained by the State educational agency or
7 local educational agency, respectively, for the fiscal year
8 preceding the fiscal year for which the grant or subgrant
9 is received.

10 **SEC. 6. STATE GRANTS.**

11 (a) STATE APPLICATIONS.—A State educational
12 agency desiring to receive an allotment under section
13 5(b)(1)(D) shall submit an application to the Secretary
14 at such time, in such manner, and containing such infor-
15 mation as the Secretary may require. Each such applica-
16 tion shall include—

17 (1) an assurance from the State educational
18 agency that the State educational agency will form
19 an adolescent literacy team that—

20 (A) builds public support for a statewide
21 focus on adolescent literacy;

22 (B) strengthens and aligns State literacy
23 standards with curricula, assessments, and
24 high-quality professional development require-
25 ments;

1 (C) guides local educational agencies and
2 schools in the creation of adolescent literacy ini-
3 tiatives;

4 (D) builds educators' capacity to provide
5 adolescent literacy instruction;

6 (E) measures and assesses progress in ad-
7 olescent literacy at the school, local educational
8 agency, and State levels, using existing data if
9 such data are valid, appropriate, and approved
10 by the Secretary; and

11 (F) disseminates information on promising
12 practices and progress in student literacy
13 achievement;

14 (2) an assurance that the State educational
15 agency, and any local educational agency receiving a
16 subgrant from the State educational agency under
17 section 7, will, if requested, participate in the na-
18 tional evaluation under section 9; and

19 (3) an implementation plan that includes—

20 (A) a description of how the State edu-
21 cational agency will assist local educational
22 agencies with developing and using the forma-
23 tive assessments, summative assessments,
24 teaching strategies, curricular materials, in-
25 structional tools, high-quality professional devel-

1 opment, and research-based elements of an ef-
2 fective adolescent literacy initiative;

3 (B) evidence that local educational agen-
4 cies in the State are committed to instructional
5 changes and can implement adolescent literacy
6 initiatives effectively;

7 (C) a description of how the State edu-
8 cational agency will coordinate and align the
9 State grant program assisted under this Act
10 with—

11 (i) other State and local programs
12 that promote adolescent literacy instruc-
13 tion; and

14 (ii) overall literacy instruction in the
15 State in kindergarten through grade 12;

16 (D) a description of how the State edu-
17 cational agency will, to the extent practicable,
18 award grants to—

19 (i) local educational agencies that
20 serve rural areas; and

21 (ii) local educational agencies that
22 serve urban areas; and

23 (E) a description of how local educational
24 agencies in the State will address the literacy
25 needs of children with disabilities, and students

1 who are limited English proficient, in grades 4
2 through 12 and how local educational agencies
3 in the State will provide professional develop-
4 ment in adolescent literacy instruction to spe-
5 cial education teachers or teachers of students
6 who are limited English proficient.

7 (b) STATE DISTRIBUTION OF FUNDS.—Of the
8 amount allotted to a State educational agency under sec-
9 tion 5(b)(1)(D), the State educational agency shall use—

10 (1) not less than 80 percent of such amount to
11 award subgrants under section 7;

12 (2) not more than 15 percent of such amount
13 to administer the subgrant program; and

14 (3) not more than 5 percent of such amount to
15 carry out the activities described in subsection (c).

16 (c) STATE ACTIVITIES.—

17 (1) MANDATORY ACTIVITIES.—A State edu-
18 cational agency that receives an allotment under sec-
19 tion 5(b)(1)(D) shall use the funds made available
20 under subsection (b)(3) to carry out all of the fol-
21 lowing activities:

22 (A) PROFESSIONAL DEVELOPMENT OR
23 TECHNICAL ASSISTANCE.—The State edu-
24 cational agency shall provide high-quality pro-
25 fessional development, or technical assistance,

1 to a local educational agency, or a provider of
2 high-quality professional development associated
3 with a local educational agency, to help the
4 local educational agency or provider administer
5 high-quality professional development in order
6 to train teachers and school leaders in adoles-
7 cent literacy instruction.

8 (B) PRESERVICE COURSEWORK REVIEW.—

9 The State educational agency shall strengthen
10 and enhance preservice courses for students
11 preparing, at all public institutions of higher
12 education in the State, to teach any of grades
13 4 through 12 by—

14 (i) reviewing such courses to deter-
15 mine whether the courses' content is con-
16 sistent with the findings of the most cur-
17 rent scientifically based literacy research,
18 including findings on the research-based
19 elements of an effective adolescent literacy
20 initiative;

21 (ii) following up such reviews with
22 recommendations to ensure that such insti-
23 tutions offer courses that meet the highest
24 standards; and

1 (iii) preparing a report on the results
2 of such reviews and submitting the report
3 to the reading and literacy partnership for
4 the State established under section
5 1203(d) of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C.
7 6363(d)) and all public institutions of
8 higher education in the State, and making
9 the report available for public review by
10 means of the Internet.

11 (C) STATE LICENSURE AND CERTIFI-
12 CATION RECOMMENDATIONS.—The State edu-
13 cational agency shall make recommendations on
14 how the State licensure and certification stand-
15 ards in the area of reading instruction in
16 grades 4 through 12 might be improved.

17 (D) PROGRESS REPORTS FOR STATE EDU-
18 CATIONAL AGENCY GRANT RECIPIENTS.—

19 (i) SUBMISSION.—Not later than 60
20 days after the termination of the third
21 year and the fifth year of the grant period,
22 the State educational agency shall submit
23 a progress report to the Secretary that
24 shall include—

1 (I) information on the progress
2 the State educational agency and local
3 educational agencies within the State
4 are making in reducing the number of
5 students served under this Act in
6 grades 4 through 12 who are reading
7 or writing below grade level (as dem-
8 onstrated by such information as
9 teacher reports and school evaluations
10 of mastery of the research-based ele-
11 ments of an effective adolescent lit-
12 eracy initiative);

13 (II) evidence from the State edu-
14 cational agency and local educational
15 agencies within the State that the
16 State educational agency and the local
17 educational agencies have—

18 (aa) significantly increased
19 the number of students reading
20 and writing at or above grade
21 level;

22 (bb) significantly increased
23 the percentages of students de-
24 scribed in section
25 1111(b)(2)(C)(v)(II) of the Ele-

1 elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C.
3 6311 (b)(2)(C)(v)(II)) who are
4 reading at or above grade level;
5 and

6 (cc) successfully imple-
7 mented the State educational
8 agency's duties under this Act;
9 and

10 (III) information regarding the
11 number and percentage of students
12 served by the local educational agen-
13 cies within the State who are grad-
14 uating from secondary school with a
15 regular secondary school diploma in
16 the standard number of years.

17 (ii) PEER REVIEW.—The progress re-
18 port described in this paragraph shall be
19 reviewed by the peer review panel convened
20 under section 5(d).

21 (2) PERMISSIVE ACTIVITIES.—A State edu-
22 cational agency that receives an allotment under sec-
23 tion 5(b)(1)(D) may use the funds made available
24 under subsection (b)(3) to carry out any of the fol-
25 lowing activities:

1 (A) Identifying providers of high-quality
2 professional development for local educational
3 agencies.

4 (B) Training the personnel of local edu-
5 cational agencies to use data systems that track
6 student literacy achievement.

7 **SEC. 7. GRANTS AND SUBGRANTS TO LOCAL EDUCATIONAL**
8 **AGENCIES.**

9 (a) **SUBGRANTS AUTHORIZED.**—A State receiving an
10 allotment under section 5(b)(1)(D) shall use funds made
11 available under section 6(b)(1) to award subgrants, on a
12 competitive basis, to local educational agencies and con-
13 sortia of local educational agencies to enable the local edu-
14 cational agencies and consortia to carry out the authorized
15 activities described in subsection (d).

16 (b) **APPLICATIONS.**—A local educational agency or
17 consortium desiring to receive a grant or subgrant under
18 this Act shall submit an application to the Secretary or
19 the State educational agency (as appropriate) at such
20 time, in such manner, and containing such information as
21 the Secretary or the State educational agency, respec-
22 tively, may require. Such application shall include the fol-
23 lowing information:

1 (1) For each school that the local educational
2 agency or consortium identifies as participating in a
3 grant or subgrant program under this Act—

4 (A) how the school, local educational agen-
5 cy, or a provider of high-quality professional de-
6 velopment will provide ongoing high-quality pro-
7 fessional development in adolescent literacy in-
8 struction to teachers of core academic subjects
9 and school leaders served by the school, local
10 educational agency, or provider, respectively;

11 (B) how the school will perform a capacity
12 survey to identify the strengths and weaknesses
13 of such school related to adolescent literacy;

14 (C) how the results of the survey described
15 in subparagraph (B) will be used to inform in-
16 struction at the school;

17 (D)(i) how the school will form a literacy
18 leadership team;

19 (ii) the composition of the literacy leader-
20 ship team; and

21 (iii) how the literacy leadership team will—

22 (I) create an adolescent literacy initia-
23 tive;

24 (II) assess the success of the adoles-
25 cent literacy initiative; and

1 (III) determine what refinements and
2 changes are needed to the adolescent lit-
3 eracy initiative;

4 (E) a budget for the school that projects
5 the costs of developing and implementing an
6 adolescent literacy initiative; and

7 (F) an explanation of how the school will
8 integrate adolescent literacy instruction into
9 core academic subjects.

10 (2) A description of—

11 (A) the assessment system that will be
12 used to track literacy progress in schools that
13 the local educational agency or consortium iden-
14 tifies as participating in a grant program or
15 subgrant program, as appropriate, under this
16 Act;

17 (B) the types of formative assessments and
18 summative assessments that will be used in the
19 assessment system; and

20 (C) the types of assessment results that
21 will determine the success of the adolescent lit-
22 eracy initiative under this Act.

23 (3) How parents will be involved in supporting
24 adolescent literacy instruction.

1 (4) In the case of a local educational agency de-
2 siring a grant under section 5(a)(1)(B), an assur-
3 ance that the local educational agency will, if re-
4 quested, participate in the national evaluation under
5 section 9.

6 (c) AWARD BASIS.—

7 (1) PRIORITY.—

8 (A) IN GENERAL.—The Secretary or the
9 State educational agency, as appropriate, shall
10 give priority to awarding a grant or subgrant
11 under this Act to a local educational agency or
12 consortium, on the basis of the factors de-
13 scribed in subparagraph (B).

14 (B) FACTORS.—The factors referred to in
15 subparagraph (A) are—

16 (i) the number of children aged 5 to
17 17 served by the local educational agency
18 or consortium who are from families below
19 the poverty level, based on the most recent
20 satisfactory data provided to the Secretary
21 by the Bureau of the Census for deter-
22 mining eligibility under section
23 1124(c)(1)(A) of the Elementary and Sec-
24 ondary Education Act of 1965 (20 U.S.C.
25 6333(c)(1)(A));

1 (ii) the number or percentage of stu-
2 dents in grades 4 through 12 served by the
3 local educational agency or consortium who
4 are reading or writing below grade level;
5 and

6 (iii) the total number or percentage of
7 schools served by the local educational
8 agency or consortium that—

9 (I) enroll students in any of the
10 grades 4 through 12; and

11 (II) were identified for school im-
12 provement, corrective action, or re-
13 structuring under paragraph (1), (7),
14 or (8) of section 1116(b) of the Ele-
15 mentary and Secondary Education
16 Act of 1965 (20 U.S.C. 6316(b)) for
17 the preceding academic year.

18 (2) AMOUNT OF THE GRANT.—In determining
19 the amounts of the grant or subgrant awards under
20 this Act, the Secretary or the State educational
21 agency, as applicable, shall—

22 (A) provide funds in sufficient size and
23 scope to enable the local educational agency or
24 consortium receiving a grant or subgrant to im-
25 prove adolescent literacy instruction; and

1 (B) provide funds in an amount related to
2 the number or percentage of students in grades
3 4 through 12 served by the local educational
4 agency or consortium who are reading below
5 grade level.

6 (d) LOCAL AUTHORIZED ACTIVITIES.—

7 (1) MANDATORY ACTIVITIES.—A local edu-
8 cational agency or consortium that receives a grant
9 or subgrant under this Act shall use the grant or
10 subgrant funds to carry out all of the following ac-
11 tivities for students in grades 4 through 12:

12 (A) Selecting and administering
13 screenings, diagnostic assessments, formative
14 assessments, and summative assessments to de-
15 termine the students' literacy difficulties, read-
16 ing and writing levels, and literacy growth.

17 (B) Developing and implementing adoles-
18 cent literacy plans that serve the needs of stu-
19 dents (including children with disabilities and
20 students who are limited English proficient)
21 who are reading or writing significantly below
22 grade level, which plans shall—

23 (i) provide intensive, accelerated, ex-
24 plicit instruction in reading to students

1 who have significant deficits in reading
2 skills;

3 (ii) include the research-based ele-
4 ments of an effective adolescent literacy
5 initiative;

6 (iii) provide literacy materials and in-
7 structional strategies to improve reading or
8 writing achievement;

9 (iv) provide, to teachers in core aca-
10 demic subjects, high-quality professional
11 development that includes instruction on
12 utilizing the research-based elements of an
13 effective adolescent literacy initiative, in-
14 cluding utilizing age-appropriate reading
15 materials and instructional strategies to
16 improve the literacy skills of the students
17 within the content area;

18 (v) provide, in addition to regular
19 classroom instruction, extended learning
20 opportunities for the students during
21 school hours or at school facilities; and

22 (vi) allow teachers to meet together to
23 plan instruction, review the work of the
24 students, and analyze literacy data.

1 (C) Training school leaders to support, de-
2 velop, and administer adolescent literacy initia-
3 tives that—

4 (i) utilize data—

5 (I) to inform instructional deci-
6 sions; and

7 (II) to assess professional devel-
8 opment needs;

9 (ii) assess the quality of adolescent lit-
10 eracy instruction in core academic subjects;

11 and

12 (iii) provide time for teachers to meet
13 to plan adolescent literacy instruction in
14 core academic subjects.

15 (D) Collecting, analyzing, and reporting
16 data on the literacy achievement growth of the
17 students who are served by the local educational
18 agency or consortium and who read or write
19 significantly below grade level (as determined
20 by the Secretary or the State educational agen-
21 cy, as appropriate), which may include con-
22 tracting with an external evaluator to measure
23 the impact of adolescent literacy interventions
24 on the students.

1 (E) In the case of a local educational agen-
2 cy or consortium receiving a subgrant under
3 subsection (a)—

4 (i) collecting and summarizing data—

5 (I) to document the effectiveness
6 of activities carried out under this Act
7 in individual schools and in the local
8 educational agency as a whole; and

9 (II) to stimulate and accelerate
10 improvement by identifying the
11 schools that produce significant gains
12 in academic achievement; and

13 (ii) reporting data to the State edu-
14 cational agency for all students and cat-
15 egories of students described in section
16 1111(b)(2)(C)(v)(II) of the Elementary
17 and Secondary Education Act of 1965 (20
18 U.S.C. 6311(b)(2)(C)(v)(II)).

19 (F) In the case of a local educational agen-
20 cy or consortium receiving a grant under sec-
21 tion 5(a)(1)(B), submitting to the Secretary,
22 not later than 60 days after the termination of
23 the third year and the fifth year of the grant
24 period, a progress report that contains the in-
25 formation described in section 6(c)(1)(D)(i)

1 with respect to the local educational agency,
2 which report shall be reviewed by the peer re-
3 view panel convened under section 5(d).

4 (2) PERMISSIVE ACTIVITIES.—A local edu-
5 cational agency or consortium that receives a grant
6 or subgrant under this Act may use the grant or
7 subgrant funds to carry out any of the following ac-
8 tivities for students in grades 4 through 12:

9 (A) Recruiting, placing, and training ado-
10 lescent literacy coaches.

11 (B) Providing high-quality professional de-
12 velopment for teachers or identifying providers
13 of high-quality professional development for
14 teachers.

15 (C) Connecting out-of-school learning op-
16 portunities to in-school learning in order to im-
17 prove the literacy achievement of the students.

18 (D) Training parents and family members
19 to support the improvement of adolescent lit-
20 eracy, as appropriate.

21 (E) Acquiring academically rich literacy
22 materials that support multiple reading levels
23 and engage the interests of the students.

24 (F) Utilizing technology and purchasing
25 software to improve literacy achievement.

1 (G) Purchasing, implementing, or adapting
 2 supplementary literacy interventions for stu-
 3 dents who are reading or writing below grade
 4 level.

5 (3) LIMITATION TO CERTAIN SCHOOLS.—A
 6 local educational agency receiving a subgrant under
 7 subsection (a) shall, in distributing subgrant funds
 8 under this subsection, provide funds only to schools
 9 that both—

10 (A) are among the schools served by the
 11 local educational agency with the highest per-
 12 centages or numbers of students in grades 4
 13 through 12 reading below grade level, based on
 14 the most currently available data; and

15 (B)(i) are identified for school improve-
 16 ment, corrective action, or restructuring under
 17 paragraph (1), (7), or (8) of section 1116(b) of
 18 the Elementary and Secondary Education Act
 19 of 1965 (20 U.S.C. 6316(b)); or

20 (ii) have the highest percentages or num-
 21 bers of children counted under section 1124(c)
 22 of such Act (20 U.S.C. 6333(c)).

23 **SEC. 8. CONSEQUENCES OF INSUFFICIENT PROGRESS.**

24 (a) CONSEQUENCES FOR GRANT RECIPIENTS.—If
 25 the Secretary determines that a State educational agency

1 receiving a grant under section 5(b)(1)(D) or a local edu-
2 cational agency or consortium receiving a grant under sec-
3 tion 5(a)(1)(B) is not making significant progress in meet-
4 ing the purposes of this Act after the submission of a
5 progress report described in section 6(c)(1)(D) or section
6 7(d)(1)(F), respectively, then the Secretary may withhold,
7 in whole or in part, further payments under this Act in
8 accordance with section 455 of the General Education
9 Provisions Act (20 U.S.C. 1234d) or take such other ac-
10 tion authorized by law as the Secretary determines nec-
11 essary, including providing technical assistance upon re-
12 quest of the State educational agency, local educational
13 agency, or consortium, respectively.

14 (b) CONSEQUENCES FOR SUBGRANT RECIPIENTS.—
15 A State educational agency receiving a grant under section
16 5(b)(1)(D) may refuse to award subgrant funds to a local
17 educational agency or consortium under section 7(a) if the
18 State educational agency finds that the local educational
19 agency or consortium is not making significant progress
20 in meeting the purposes of this Act, after—

21 (1) providing technical assistance to the local
22 educational agency or consortium; and

23 (2) affording the local educational agency or
24 consortium notice and an opportunity for a hearing.

1 **SEC. 9. NATIONAL EVALUATION.**

2 (a) IN GENERAL.—From amounts reserved under
3 subsection (a)(1) or (b)(1) (as the case may be) of section
4 5, the Secretary shall enter into a contract with an inde-
5 pendent organization to perform a scientifically valid,
6 quantitative, and qualitative 5-year evaluation of the grant
7 and subgrant programs assisted under this Act.

8 (b) CONTENTS OF EVALUATION.—The evaluation de-
9 scribed in subsection (a) shall include an analysis of each
10 of the following:

11 (1) The impact of the research-based elements
12 of an effective adolescent literacy initiative on stu-
13 dent achievement, and how various elements combine
14 to promote student learning.

15 (2) How State standards, local educational
16 agency and school curricula, and school interventions
17 combine to impact student achievement.

18 (3) The impact of diagnostic assessments and
19 formative assessments on student achievement.

20 (4) High-quality professional development and
21 the improvement of teacher practice and student
22 achievement resulting from such professional devel-
23 opment.

24 (5) The impact of adolescent literacy initiatives
25 on student motivation, engagement, and participa-
26 tion in literacy activities and academics.

1 (6) The relationship between students' literacy
2 achievement and secondary school graduation rates.

3 **SEC. 10. INFORMATION DISSEMINATION.**

4 From amounts reserved under subsection (a)(1) or
5 (b)(1) (as the case may be) of section 5, the Director of
6 the National Institute for Literacy, in collaboration with
7 the Secretary, the regional educational laboratories estab-
8 lished under part D of the Education Sciences Reform Act
9 of 2002 (20 U.S.C. 9561 et seq.), and the Director of the
10 National Institute of Child Health and Human Develop-
11 ment, shall distribute information on adolescent literacy
12 instruction, including—

13 (1) information on adolescent literacy instruc-
14 tion and the impact of the instruction on—

15 (A) student achievement, motivation, and
16 engagement for literacy; and

17 (B) student graduation with a secondary
18 school diploma;

19 (2) information on elements of high-quality pro-
20 fessional development that improve literacy achieve-
21 ment in students in grades 4 through 12; and

22 (3) information on schools, local educational
23 agencies, and States that have successfully improved
24 literacy achievement in grades 4 through 12.

1 **SEC. 11. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act—

4 (1) \$200,000,000 for fiscal year 2008;

5 (2) \$400,000,000 for fiscal year 2009;

6 (3) \$600,000,000 for fiscal year 2010;

7 (4) \$800,000,000 for fiscal year 2011; and

8 (5) \$1,000,000,000 for fiscal year 2012.

○