

Public Law 103-227
103d Congress

An Act

To improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; to provide a framework for reauthorization of all Federal education programs; to promote the development and adoption of a voluntary national system of skill standards and certifications; and for other purposes.

Mar. 31, 1994

[H.R. 1804]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) **SHORT TITLE.**—This Act (other than titles V and IX) may be cited as the “Goals 2000: Educate America Act”.

(b) **TABLE OF CONTENTS.**—The table of contents is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Purpose.
- Sec. 3. Definitions.

TITLE I—NATIONAL EDUCATION GOALS

- Sec. 101. Purpose.
- Sec. 102. National education goals.

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS

PART A—NATIONAL EDUCATION GOALS PANEL

- Sec. 201. Purpose.
- Sec. 202. National Education Goals Panel.
- Sec. 203. Duties.
- Sec. 204. Powers of the Goals Panel.
- Sec. 205. Administrative provisions.
- Sec. 206. Director and staff; experts and consultants.
- Sec. 207. Early childhood assessment.

PART B—NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

- Sec. 211. Purpose.
- Sec. 212. National Education Standards and Improvement Council.
- Sec. 213. Duties.
- Sec. 214. Annual reports.
- Sec. 215. Powers of the Council.
- Sec. 216. Publication for public comment.
- Sec. 217. Administrative provisions.
- Sec. 218. Director and staff; experts and consultants.
- Sec. 219. Opportunity-To-Learn Development Grant.
- Sec. 220. Assessment development and evaluation grants.
- Sec. 221. Evaluation.

PART C—LEADERSHIP IN EDUCATIONAL TECHNOLOGY

- Sec. 231. Purposes.
- Sec. 232. Federal leadership.

Goals 2000:
Educate
America Act.
Inter-
governmental
relations.
20 USC 5801
note.

- Sec. 233. Office of educational technology.
- Sec. 234. Uses of funds.
- Sec. 235. Non-Federal share.
- Sec. 236. Office of training technology transfer.

PART D—AUTHORIZATION OF APPROPRIATIONS

- Sec. 241. Authorization of appropriations.

TITLE III—STATE AND LOCAL EDUCATION SYSTEMIC IMPROVEMENT

- Sec. 301. Findings.
- Sec. 302. Purpose.
- Sec. 303. Authorization of appropriations.
- Sec. 304. Allotment of funds.
- Sec. 305. State applications.
- Sec. 306. State improvement plans.
- Sec. 307. Secretary's review of applications; payments.
- Sec. 308. State use of funds.
- Sec. 309. Subgrants for local reform and professional development.
- Sec. 310. Availability of information and training.
- Sec. 311. Waivers of statutory and regulatory requirements.
- Sec. 312. Progress reports.
- Sec. 313. Technical and other assistance regarding school finance equity.
- Sec. 314. National leadership.
- Sec. 315. Assistance to the outlying areas and to the Secretary of the Interior.
- Sec. 316. Clarification regarding State standards and assessments.
- Sec. 317. State planning for improving student achievement through integration of technology into the curriculum.
- Sec. 318. Prohibition on Federal mandates, direction, and control.
- Sec. 319. State and local government control of education.

TITLE IV—PARENTAL ASSISTANCE

- Sec. 401. Parental information and resource centers.
- Sec. 402. Applications.
- Sec. 403. Uses of funds.
- Sec. 404. Technical assistance.
- Sec. 405. Definitions.
- Sec. 406. Reports.
- Sec. 407. General provision.
- Sec. 408. Authorization of appropriations.

TITLE V—NATIONAL SKILL STANDARDS BOARD

- Sec. 501. Short title.
- Sec. 502. Purpose.
- Sec. 503. Establishment of National Board.
- Sec. 504. Functions of the National Board.
- Sec. 505. Deadlines.
- Sec. 506. Reports.
- Sec. 507. Authorization of appropriations.
- Sec. 508. Definitions.
- Sec. 509. Sunset provision.

TITLE VI—INTERNATIONAL EDUCATION PROGRAM

- Sec. 601. International Education Program.

TITLE VII—SAFE SCHOOLS

- Sec. 701. Short title; statement of purpose.
- Sec. 702. Safe schools program authorized.
- Sec. 703. Eligible applicants.
- Sec. 704. Applications and plans.
- Sec. 705. Use of funds.
- Sec. 706. National activities.
- Sec. 707. National cooperative education statistics system.
- Sec. 708. Reports.
- Sec. 709. Coordination of Federal assistance.

TITLE VIII—MINORITY-FOCUSED CIVICS EDUCATION

- Sec. 801. Short title.
- Sec. 802. Purposes.
- Sec. 803. Grants authorized; authorization of appropriations.
- Sec. 804. Definitions.

Sec. 805. Applications.

TITLE IX—EDUCATIONAL RESEARCH AND IMPROVEMENT

Sec. 901. Short title.

Sec. 902. Findings.

PART A—GENERAL PROVISIONS REGARDING THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Sec. 911. Repeal.

Sec. 912. Office of Educational Research and Improvement.

Sec. 913. Assistant Secretary for Educational Research and Improvement.

Sec. 914. Savings provision.

Sec. 915. Existing grants and contracts.

PART B—NATIONAL EDUCATIONAL RESEARCH POLICY AND PRIORITIES BOARD

Sec. 921. Establishment within Office of Educational Research and Improvement.

PART C—NATIONAL RESEARCH INSTITUTES

Sec. 931. Establishment within the Office of Educational Research and Improvement.

PART D—NATIONAL EDUCATION DISSEMINATION SYSTEM

Sec. 941. Establishment within Office of Educational Research and Improvement.

PART E—NATIONAL LIBRARY OF EDUCATION

Sec. 951. Establishment within Office of Educational Research and Improvement.

PART F—STAR SCHOOLS

Sec. 961. Star schools.

PART G—OFFICE OF COMPREHENSIVE SCHOOL HEALTH EDUCATION

Sec. 971. Office of Comprehensive School Health Education.

PART H—FIELD READERS

Sec. 981. Field readers.

PART I—AMENDMENTS TO THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Sec. 991. National Occupational Information Coordinating Committee.

TITLE X—MISCELLANEOUS

PART A—MISCELLANEOUS PROVISIONS

Sec. 1011. School prayer.

Sec. 1012. Funding for the Individuals with Disabilities Education Act.

Sec. 1013. National Board for professional teaching standards.

Sec. 1014. Forgiveness of certain overpayments.

Sec. 1015. Study of goals 2000 and students with disabilities.

Sec. 1016. Amendments to summer youth employment and training program.

Sec. 1017. Protection of pupils.

Sec. 1018. Contraceptive devices.

Sec. 1019. Assessments.

Sec. 1020. Public schools.

Sec. 1021. Assessment of educational progress activities.

Sec. 1022. Sense of the Congress.

PART B—GUN-FREE SCHOOLS

Sec. 1031. Short title.

Sec. 1032. Gun-free requirements in elementary and secondary schools.

PART C—ENVIRONMENTAL TOBACCO SMOKE

Sec. 1041. Short title.

Sec. 1042. Definitions.

Sec. 1043. Nonsmoking policy for children's services

Sec. 1044. Preemption.

PART D—MIDNIGHT BASKETBALL LEAGUE TRAINING AND PARTNERSHIP

Sec. 1051. Short title.

Sec. 1052. Grants for midnight basketball league training and partnership programs.

Sec. 1053. Public housing midnight basketball league programs.

20 USC 5801.

SEC. 2. PURPOSE.

The purpose of this Act is to provide a framework for meeting the National Education Goals established by title I of this Act by—

- (1) promoting coherent, nationwide, systemic education reform;
- (2) improving the quality of learning and teaching in the classroom and in the workplace;
- (3) defining appropriate and coherent Federal, State, and local roles and responsibilities for education reform and lifelong learning;
- (4) establishing valid and reliable mechanisms for—
 - (A) building a broad national consensus on American education reform;
 - (B) assisting in the development and certification of high-quality, internationally competitive content and student performance standards;
 - (C) assisting in the development and certification of opportunity-to-learn standards; and
 - (D) assisting in the development and certification of high-quality assessment measures that reflect the internationally competitive content and student performance standards;
- (5) supporting new initiatives at the Federal, State, local, and school levels to provide equal educational opportunity for all students to meet high academic and occupational skill standards and to succeed in the world of employment and civic participation;
- (6) providing a framework for the reauthorization of all Federal education programs by—
 - (A) creating a vision of excellence and equity that will guide all Federal education and related programs;
 - (B) providing for the establishment of high-quality, internationally competitive content and student performance standards and strategies that all students will be expected to achieve;
 - (C) providing for the establishment of high-quality, internationally competitive opportunity-to-learn standards that all States, local educational agencies, and schools should achieve;
 - (D) encouraging and enabling all State educational agencies and local educational agencies to develop comprehensive improvement plans that will provide a coherent framework for the implementation of reauthorized Federal education and related programs in an integrated fashion that effectively educates all children to prepare them to participate fully as workers, parents, and citizens;
 - (E) providing resources to help individual schools, including those serving students with high needs, develop and implement comprehensive improvement plans; and
 - (F) promoting the use of technology to enable all students to achieve the National Education Goals;
- (7) stimulating the development and adoption of a voluntary national system of skill standards and certification to

serve as a cornerstone of the national strategy to enhance workforce skills; and

(8) assisting every elementary and secondary school that receives funds under this Act to actively involve parents and families in supporting the academic work of their children at home and in providing parents with skills to advocate for their children at school.

SEC. 3. DEFINITIONS.

20 USC 5802.

(a) TITLES I, II, III, AND X.—As used in titles I, II, III, and X of this Act—

(1) the terms “all students” and “all children” mean students or children from a broad range of backgrounds and circumstances, including disadvantaged students and children, students or children with diverse racial, ethnic, and cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students or children with disabilities, students or children with limited-English proficiency, school-aged students or children who have dropped out of school, migratory students or children, and academically talented students and children;

(2) the term “Bureau”, unless otherwise provided, means the Bureau of Indian Affairs;

(3) the terms “community”, “public”, and “advocacy group” include representatives of organizations advocating for the education of American Indian, Alaska Native, and Native Hawaiian children and Indian tribes;

(4) the term “content standards” means broad descriptions of the knowledge and skills students should acquire in a particular subject area;

(5) the term “Governor” means the chief executive of the State;

(6) the terms “local educational agency” and “State educational agency” have the meaning given such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(7) the term “opportunity-to-learn standards” means the criteria for, and the basis of, assessing the sufficiency or quality of the resources, practices, and conditions necessary at each level of the education system (schools, local educational agencies, and States) to provide all students with an opportunity to learn the material in voluntary national content standards or State content standards;

(8) the term “outlying areas” means Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, Palau (until the effective date of the Compact of Free Association with the Government of Palau), the Republic of the Marshall Islands, and the Federated States of Micronesia;

(9) the term “performance standards” means concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by content standards;

(10) the term “related services” has the same meaning given such term under section 602 of the Individuals with Disabilities Education Act;

(11) the term “State assessment” means measures of student performance which include at least 1 instrument of evaluation, and may include other measures of student performance, for a specific purpose and use which are intended to evaluate

the progress of all students in the State toward learning the material in State content standards in 1 or more subject areas;

(12) the term "school" means a public school that is under the authority of the State educational agency or a local educational agency or, for the purpose of carrying out section 315(b), a school that is operated or funded by the Bureau;

(13) the term "Secretary", unless otherwise provided, means the Secretary of Education; and

(14) the term "State", unless otherwise provided, means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(b) TITLES IV, V, VI, VII, VIII, AND IX.—For the purpose of titles IV, V, VI, VII, VIII, and IX—

(1) except as provided in paragraph (3) and unless otherwise provided, the terms used in such titles have the same meanings given such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs; and

(3) the term "Secretary", unless otherwise provided, means the Secretary of Education.

TITLE I—NATIONAL EDUCATION GOALS

20 USC 5811.

SEC. 101. PURPOSE.

The purpose of this title is to establish National Education Goals.

20 USC 5812.

SEC. 102. NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) SCHOOL READINESS.—(A) By the year 2000, all children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

(iii) children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

(2) SCHOOL COMPLETION.—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

PAGES 131 - 203

INTENTIONALLY LEFT

OUT

education and economic education, including curriculum and teacher training specialists, scholars in relevant disciplines, and educational policymakers, from the United States and eligible countries.

(5) **PERSONNEL AND TECHNICAL EXPERTS.**—The Secretary is authorized to provide Department of Education personnel and technical experts to assist eligible countries to establish and implement a database or other effective methods to improve educational delivery systems, structure and organization.

(6) **DEFINITIONS.**—For the purpose of this subsection the term “eligible country” means a Central European country, an Eastern European country, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any country that formerly was a republic of the Soviet Union whose political independence is recognized in the United States.

(d) **AUTHORIZATION OF APPROPRIATIONS.**—

(1) **ASSESSMENT AND INFORMATION.**—There are authorized to be appropriated \$1,000,000 for fiscal year 1995, and such sums as may be necessary for each of the fiscal years 1996 through 1999, to carry out subsection (b).

(2) **INTERNATIONAL EDUCATION EXCHANGE.**—There are authorized to be appropriated \$10,000,000 for fiscal year 1995, and such sums as may be necessary for each of the fiscal years 1996 through 1999, to carry out subsection (c).

Safe Schools Act
of 1994.
Grants.
20 USC 5961.

TITLE VII—SAFE SCHOOLS

SEC. 701. SHORT TITLE; STATEMENT OF PURPOSE.

(a) **SHORT TITLE.**—This title may be cited as the “Safe Schools Act of 1994”.

(b) **STATEMENT OF PURPOSE.**—It is the purpose of this title to help local school systems achieve Goal Six of the National Education Goals, which provides that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning, by ensuring that all schools are safe and free of violence.

20 USC 5962.

SEC. 702. SAFE SCHOOLS PROGRAM AUTHORIZED.

(a) **AUTHORITY.**—

(1) **IN GENERAL.**—From funds appropriated pursuant to the authority of subsection (b)(1), the Secretary shall make competitive grants to eligible local educational agencies to enable such agencies to carry out projects and activities designed to achieve Goal Six of the National Education Goals by helping to ensure that all schools are safe and free of violence.

(2) **GRANT DURATION AND AMOUNT.**—Grants under this title may not exceed—

- (A) two fiscal years in duration; and
- (B) \$3,000,000.

(3) **GEOGRAPHIC DISTRIBUTION.**—To the extent practicable, grants under this title shall be awarded to eligible local educational agencies serving rural, as well as urban, areas.

(b) **AUTHORIZATION OF APPROPRIATIONS AND RESERVATION.**—

(1) **AUTHORIZATION.**—There are authorized to be appropriated \$50,000,000 for fiscal year 1994 to carry out this title.

(2) **RESERVATION.**—The Secretary is authorized in each fiscal year to reserve not more than 10 percent of the amount appropriated pursuant to the authority of paragraph (1) to carry out national activities described in section 706, of which 50 percent of such amount shall be available in such fiscal year to carry out the program described in section 706(b).

SEC. 703. ELIGIBLE APPLICANTS.

20 USC 5963.

(a) **IN GENERAL.**—To be eligible to receive a grant under this title, a local educational agency shall demonstrate in the application submitted pursuant to section 704(a) that such agency—

- (1) serves an area in which there is a high rate of—
 - (A) homicides committed by persons between the ages 5 to 18, inclusive;
 - (B) referrals of youth to juvenile court;
 - (C) youth under the supervision of the courts;
 - (D) expulsions and suspensions of students from school;
 - (E) referrals of youth, for disciplinary reasons, to alternative schools; or
 - (F) victimization of youth by violence, crime, or other forms of abuse; and
- (2) has serious school crime, violence, and discipline problems, as indicated by other appropriate data.

(b) **PRIORITY.**—In awarding grants under this title, the Secretary shall give priority to a local educational agency that submits an application that assures a strong local commitment to the projects or activities assisted under this title, such as—

- (1) the formation of partnerships among the local educational agency, a community-based organization, a nonprofit organization with a demonstrated commitment to or expertise in developing education programs or providing educational services to students or the public, a local law enforcement agency, or any combination thereof; and
- (2) a high level of youth participation in such projects or activities.

SEC. 704. APPLICATIONS AND PLANS.

20 USC 5964.

(a) **APPLICATION.**—In order to receive a grant under this title, an eligible local educational agency shall submit to the Secretary an application that includes—

- (1) an assessment of the current violence and crime problems in the schools to be served by the grant and in the community to be served by the applicant;
- (2) an assurance that the applicant has written policies regarding school safety, student discipline, and the appropriate handling of violent or disruptive acts;
- (3) a description of the schools and communities to be served by the grant, the activities and projects to be carried out with grant funds, and how these activities and projects will help to reduce the current violence and crime problems in the schools and communities served;
- (4) a description of educational materials to be developed in the first most predominate non-English language of the schools and communities to be served by the grant, if applicable;
- (5) if the local educational agency receives Federal education funds, an explanation of how activities assisted under this title will be coordinated with and support any systemic education improvement plan prepared with such funds;

(6) the applicant's plan to establish school-level advisory committees, which include faculty, parents, staff, and students, for each school to be served by the grant and a description of how each committee will assist in assessing that school's violence and discipline problems as well as in designing appropriate programs, policies, and practices to combat such problems;

(7) the applicant's plan for collecting baseline and future data, by individual schools, to monitor violence and discipline problems and to measure the applicant's progress in achieving the purpose of this title;

(8) a description of how, in subsequent fiscal years, the grantee will integrate the violence prevention activities the grantee carries out with funds under this title with activities carried out under the grantee's comprehensive plan for drug and violence prevention adopted under the Drug-Free Schools and Communities Act of 1986;

(9) a description of how the grantee will coordinate the grantee's school crime and violence prevention efforts with education, law enforcement, judicial, health, and social service programs supported under the Juvenile Justice and Delinquency Prevention Act of 1974, and other appropriate agencies and organizations serving the community;

(10) a description of how the grantee will inform parents about the extent of crime and violence in their children's schools and maximize the participation of parents in the grantee's violence prevention activities;

(11) an assurance that grant funds under this title will be used to supplement and not supplant State and local funds that would, in the absence of funds under this title, be made available by the applicant for the purposes of the grant;

(12) an assurance that the applicant will cooperate with, and provide assistance to, the Secretary in gathering statistics and other data the Secretary determines are necessary to determine the effectiveness of projects and activities assisted under this title or the extent of school violence and discipline problems throughout the Nation; and

(13) such other information as the Secretary may require.

(b) **PLAN.**—In order to receive funds under this title for a second year, a grantee shall submit to the Secretary a comprehensive, long-term, school safety plan for reducing and preventing school violence and discipline problems. Such plan shall contain a description of how the grantee will coordinate the grantee's school crime and violence prevention efforts with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations serving the community.

20 USC 5965.

SEC. 705. USE OF FUNDS.

(a) **IN GENERAL.**—A local educational agency shall use grant funds received under this title for one or more of the following activities:

(1) Identifying and assessing school violence and discipline problems, including coordinating needs assessment activities with education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations, juvenile justice programs, and grant prevention activities.

(2) Conducting school safety reviews or violence prevention reviews of programs, policies, practices, and facilities to determine what changes are needed to reduce or prevent violence and promote safety and discipline.

(3) Planning for comprehensive, long-term strategies for addressing and preventing school violence and discipline problems through the involvement and coordination of school programs with other education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations.

(4) Training school personnel in programs of demonstrated effectiveness in addressing violence, including violence prevention, conflict resolution, anger management, peer mediation, and identification of high-risk youth.

(5) Activities which involve parents in efforts to promote school safety and prevent school violence.

(6) Community education programs, including video- and technology-based projects, informing parents, businesses, local government, the media and other appropriate entities about—

(A) the local educational agency's plan to promote school safety and reduce and prevent school violence and discipline problems; and

(B) the need for community support.

(7) Coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations and juvenile justice programs.

(8) Developing and implementing violence prevention activities and materials, including—

(A) conflict resolution and social skills development for students, teachers, aides, other school personnel, and parents;

(B) disciplinary alternatives to expulsion and suspension of students who exhibit violent or antisocial behavior;

(C) student-led activities such as peer mediation, peer counseling, and student courts; or

(D) alternative after-school programs that provide safe havens for students, which may include cultural, recreational, educational and instructional activities, and mentoring and community service programs.

(9) Educating students and parents regarding the dangers of guns and other weapons and the consequences of their use.

(10) Developing and implementing innovative curricula to prevent violence in schools and training staff how to stop disruptive or violent behavior if such behavior occurs.

(11) Supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.

(12) Counseling programs for victims and witnesses of school violence and crime.

(13) Acquiring and installing metal detectors and hiring security personnel.

(14) Reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities.

(15) Evaluating projects and activities assisted under this title.

(16) The cost of administering projects or activities assisted under this title.

(17) Other projects or activities that meet the purpose of this title.

(b) LIMITATIONS.—

(1) IN GENERAL.—A local educational agency may use not more than—

(A) a total of 5 percent of grant funds received under this title in each fiscal year for activities described in paragraphs (11), (13), and (14) of subsection (a); and

(B) 5 percent of grant funds received under this title in each fiscal year for activities described in paragraph (16) of subsection (a).

(2) SPECIAL RULE.—A local educational agency shall only be able to use grant funds received under this title for activities described in paragraphs (11), (13), and (14) of subsection (a) if funding for such activities is not available from other Federal sources.

(3) PROHIBITION.—A local educational agency may not use grant funds received under this title for construction.

20 USC 5966.

SEC. 706. NATIONAL ACTIVITIES.

(a) NATIONAL ACTIVITIES.—

(1) IN GENERAL.—To carry out the purpose of this title, the Secretary—

(A) is authorized to use funds reserved under section 702(b)(2) to—

(i) conduct national leadership activities such as research, program development and evaluation, data collection, public awareness activities, training and technical assistance, dissemination (through appropriate research entities assisted by the Department of Education) of information on successful projects, activities, and strategies developed pursuant to this title;

(ii) provide grants to noncommercial telecommunications entities for the production and distribution of national video-based projects that provide young people with models for conflict resolution and responsible decisionmaking; and

(iii) conduct peer review of applications under this title; and

(B) shall develop a written safe schools model so that all schools can develop models that enable all students to participate regardless of any language barrier.

(2) SPECIAL RULE.—The Secretary may carry out the activities described in paragraph (1) directly, through interagency agreements, or through grants, contracts or cooperative agreements.

(b) NATIONAL MODEL CITY.—The Secretary shall designate the District of Columbia as a national model city and shall provide funds made available pursuant to section 702(b)(2) in each fiscal year to a local educational agency serving the District of Columbia in an amount sufficient to enable such agency to carry out a comprehensive program to address school and youth violence.

District of
Columbia.

SEC. 707. NATIONAL COOPERATIVE EDUCATION STATISTICS SYSTEM.

Subparagraph (A) of section 406(h)(2) of the General Education Provisions Act (20 U.S.C. 1221e-1(h)(2)(A)) is amended—

(1) in clause (vi), by striking “and” after the semicolon;
and

(2) by adding after clause (vii) the following new clause:
“(viii) school safety policy, and statistics on the incidents of school violence; and”.

SEC. 708. REPORTS.

20 USC 5967.

(a) **REPORT TO SECRETARY.**—Each local educational agency that receives funds under this title shall submit to the Secretary a report not later than March 1, 1995, that describes progress achieved in carrying out the plan described in section 704(b).

(b) **REPORT TO CONGRESS.**—The Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate a report not later than October 1, 1995, which shall contain a detailed statement regarding grant awards, activities of grant recipients, a compilation of statistical information submitted by applicants under section 704(a), and an evaluation of programs assisted under this title.

SEC. 709. COORDINATION OF FEDERAL ASSISTANCE.

20 USC 5968.

The Secretary, as a member of the Coordinating Council on Juvenile Justice and Delinquency Prevention of the Department of Justice, shall coordinate the programs and activities carried out under this title with the programs and activities carried out by the departments and offices represented within the Council that provide assistance under other Federal law for purposes that are determined by the Secretary to be similar to the purpose of this title, in order to avoid redundancy and coordinate Federal assistance, research, and programs for youth violence prevention.

TITLE VIII—MINORITY-FOCUSED CIVICS EDUCATION

Minority-Focused Civics Education Act of 1994.
Native Americans.
20 USC 5981.

SEC. 801. SHORT TITLE.

This title may be cited as the “Minority-Focused Civics Education Act of 1994”.

SEC. 802. PURPOSES.

20 USC 5982.

It is the purpose of this title—

(1) to encourage improved instruction for minorities and Native Americans in American government and civics through a national program of accredited summer teacher training and staff development seminars or institutes followed by academic year inservice training programs conducted on college and university campuses or other appropriate sites, for—

(A) social studies and other teachers responsible for American history, government, and civics classes; and

(B) other educators who work with minority and Native American youth; and

(2) through such improved instruction to improve minority and Native American student knowledge and understanding of the American system of government.