

103D CONGRESS
1ST SESSION

H. R. 856

AN ACT

To improve education in the United States by promoting excellence in research, development, and the dissemination of information.

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To improve education in the United States by promoting excellence in research, development, and the dissemination of information.

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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Educational Research, Development, and Dissemination
6 Excellence Act”.

1 (b) TABLE OF CONTENTS.—The table of contents for
2 this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Findings.

TITLE I—GENERAL PROVISIONS REGARDING OFFICE OF
EDUCATIONAL RESEARCH AND IMPROVEMENT

Sec. 101. General provisions.
Sec. 102. Assistant Secretary for Educational Research and Improvement.
Sec. 103. Savings provision.
Sec. 104. Existing grants and contracts.

TITLE II—NATIONAL EDUCATIONAL RESEARCH POLICY AND
PRIORITIES BOARD

Sec. 201. Establishment within Office of Educational Research and Improve-
ment.

TITLE III—NATIONAL RESEARCH INSTITUTES

Sec. 301. Establishment within Office of Educational Research and Improve-
ment.

TITLE IV—NATIONAL EDUCATION DISSEMINATION SYSTEM

Sec. 401. Establishment within Office of Educational Research and Improve-
ment.

TITLE V—NATIONAL LIBRARY OF EDUCATION

Sec. 501. Establishment within Office of Educational Research and Improve-
ment.

3 **SEC. 2. FINDINGS.**

4 The Congress finds as follows with respect to improv-
5 ing education in the United States:

6 (1) A majority of public schools in the United
7 States are failing to adequately prepare their stu-
8 dents. To achieve the national education goals set
9 forth by the President and the governors of the
10 States, an overwhelming campaign for educational
11 improvement must be mounted in order to set in
12 motion many strategies and models designed to en-

1 courage and support school restructuring. The Fed-
2 eral Government must support an extensive program
3 of educational research, development, dissemination,
4 replication and assistance to identify and support
5 the best responses for the challenges ahead. A sig-
6 nificant investment in attaining a deeper under-
7 standing of the processes of learning and schooling
8 and developing new ideas holds the best hope of
9 making a substantial difference to the lives of every
10 school and student in the United States. The Office
11 of Educational Research and Improvement of the
12 Department of Education should be at the center of
13 this campaign in order to coordinate such efforts.

14 (2) The Federal role in educational research
15 has been closely identified with youths who are
16 socioeconomically disadvantaged, belong to a lan-
17 guage minority, or are disabled. However, in 1988,
18 the Federal commitment to education was sufficient
19 to serve not more than—

20 (A) 1 out of every 5 low-income children in
21 need of preschool education;

22 (B) 2 out of every 5 children in need of re-
23 mediation;

24 (C) 1 out of every 4 children in need of bi-
25 lingual education; and

1 (D) 1 out of every 20 youths in need of job
2 training.

3 (3) The failure of the Federal Government to
4 adequately invest in educational research and devel-
5 opment has denied the Nation a sound foundation
6 on which to design school improvements, leading to
7 a history of faddism and failed experimentation re-
8 sulting in a dearth of research in the area of educa-
9 tionally at-risk students. This situation is of particu-
10 lar concern because at least half of the public school
11 students in 25 of the largest cities of the United
12 States are minority children, and demographers
13 project that, by 2005, almost all urban public school
14 students will be minority children or other children
15 in poverty.

16 (4) The investment goal of the Federal re-
17 search, development, and dissemination function
18 should be at least 1 percent of the total amount of
19 funds spent on education nationally.

20 (5) Nationwide model programs and reliable
21 interventions should be demonstrated and replicated,
22 and for such purposes, programs should be estab-
23 lished to conduct research and evaluations, and to
24 disseminate information.

1 (6) The Office of Educational Research and Im-
2 provement must develop a national dissemination
3 policy that will advance the goal of placing a na-
4 tional treasure chest of research results, models, and
5 materials at the disposal of the Nation's education
6 decisionmakers.

7 (7) A National Educational Research Policy
8 and Priorities Board should be established to ensure
9 that an educational research and dissemination
10 agenda is developed and implemented without par-
11 tisan political interference.

12 (8) Existing research and development entities
13 should adopt expanded, proactive roles and new in-
14 stitutions must be created to promote knowledge de-
15 velopment necessary to accelerate the application of
16 research knowledge to high priority areas.

17 (9) Greater use should be made of existing
18 technologies in efforts to improve the Nation's edu-
19 cational system, including efforts to disseminate re-
20 search findings.

21 (10) Minority educational researchers are inad-
22 equately represented throughout the Department of
23 Education, but particularly in the Office of Edu-
24 cational Research and Improvement. The Office
25 therefore must assume a leadership position in the

1 recruitment, retention, and promotion of qualified
2 minority educational researchers.

3 (11) The coordination of the mission of the Of-
4 fice of Educational Research and Improvement with
5 that of other components of the Department of Edu-
6 cation is critical. It must improve the coordination
7 of the educational research, development, and dis-
8 semination function with those of other Federal
9 agencies.

10 **TITLE I—GENERAL PROVISIONS**
11 **REGARDING OFFICE OF EDU-**
12 **CATIONAL RESEARCH AND**
13 **IMPROVEMENT**

14 **SEC. 101. GENERAL PROVISIONS.**

15 Section 405 of the General Education Provisions Act
16 (20 U.S.C. 1221e) is amended to read as follows:

17 “OFFICE OF EDUCATIONAL RESEARCH AND
18 IMPROVEMENT

19 “SEC. 405. (a) DECLARATION OF POLICY REGARD-
20 ING EDUCATIONAL OPPORTUNITY.—

21 “(1) IN GENERAL.—The Congress declares it to
22 be the policy of the United States to provide to every
23 individual an equal opportunity to receive an edu-
24 cation of high quality regardless of race, color, reli-
25 gion, sex, age, disability, national origin, or social
26 class. Although the American educational system has

1 pursued this objective, it has not attained the objec-
2 tive. Inequalities of opportunity to receive high qual-
3 ity education remain pronounced. To achieve the
4 goal of quality education requires the continued pur-
5 suit of knowledge about education through research,
6 development, improvement activities, data collection,
7 synthesis, technical assistance, and information dis-
8 semination. While the direction of American edu-
9 cation remains primarily the responsibility of State
10 and local governments, the Federal Government has
11 a clear responsibility to provide leadership in the
12 conduct and support of scientific inquiry into the
13 educational process.

14 “(2) MISSION OF OFFICE.—

15 “(A) The mission of the Office of Edu-
16 cational Research and Improvement shall be to
17 provide national leadership in—

18 “(i) expanding fundamental knowl-
19 edge and understanding of education;

20 “(ii) promoting excellence and equity
21 in education; and

22 “(iii) monitoring the state of edu-
23 cation.

24 “(B) The mission of the Office shall be ac-
25 complished in collaboration with researchers,

1 teachers, school administrators, parents, stu-
2 dents, employers, and policymakers.

3 “(b) PURPOSE AND STRUCTURE OF OFFICE.—

4 “(1) IN GENERAL.—The Secretary, acting
5 through the Office of Educational Research and Im-
6 provement, shall carry out the policies set forth in
7 subsection (a). In carrying out such policies, the
8 Secretary shall be guided by the priorities estab-
9 lished by the Board of Governors established in sec-
10 tion 405A.

11 “(2) ADMINISTRATIVE STRUCTURE.—The Of-
12 fice shall be administered by the Assistant Secretary
13 and shall include—

14 “(A) the National Educational Research
15 Policy and Priorities Board established by sec-
16 tion 405A;

17 “(B) the national research institutes estab-
18 lished by section 405B;

19 “(C) the national education dissemination
20 system established by section 405C;

21 “(D) the National Library of Education
22 established by section 405D;

23 “(E) the National Center for Education
24 Statistics established by section 406; and

1 “(F) such other units as the Secretary
2 deems appropriate to carry out the purposes of
3 the Office.

4 “(3) PRIORITIES IN RESEARCH AND DEVELOP-
5 MENT.—The Office shall, in accordance with the
6 provisions of this section, seek to improve education
7 in the United States through concentrating the re-
8 sources of the Office on the following priority re-
9 search and development needs:

10 “(A) The education of at-risk students.

11 “(B) The education and development of
12 young children.

13 “(C) Student achievement in elementary
14 and secondary school.

15 “(D) Postsecondary education, libraries,
16 and lifelong learning for adults.

17 “(E) The improvement of schools through
18 the restructuring and reform of school govern-
19 ance, policymaking, finance and management at
20 the State, local, school building, and classroom
21 level.

22 “(c) APPOINTMENT OF EMPLOYEES.—

23 “(1) IN GENERAL.—The Assistant Secretary
24 may appoint, for terms not to exceed three years
25 (without regard to the provisions of title 5 of the

1 United States Code governing appointment in the
2 competitive service) and may compensate (without
3 regard to the provisions of chapter 51 and sub-
4 chapter III of chapter 53 of such title relating to
5 classification and General Schedule pay rates) such
6 scientific or technical employees of the Office as the
7 Assistant Secretary considers necessary to accom-
8 plish its functions, provided that—

9 “(A) at least 60 days prior to the appoint-
10 ment of any such employee, public notice is
11 given of the availability of such position and an
12 opportunity is provided for qualified individuals
13 to apply and compete for such position;

14 “(B) the rate of basic pay for such employ-
15 ees does not exceed the maximum rate of basic
16 pay payable for positions at GS-15, as deter-
17 mined in accordance with section 5376 of title
18 5, United States Code;

19 “(C) the appointment of such employee is
20 necessary to provide the Office with scientific or
21 technical expertise which could not otherwise be
22 obtained by the Office through the competitive
23 service; and

24 “(D) the total number of such employees
25 does not exceed one-fifth of the number of full-

1 time, regular scientific or professional employ-
2 ees of the Office.

3 “(2) REAPPOINTMENT OF EMPLOYEES.—The
4 Assistant Secretary may reappoint employees de-
5 scribed in paragraph (1) upon presentation of a
6 clear and convincing justification of need, for one
7 additional term not to exceed 3 years. All such em-
8 ployees shall work on activities of the Office and
9 shall not be reassigned to other duties outside the
10 Office during their term.

11 “(d) AUTHORITY TO PUBLISH.—

12 “(1) IN GENERAL.—The Assistant Secretary is
13 authorized to prepare and publish such information,
14 reports, and documents as may be of value in carry-
15 ing out the purposes of sections 405 through 405D
16 without further clearance or approval by the Sec-
17 retary or any other office of the Department.

18 “(2) QUALITY ASSURANCE.—In carrying out
19 such authority, the Assistant Secretary shall—

20 “(A) establish such procedures as may be
21 necessary to assure that all reports and publica-
22 tions issued by the Office are of the highest
23 quality; and

24 “(B) provide other offices of the Depart-
25 ment with an opportunity to comment upon any

1 report or publication prior to its publication
2 when its contents relate to matters for which
3 such office has responsibility.

4 “(e) BIENNIAL REPORT ON ACTIVITIES OF OF-
5 FICE.—The Assistant Secretary shall transmit to the
6 President and the Congress by not later than December
7 30 of every other year a biennial report which shall consist
8 of—

9 “(1) a description of the activities carried out
10 by and through each research institute during the
11 fiscal years for which such report is prepared and
12 any recommendations and comments regarding such
13 activities as the Assistant Secretary considers appro-
14 priate;

15 “(2) a description of the activities carried out
16 by and through the national education dissemination
17 system established by section 405C during the fiscal
18 years for which such report is prepared and any rec-
19 ommendations and comments regarding such activi-
20 ties as the Assistant Secretary considers appro-
21 priate;

22 “(3) such written comments and recommenda-
23 tions as may be submitted by the Board concerning
24 the activities carried out by and through each of the
25 institutes and the national education dissemination

1 system during the fiscal years for which such report
2 is prepared and how such activities relate to the Re-
3 search Policies and Priorities Plan developed by the
4 Board;

5 “(4) a description of the coordination activities
6 undertaken pursuant to section 405(f) during the
7 fiscal years for which such report is prepared;

8 “(5) recommendations for legislative and ad-
9 ministrative changes necessary to improve the co-
10 ordination of all educational research, development,
11 and dissemination activities carried out within the
12 Federal Government, particularly within the priority
13 research and development needs identified in section
14 405(b)(3); and

15 “(6) such additional comments, recommenda-
16 tions, and materials as the Assistant Secretary con-
17 siders appropriate.

18 “(f) COORDINATION.—With the advice and assistance
19 of the Board, the Assistant Secretary shall establish and
20 maintain an ongoing program of activities designed to im-
21 prove the coordination of education research, development,
22 and dissemination and activities within the Department
23 and within the Federal Government, particularly within
24 the priority research and development needs identified in
25 section 405(b)(3), in order to—

1 “(1) minimize duplication in education re-
2 search, development, and dissemination carried out
3 by the Federal Government;

4 “(2) maximize the value of the total Federal in-
5 vestment in education research, development, and
6 dissemination; and

7 “(3) enable all entities engaged in education re-
8 search, development, and dissemination within the
9 Federal Government to interact effectively as part-
10 ners and take full advantage of the diverse resources
11 and proficiencies which each entity has available.

12 “(g) ACTIVITIES REQUIRED WITH RESPECT TO CO-
13 ORDINATION.—In carrying out such program of coordina-
14 tion, the Assistant Secretary shall compile (and thereafter
15 regularly maintain) and make available a comprehensive
16 inventory of all education research, development, dissemi-
17 nation activities, and expenditures being carried out by the
18 Federal Government within the priority research and de-
19 velopment needs identified in section 405(b)(3).

20 “(h) STANDARDS FOR CONDUCT AND EVALUATION
21 OF RESEARCH.—

22 “(1) IN GENERAL.—In consultation with the
23 Board, the Assistant Secretary shall develop such
24 standards as may be necessary to govern the con-
25 duct and evaluation of all research, development,

1 and dissemination activities carried out by the Office
2 to assure that such activities meet the highest stand-
3 ards of professional excellence. In developing such
4 standards, the Assistant Secretary shall review the
5 procedures utilized by the National Institutes of
6 Health, the National Science Foundation, and other
7 Federal agencies engaged in research and develop-
8 ment and shall also actively solicit recommendations
9 from the the National Academy of Sciences, the
10 American Educational Research Association and
11 members of the general public.

12 “(2) CONTENTS OF STANDARDS.—Such stand-
13 ards shall at a minimum—

14 “(A) require that a system of peer review
15 be utilized by the Office—

16 “(i) in reviewing and evaluating all
17 applications for grants and cooperative
18 agreements and bids for those contracts
19 which exceed \$100,000;

20 “(ii) in evaluating and assessing the
21 performance of all recipients of grants
22 from and cooperative agreements and con-
23 tracts with the Office; and

1 “(iii) in reviewing and designating ex-
2 emplary and promising programs in ac-
3 cordance with section 405C(d);

4 “(B)(i) specify the composition of peer re-
5 view panels, the criteria for the selection of
6 members of such panels, and describe the
7 means by which potential members shall be
8 identified so as to assure that such panels are
9 broadly representative of individuals with exper-
10 tise in matters relevant to the purposes of each
11 such panel;

12 “(ii) prohibit the consideration of partisan
13 affiliation in the selection of any member of a
14 peer review panel;

15 “(iii) describe the general procedures which
16 shall be used by each peer review panel in its
17 operations;

18 “(iv) prohibit the participation by a mem-
19 ber of a peer review panel in the review of any
20 application in which such member has any fi-
21 nancial interest; and

22 “(v) require that transcripts, minutes, and
23 other documents made available to or prepared
24 for or by a peer review panel will be available
25 for public inspection to the extent consistent

1 with the Freedom of Information Act, the Fed-
2 eral Advisory Committee Act, the Privacy Act,
3 and other laws;

4 “(C)(i) describe the procedures which shall
5 be utilized in evaluating applications for grants,
6 proposed cooperative agreements, and contract
7 bids;

8 “(ii) specify the criteria and factors which
9 shall be considered in making such evaluations;
10 and

11 “(iii) provide that any decision to fund a
12 grant, contract, or cooperative agreement out of
13 its order of ranking by a peer review panel shall
14 be first fully justified in writing and that copies
15 of such justification shall be transmitted to the
16 Board, unless such action is required by some
17 other provision of law;

18 “(D)(i) describe the procedures which shall
19 be utilized in reviewing educational programs
20 which have been identified by or submitted to
21 the Secretary for evaluation in accordance with
22 section 405C(d); and

23 “(ii) specify the criteria which shall be
24 used in recommending programs as exemplary
25 and promising; and

1 “(E)(i) require that the performance of all
2 recipients of grants from and contracts and co-
3 operative agreements with the Office shall be
4 periodically evaluated, both during and at the
5 conclusion of their receipt of assistance;

6 “(ii) describe the procedures and means by
7 which such evaluations shall be undertaken, in-
8 cluding—

9 “(I) the frequency of such evaluations;

10 “(II) the criteria, outcome measures,
11 and other factors which shall be taken into
12 account; and

13 “(III) measures to assure that on-site
14 evaluations of performance shall be utilized
15 to the extent appropriate and whenever
16 practicable; and

17 “(iii) provide that the results of such eval-
18 uations shall be taken into account prior to any
19 decision to continue, renew, or provide new
20 funding to the entity being reviewed.

21 “(3) PUBLICATION AND PROMULGATION OF
22 STANDARDS.—

23 “(A) The Assistant Secretary shall publish
24 proposed standards—

1 “(i) which meet the requirements of
2 subparagraphs (A), (B), and (C) of para-
3 graph (2) not later than 1 year after the
4 date of the enactment of the Educational
5 Research, Development, and Dissemination
6 Excellence Act;

7 “(ii) which meet the requirements of
8 paragraph (2)(D) not later than 2 years
9 after such date; and

10 “(iii) which meet the requirements of
11 subparagraph (E) of paragraph (2) not
12 later than 3 years after such date;

13 “(B) Following the publication of such
14 proposed standards, the Assistant Secretary
15 shall solicit comments from interested members
16 of the public with respect to such proposed
17 standards for a period of not more than 120
18 days. After giving due consideration to any
19 comments which may have been received, the
20 Assistant Secretary shall transmit such stand-
21 ards to the Board for its review and approval.

22 “(C) Upon the approval of the Board, the
23 Assistant Secretary shall transmit final stand-
24 ards to the Secretary which meet the require-
25 ments of the particular subparagraphs of para-

1 graph (2) for which they were developed. Such
2 standards shall be binding upon all activities
3 carried out with funds appropriated under sec-
4 tion 405.

5 “(i) ADDITIONAL RESPONSIBILITIES OF THE ASSIST-
6 ANT SECRETARY.—In carrying out the activities and pro-
7 grams of the Office, the Assistant Secretary shall—

8 “(1) be guided by the Research Priorities Plan
9 developed by the Board;

10 “(2) ensure that there is broad and regular
11 public and professional involvement from the edu-
12 cational field in the planning and carrying out of the
13 Office’s activities, including establishing teacher ad-
14 visory boards for any program office, program or
15 project of the Office as the Assistant Secretary
16 deems necessary;

17 “(3) ensure that the selection of research topics
18 and the administration of the program are free from
19 undue partisan political influence; and

20 “(4) ensure that all statistics and other data
21 collected and reported by the Office shall be col-
22 lected, cross-tabulated, analyzed, and reported by
23 sex within race or ethnicity and socioeconomic status
24 whenever feasible (and when such data collection or
25 analysis is not feasible, ensure that the relevant re-

1 port or document includes an explanation as to why
2 such data collection or analysis is not feasible).

3 “(j) DEFINITIONS.—For purposes of this section and
4 sections 405A through 405D:

5 “(1) The term ‘Assistant Secretary’ means the
6 Assistant Secretary for Educational Research and
7 Improvement established by section 202 of the De-
8 partment of Education Organization Act.

9 “(2) The term ‘at-risk student’ means a student
10 who, because of limited English proficiency, poverty,
11 geographic location, or educational or economic dis-
12 advantage, faces a greater risk of low educational
13 achievement and has greater potential for dropping
14 out of school.

15 “(3) The term ‘Board’ means the National
16 Educational Research Policy and Priorities Board.

17 “(4) The term ‘educational research’ includes
18 basic and applied research, development, planning,
19 surveys, assessments, evaluations, investigations, ex-
20 periments, and demonstrations in the field of edu-
21 cation and other fields relating to education.

22 “(5) The term ‘development’—

23 “(A) means the systematic use, adaptation,
24 and transformation of knowledge and under-
25 standing gained from research to create alter-

1 natives, policies, products, methods, practices,
2 or materials which can contribute to the im-
3 provement of educational practice; and

4 “(B) includes the design and development
5 of prototypes and the testing of such prototypes
6 for the purposes of establishing their feasibility,
7 reliability, and cost-effectiveness.

8 “(6) The term ‘technical assistance’ means the
9 provision of external assistance to facilitate the
10 adoption or application of the knowledge gained
11 from educational research and development and in-
12 cludes—

13 “(A) problem analysis and diagnosis;

14 “(B) assistance in finding, selecting, or de-
15 signing suitable solutions and approaches to
16 problems;

17 “(C) training in the installation and imple-
18 mentation of products, programs, policies, prac-
19 tices, or technologies; and

20 “(D) such other assistance as may be nec-
21 essary to encourage the adoption or application
22 of such knowledge.

23 “(7) The term ‘dissemination’ means the trans-
24 fer of knowledge and products gained through re-
25 search and includes—

1 “(A) the use of communication techniques
2 to increase awareness of such knowledge and
3 products;

4 “(B) the provision of comparative and
5 evaluative information necessary to enable edu-
6 cators, school administrators, and others to as-
7 sess and make informed judgments about the
8 relevance and usefulness of such knowledge and
9 products in specific settings; and

10 “(C) the provision of technical assistance
11 needed to adapt, apply, and utilize such knowl-
12 edge and products in specific educational set-
13 tings.

14 “(8) The term ‘national education dissemina-
15 tion system’ means the activities carried out by the
16 Office of Reform Assistance and Dissemination es-
17 tablished by section 405C.

18 “(9) The term ‘Office’ means the Office of
19 Educational Research and Improvement established
20 in section 209 of the Department of Education Or-
21 ganization Act.

22 “(10) The term ‘national research institute’
23 means an institute established in section 405B.

1 “(11) The terms ‘United States’ and ‘State’ in-
2 clude the District of Columbia and the Common-
3 wealth of Puerto Rico.

4 “(k) AUTHORIZATION OF APPROPRIATIONS.—

5 “(1) NATIONAL INSTITUTES.—

6 “(A) For the purpose of carrying out sec-
7 tion 405B, there is authorized to be appro-
8 priated \$37,000,000 for fiscal year 1994.

9 “(B) For the purpose of carrying out the
10 provisions of section 405B relating to the Na-
11 tional Institute for Student Achievement, there
12 are authorized to be appropriated \$20,000,000
13 for fiscal year 1995, and such sums as are nec-
14 essary for each of fiscal years 1996 and 1997.

15 “(C) For the purpose of carrying out the
16 provisions of section 405B relating to the Na-
17 tional Institute for the Education of At-Risk
18 Students, there are authorized to be appro-
19 priated \$20,000,000 for fiscal year 1995, and
20 such sums as are necessary for each of fiscal
21 years 1996 and 1997.

22 “(D) For the purpose of carrying out the
23 provisions of section 405B relating to the Na-
24 tional Institute for Innovation in Educational
25 Governance, Finance, Policy-Making, and Man-

1 agement, there are authorized to be appro-
2 priated \$20,000,000 for fiscal year 1995, and
3 such sums as are necessary for each of fiscal
4 years 1996 and 1997.

5 “(E) For the purpose of carrying out the
6 provisions of section 405B relating to the Na-
7 tional Institute for Early Childhood Develop-
8 ment and Education, there are authorized to be
9 appropriated \$20,000,000 for fiscal year 1995,
10 and such sums as are necessary for each of fis-
11 cal years 1996 and 1997.

12 “(F) For the purpose of carrying out the
13 provisions of section 405B relating to the Na-
14 tional Institute of Postsecondary Education, Li-
15 braries, and Lifelong Learning, there are au-
16 thorized to be appropriated \$20,000,000 for fis-
17 cal year 1995, and such sums as are necessary
18 for each of fiscal years 1996 and 1997.

19 “(2) NATIONAL EDUCATION DISSEMINATION
20 SYSTEM.—

21 “(A)(i) For the purpose of carrying out
22 subsections (b)(2) through (g) of section 405C,
23 there are authorized to be appropriated
24 \$22,000,000 for fiscal year 1994, and such

1 sums as are necessary for each of the fiscal
2 years 1995 through 1997.

3 “(ii) Of the amount appropriated under
4 clause (i) for any fiscal year, the Secretary shall
5 make available not less than \$7,175,000 to
6 carry out subsection (f) of section 405C (relat-
7 ing to clearinghouses).

8 “(B) For the purpose of carrying out sub-
9 section (h) of section 405C (relating to regional
10 educational laboratories), there are authorized
11 to be appropriated \$37,000,000 for fiscal year
12 1994, and such sums as are necessary for each
13 of the fiscal years 1995 through 1997. Of the
14 amounts appropriated under the preceding sen-
15 tence for a fiscal year, the Secretary shall obli-
16 gate not less than 25 percent to carry out such
17 purpose with respect to rural areas (including
18 schools funded by the Bureau of Indian Affairs
19 which are located in rural areas).

20 “(C) For the purpose of carrying out sub-
21 section (j) of section 405C (relating to the
22 teacher research dissemination network) there
23 are authorized to be appropriated \$30,000,000
24 for fiscal year 1994, and such sums as are nec-

1 essary for each of the fiscal years 1995 through
2 1997.

3 “(D) For the purpose of carrying out sub-
4 section (i) of section 405C (relating to the
5 Goals 2000 Community Partnerships program),
6 there are authorized to be appropriated
7 \$30,000,000 for fiscal year 1994, \$50,000,000
8 for fiscal year 1995, and such sums as are nec-
9 essary for each of the fiscal years 1996 and
10 1997.

11 “(3) NATIONAL EDUCATIONAL RESEARCH POL-
12 ICY AND PRIORITIES BOARD.—Of the amounts ap-
13 propriated under paragraphs (1) and (2) for any fis-
14 cal year, the Secretary shall make available 2 per-
15 cent of such amounts, or \$1,000,000, whichever is
16 less, to the Board for the purpose of carrying out
17 section 405A.

18 “(4) ALLOCATIONS FOR GRANTS, COOPERATIVE
19 AGREEMENTS, AND CONTRACTS.—Of the amounts
20 appropriated under paragraph (1) or (2) for any fis-
21 cal year, not less than 95 percent shall be expended
22 to carry out the purposes described in such para-
23 graphs through grants, cooperative agreements, or
24 contracts.

1 “(5) LIMITATIONS ON APPROPRIATIONS.—No
2 amounts are authorized to be appropriated under
3 paragraph (1) or (2) for fiscal year 1995 or any fis-
4 cal year thereafter unless the Board has been ap-
5 pointed in accordance with section 405A.

6 “(6) GRANT AUTHORIZED.—From the amounts
7 appropriated under paragraph (1) for fiscal year
8 1995, the Secretary is authorized, in accordance
9 with the provisions of this paragraph, to award a
10 grant of not more than \$5,000,000 to a public or
11 private institution, agency or organization for a pe-
12 riod not to exceed five years for the purpose of con-
13 ducting a State-by-State poll to determine the per-
14 ceptions of recent graduates of secondary schools,
15 their instructors in institutions of higher education,
16 parents of recent such graduates, and employers of
17 recent such graduates on how well schools have pre-
18 pared students for further education or employment.
19 The grant shall be awarded on a competitive basis
20 and shall be matched on a two-to-one basis, with the
21 Federal Government contributing one-third of the
22 total costs of the poll.”.

1 **SEC. 102. ASSISTANT SECRETARY FOR EDUCATIONAL RE-**
2 **SEARCH AND IMPROVEMENT.**

3 Subsection (b) of section 202 of the Department of
4 Education Organization Act is amended—

5 (1) in paragraph (1)—

6 (A) by striking subparagraph (E); and

7 (B) by redesignating subparagraphs (F)
8 and (G) as subparagraphs (E) and (F), respec-
9 tively; and

10 (2) by adding at the end the following new
11 paragraph:

12 “(3) There shall be in the Department an Assistant
13 Secretary for Educational Research and Improvement who
14 shall be—

15 “(A) appointed by the President, by and with
16 the consent of the Senate; and

17 “(B) selected in consultation with the National
18 Educational Research Policy and Priorities Board
19 from among individuals who—

20 “(i) are distinguished educational research-
21 ers;

22 “(ii) have proven management ability; and

23 “(iii) have substantial knowledge of edu-
24 cation within the United States.”.

1 **SEC. 103. SAVINGS PROVISION.**

2 Notwithstanding any other provision of law, contracts
3 for the regional educational laboratories, education re-
4 sources information clearinghouses and research and de-
5 velopment centers assisted under section 405 of the Gen-
6 eral Education Provisions Act on the date of the enact-
7 ment of this Act shall remain in effect until the termi-
8 nation date of such contracts.

9 **SEC. 104. EXISTING GRANTS AND CONTRACTS.**

10 Notwithstanding any other provision of law, grants
11 and contracts for the research and development centers
12 assisted under section 405 of the General Education Pro-
13 visions Act on the date of enactment of this Act shall re-
14 main in effect until the termination date of such grants
15 or contracts, as the case may be, except that such grants
16 and contracts may be extended to implement the provi-
17 sions of this Act.

18 **TITLE II—NATIONAL EDU-**
19 **CATIONAL RESEARCH POLICY**
20 **AND PRIORITIES BOARD**

21 **SEC. 201. ESTABLISHMENT WITHIN OFFICE OF EDU-**
22 **CATIONAL RESEARCH AND IMPROVEMENT.**

23 Part A of the General Education Provisions Act (20
24 U.S.C. 1221e et seq.) is amended by inserting after sec-
25 tion 405 the following new section:

1 in the priority research, development and dissemina-
2 tion needs identified in section 405(b)(3) in which
3 the state of knowledge is insufficient and which war-
4 rant further investigation, taking into account the
5 views of both education researchers and practicing
6 educators;

7 “(2) consult with the National Education Goals
8 Panel and other authorities on education to identify
9 national priorities for the improvement of education;

10 “(3) actively solicit recommendations from edu-
11 cation researchers, teachers, school administrators,
12 cultural leaders, parents, and others throughout the
13 Nation through such means as periodic regional fo-
14 rums;

15 “(4) provide recommendations for the develop-
16 ment, maintenance, and assurance of a strong infra-
17 structure for education, research, and development
18 in the United States; and

19 “(5) on the basis of such recommendations, de-
20 velop a research priorities program which shall rec-
21 ommend priorities for the investment of the re-
22 sources of the Office over the next 5-, 10-, and 15-
23 year periods, including as priorities those areas of
24 inquiry in which further research, development and
25 dissemination—

1 “(A) is necessary to attain the goals for
2 the improvement of education identified in
3 paragraph (2);

4 “(B) promises to yield the greatest prac-
5 tical benefits to teachers and other educators in
6 terms of improving education; and

7 “(C) will not be undertaken in sufficient
8 scope or intensity by the other Federal and
9 non-Federal entities engaged in education re-
10 search and development.

11 “(d) CONTENTS OF PLAN—

12 “(1) IN GENERAL.—The research and priorities
13 plan described in subsection (c) shall, at a mini-
14 mum—

15 “(A) set forth specific objectives which can
16 be expected to be achieved as a result of a Fed-
17 eral investment in the priorities set forth in the
18 plan;

19 “(B) include recommendations with respect
20 to research and development on cross-cutting is-
21 sues which should be carried out jointly by 2 or
22 more of the research institutes; and

23 “(C) include an evaluative summary of the
24 educational research and development activities
25 undertaken by the Federal government during

1 the preceding 2 fiscal years which shall de-
2 scribe—

3 “(i) what has been learned as a result
4 of such activities;

5 “(ii) how such new knowledge or un-
6 derstanding extends or otherwise relates to
7 what had been previously known or under-
8 stood;

9 “(iii) the implications of such new
10 knowledge or understanding for edu-
11 cational practice and school reform; and

12 “(iv) any development, reform, and
13 other assistance activities which have uti-
14 lized such knowledge or understanding and
15 the effects of such efforts.

16 “(2) REPORT.—

17 “(A) Not later than 6 months after the
18 first meeting of the Board and October 1 of
19 every second year thereafter, the Assistant Sec-
20 retary shall publish a report specifying the pro-
21 posed research priorities of the Office and allow
22 a 60-day period beginning on the date of the
23 publication of the report for public comment
24 and suggestions.

1 “(B) Not later than 90 days after the expi-
2 ration of the 60-day period referred to in sub-
3 paragraph (A), the Assistant Secretary shall
4 submit to the President and the Congress a re-
5 port specifying the research priorities of the Of-
6 fice and any public comment and suggestions
7 obtained under such subparagraph.

8 “(e) ADDITIONAL RESPONSIBILITIES OF THE
9 BOARD.—It shall also be the responsibility of the Board
10 to—

11 “(1) provide advice and assistance to the As-
12 sistant Secretary in carrying out the coordination
13 activities described in section 405;

14 “(2) make recommendations to the Assistant
15 Secretary of persons qualified to fulfill the respon-
16 sibilities of the Director for each research institute
17 established by section 405B after making special ef-
18 forts to identify qualified women and minorities and
19 soliciting and giving due consideration to rec-
20 ommendations from professional associations and in-
21 terested members of the public;

22 “(3) advise and make recommendations to the
23 President with respect to individuals who are quali-
24 fied to fulfill the responsibilities of the Assistant

1 Secretary for the Office of Educational Research
2 and Improvement; and

3 “(4) review and approve standards for the con-
4 duct and evaluation of research developed by the As-
5 sistant Secretary pursuant to subsection (h) of sec-
6 tion 405.

7 “(f) STANDING SUBCOMMITTEES.—

8 “(1) ESTABLISHMENT; FUNCTIONS.—The
9 Board shall establish a standing subcommittee for
10 each of the Institutes established by subsection (a)
11 of section 405B and for the Office of Reform Assist-
12 ance and Dissemination established by subsection
13 (b) of section 405C which shall advise, assist, con-
14 sult with and make recommendations to the Assist-
15 ant Secretary, the Board, the Director of such entity
16 and the Congress on matters related to the activities
17 carried out by and through such entities.

18 “(2) COMPOSITION.—

19 “(A) Each standing subcommittee shall
20 consist of 3 members of the Board and 6 addi-
21 tional individuals appointed by the Board who
22 have significant experience in and knowledge of
23 the disciplines relevant to the purposes of the
24 entity for which the subcommittee is estab-
25 lished.

1 “(B) The Board shall assure that the
2 membership of each subcommittee includes both
3 educational researchers and persons who are
4 knowledgeable about the research, development
5 and dissemination needs of practitioners, in-
6 cluding classroom teachers, school administra-
7 tors, and members of State or local boards of
8 education.

9 “(g) POWERS OF THE BOARD.—In carrying out its
10 functions, powers, and responsibilities, the Board—

11 “(1) shall, without regard to the provisions of
12 title 5, United States Code, relating to the appoint-
13 ment and compensation of officers or employees of
14 the United States, appoint a director to be paid at
15 a rate not to exceed the rate of basic pay payable
16 for level V of the Executive Schedule who shall as-
17 sist in carrying out and managing the activities of
18 the Board and perform such other functions the
19 Board determines to be necessary and appropriate;

20 “(2) shall hire its own staff through routine
21 government procedures;

22 “(3) may arrange for the detail of staff person-
23 nel and utilize the services and facilities of any agen-
24 cy of the Federal Government;

1 “(4) may enter into contracts, or make other
2 arrangements as may be necessary to carry out its
3 functions;

4 “(5) may review any grant, contract, or cooper-
5 ative agreement made or entered into by the Office;

6 “(6) may, to the extent otherwise permitted by
7 law, obtain directly from any department or agency
8 of the United States such information as it deems
9 necessary to carry out its responsibilities;

10 “(7) may convene workshops and conferences,
11 collect data, and establish subcommittees which may
12 be composed of members of the Board and
13 nonmember consultants (including employees of the
14 Department) with expertise in the particular area
15 addressed by such subcommittees; and

16 “(8) shall establish such rules and procedures
17 to govern its operations as it considers appropriate,
18 to the extent otherwise permitted by law.

19 “(h) MEMBERSHIP IN GENERAL.—

20 “(1) QUALIFICATIONS.—The members of the
21 Board shall be eminent persons who, by virtue of
22 their training, experience, and background, are ex-
23 ceptionally qualified to appraise the educational re-
24 search and development effort of the Nation and to
25 establish policies and priorities to govern future Fed-

1 eral investment in educational research, develop-
2 ment, and dissemination.

3 “(2) BROAD REPRESENTATION.—Due consider-
4 ation shall be given to the gender, race, and eth-
5 nicity of appointees to assure that the Board is
6 broadly representative of the diversity of the Nation.

7 “(3) LIMITATION.—A voting member of the
8 Board may not serve on any other governing or advi-
9 sory board within the Department of Education.

10 “(4) CONFLICT OF INTEREST.—A voting mem-
11 ber of the Board shall be considered a special Gov-
12 ernment employee for the purposes of the Ethics in
13 Government Act of 1978.

14 “(i) SECRETARIAL APPOINTMENTS.—The Board
15 shall consist of 18 members appointed by the Secretary.
16 Of the members of the Board—

17 “(1) seven shall be appointed from among re-
18 searchers in the field of education who have been
19 nominated by the National Academy of Sciences and
20 the National Academy of Education (giving due con-
21 sideration to recommendations made by the Amer-
22 ican Educational Research Association), including
23 persons who are among the leading authorities on
24 early childhood education and the education of at-
25 risk students;

1 “(2) five shall be outstanding field-based pro-
2 fessional educators;

3 “(3) one shall be a Chief State School Officer;

4 “(4) one shall be a local education agency
5 school superintendent or principal;

6 “(5) one shall be a member of a State or local
7 board of education or Bureau of Indian Affairs-
8 funded school board;

9 “(6) one shall be a professional librarian, school
10 library media specialist, library administrator, or li-
11 brary science educator;

12 “(7) one shall be a parent with extensive experi-
13 ence in promoting parental involvement in education;
14 and

15 “(8) one shall be an individual from business
16 and industry with significant experience in promot-
17 ing private sector involvement in education.

18 “(j) REQUIREMENTS FOR NOMINATIONS BY THE NA-
19 TIONAL ACADEMY OF SCIENCES AND THE NATIONAL
20 ACADEMY OF EDUCATION.—

21 “(1) IN GENERAL.—In making nominations for
22 the members of the Board described in subsection
23 (i)(1), the National Academy of Sciences and the
24 National Academy of Education—

1 “(A) may not nominate any individual who
2 is an elected officer or employee of such organi-
3 zations; and

4 “(B) shall each nominate not less than 5
5 individuals for each of the positions on the
6 Board for which such organization has respon-
7 sibility for making nominations.

8 “(2) REQUEST FOR ADDITIONAL NOMINA-
9 TIONS.—In the event that the Secretary determines
10 that none of the individuals nominated by the Na-
11 tional Academy of Sciences or the National Academy
12 of Education meets the qualifications for member-
13 ship on the Board specified in subsection (i), the
14 Secretary may request that such organization make
15 additional nominations.

16 “(k) NOMINATIONS FOR BOARD MEMBERSHIP.—
17 Prior to appointing any member of the Board, the Sec-
18 retary shall actively solicit and give due consideration to
19 recommendations of persons qualified for membership on
20 the board from the National Education Association, the
21 American Federation of Teachers, the National Parent-
22 Teachers Association, the American Library Association,
23 the American Association of School Administrators, the
24 National Association of State Boards of Education, the
25 National Indian School Board Association, the Association

1 of Community Tribal Schools, the National Indian Edu-
2 cation Association, and other education-related organiza-
3 tions and interested members of the public.

4 “(l) EX OFFICIO MEMBERS.—The ex officio,
5 nonvoting members of the Board shall include the Assist-
6 ant Secretary and may also include—

7 “(1) the Director of Research for the Depart-
8 ment of Defense;

9 “(2) the Director of Research for the Depart-
10 ment of Labor;

11 “(3) the Director of the National Science Foun-
12 dation;

13 “(4) the Director of the National Institutes of
14 Health;

15 “(5) the chair of the National Endowment for
16 the Arts;

17 “(6) the chair of the National Endowment for
18 the Humanities;

19 “(7) the Librarian of Congress; and

20 “(8) the Director of the Office of Indian Edu-
21 cation Programs of the Department of the Interior.

22 “(m) CHAIR.—The Board shall select a Chair from
23 among its appointed members who shall serve for a renew-
24 able term of 2 years.

25 “(n) TERMS OF OFFICE.—

1 “(1) IN GENERAL.—Except as provided in para-
2 graphs (2) and (3), the term of office of each voting
3 member of the Board shall be 5 years.

4 “(2) EXCEPTIONS.—

5 “(A) Any individual appointed to fill a va-
6 cancy occurring on the Board prior to the expi-
7 ration of the term for which the predecessor of
8 the individual was appointed shall be appointed
9 for the remainder of the term. A vacancy shall
10 be filled in the same manner in which the origi-
11 nal appointment was made.

12 “(B) The terms of office of the members
13 of the Board who first take office after the date
14 of the enactment of the Educational Research,
15 Development, and Dissemination Excellence Act
16 shall, as designated by a random selection proc-
17 ess at the time of appointment, be as follows:

18 “(i) 2 years for each of 6 members of
19 the Board.

20 “(ii) 3 years for each of 6 members of
21 the Board.

22 “(iii) 5 years for each of 6 members
23 of the Board.

24 “(3) PROHIBITION ON CERTAIN CONSECUTIVE
25 TERMS.—An individual who has been a member of

1 the Board for 10 consecutive years shall thereafter
2 be ineligible for appointment during the 5-year pe-
3 riod beginning on the date of the expiration of the
4 10th year.

5 “(o) MEETINGS OF BOARD.—

6 “(1) INITIAL MEETING.—The Secretary shall
7 ensure that the first meeting of the Board is held
8 not later than May 15, 1994.

9 “(2) SUBSEQUENT MEETINGS.—The Board
10 shall meet quarterly, at the call of the Chair, and
11 when at least one-third of the members of the Board
12 make a written request to meet.

13 “(3) QUORUM.—A majority of the Board shall
14 constitute a quorum.

15 “(4) OPEN MEETINGS.—The Government in the
16 Sunshine Act (5 U.S.C. 552b) shall apply to meet-
17 ings of the Board.”.

18 **TITLE III—NATIONAL RESEARCH** 19 **INSTITUTES**

20 **SEC. 301. ESTABLISHMENT WITHIN OFFICE OF EDU-** 21 **CATIONAL RESEARCH AND IMPROVEMENT.**

22 Part A of the General Education Provisions Act, as
23 amended by section 201 of this Act, is amended by insert-
24 ing after section 405A the following new section:

1 “NATIONAL RESEARCH INSTITUTES

2 “SEC. 405B. (a) ESTABLISHMENT OF INSTITUTES.—

3 In order to fulfill the research and development purposes
4 of the Office, and to carry out, in accordance with the
5 standards established by the Board, a program of high-
6 quality and rigorously evaluated research and development
7 that is capable of improving Federal, State, Indian tribal,
8 and local education policies and practices, there are estab-
9 lished within the Office the following institutes:

10 “(1) The National Institute for the Education
11 of At-Risk Students.

12 “(2) The National Institute for Innovation in
13 Educational Governance, Finance, Policy-Making,
14 and Management.

15 “(3) The National Institute for Early Childhood
16 Development and Education.

17 “(4) The National Institute on Student
18 Achievement.

19 “(5) The National Institute on Postsecondary
20 Education, Libraries, and Lifelong Education.

21 “(b) DIRECTORS.—

22 “(1) IN GENERAL.—Each Institute established
23 by subsection (a) shall be headed by a Director who
24 shall be appointed by the Assistant Secretary from
25 among persons who have significant experience and

1 expertise in the disciplines relevant to the purposes
2 of such Institute. Prior to making such appointment,
3 the Assistant Secretary shall solicit and give due
4 consideration to recommendations made by the
5 Board of persons qualified to fulfill the position.

6 “(2) TERM OF OFFICE.—The Director of each
7 Institute shall serve for a renewable term of 3 years.

8 “(3) REPORTING.—Each Director shall report
9 directly to the Assistant Secretary regarding the ac-
10 tivities of the Institute and shall work with the other
11 directors to promote research syntheses across the
12 Institutes.

13 “(c) AUTHORITIES AND DUTIES.—

14 “(1) IN GENERAL.—The Assistant Secretary is
15 authorized to conduct research, development, dem-
16 onstration, and evaluation activities to carry out the
17 purposes for which such Institute was established—

18 “(A) directly;

19 “(B) through grants, contracts, and coop-
20 erative agreements with institutions of higher
21 education, regional educational laboratories,
22 public and private organizations, institutions,
23 agencies, and individuals, which may include—

24 “(i) grants to support research and
25 development centers which are—

1 “(I) awarded competitively for a
2 period of not less than 6 and not
3 more than 10 years;

4 “(II) funded at not less than
5 \$2,000,000 annually in order to sup-
6 port a full range of basic research, ap-
7 plied research and dissemination ac-
8 tivities, which may also include devel-
9 opment activities; and

10 “(III) established by institutions
11 of higher education, by institutions of
12 higher education in consortium with
13 public agencies or private nonprofit
14 organizations, or by interstate agen-
15 cies established by compact which op-
16 erate subsidiary bodies established to
17 conduct postsecondary educational re-
18 search and development;

19 “(ii) public-private research partner-
20 ships established by a State or local edu-
21 cation agency, Bureau of Indian Affairs-
22 funded school, or tribal department of edu-
23 cation, in concert with a private organiza-
24 tion and a team of educational researchers,
25 for which the Federal share shall be lim-

1 ited to not more than 50 percent of the
2 total costs of the project;

3 “(iii) meritorious unsolicited proposals
4 for educational research and related activi-
5 ties;

6 “(iv) proposals that are specifically in-
7 vited or requested by the Assistant Sec-
8 retary, on a competitive basis; and

9 “(v) dissertation grants, awarded for
10 a period of not more than 2 years and in
11 a total amount not to exceed \$20,000 to
12 graduate students in the sciences, human-
13 ities, and the arts to support research by
14 such scholars in the field of education;

15 “(C) through the provision of technical as-
16 sistance; and

17 “(D) through the award of fellowships to
18 support graduate study in educational research
19 by qualified African-American, Hispanic, Amer-
20 ican Indian and Alaska Native, and other indi-
21 viduals from groups which have been tradition-
22 ally underrepresented in the field of educational
23 research which shall—

24 “(i) be awarded on the basis of merit
25 for a period of 3 years; and

1 “(ii) provide stipends to each fellow in
2 an amount which shall be set at a level of
3 support comparable to that provided by the
4 National Science Foundation Graduate
5 Fellowships, except that such amounts
6 shall be adjusted as necessary so as not to
7 exceed each fellow’s demonstrated level of
8 need.

9 “(2) SCOPE AND FOCUS OF ACTIVITIES.—In
10 carrying out the purposes for which each Institute is
11 established, the Assistant Secretary shall—

12 “(A) maintain an appropriate balance be-
13 tween applied and basic research;

14 “(B) significantly expand the role of field-
15 initiated research in meeting the Nation’s edu-
16 cation research and development needs by re-
17 serving not less than 15 percent of the amounts
18 available to each Institute in any fiscal year to
19 support field-initiated research described in
20 clauses (iii) through (v) of paragraph (1);

21 “(C) provide for and maintain a stable
22 foundation of long-term research and develop-
23 ment on core issues and concerns conducted
24 through university-based research and develop-
25 ment centers by reserving not less than one-

1 third of the amounts available to each Institute
2 in any fiscal year to support such research and
3 development centers;

4 “(D) support and provide research infor-
5 mation that leads to policy formation for State
6 legislatures, State and local boards of education
7 and other policy and governing bodies, to assist
8 such entities in identifying and developing effec-
9 tive policies to promote student achievement
10 and school improvement; and

11 “(E) coordinate the Institute’s activities
12 with the activities of the regional educational
13 laboratories and with other educational service
14 organizations in designing the Institute’s re-
15 search agenda and projects in order to increase
16 the responsiveness of such Institute to the
17 needs of teachers and the educational field and
18 to bring research findings directly into schools
19 to ensure greatest access at the local level to
20 the latest research developments.

21 “(3) REQUIREMENTS REGARDING FINANCIAL
22 ASSISTANCE.—No grant, contract, or cooperative
23 agreement may be made under this section unless—

24 “(A) sufficient notice of the availability of,
25 and opportunity to compete for, assistance has

1 first been provided to potential applicants
2 through notice published in the Federal Reg-
3 ister or other appropriate means;

4 “(B) it has been evaluated through peer
5 review in accordance with the standards devel-
6 oped pursuant to subsection (h) of section 405;

7 “(C) it will be evaluated in accordance with
8 the standards developed pursuant to subsection
9 (h) of section 405;

10 “(D) in the case of a grant, contract, or
11 cooperative agreement which exceeds \$500,000
12 for a single fiscal year or \$1,000,000 for more
13 than one fiscal year, the Secretary has complied
14 with the requirements of paragraph (4); and

15 “(E) in the case of a grant, contract, or
16 cooperative agreement to support a research
17 and development center, all applications for
18 such assistance have been evaluated by inde-
19 pendent experts according to standards and cri-
20 teria which include—

21 “(i) whether applicants have assem-
22 bled a critical mass of high quality re-
23 searchers sufficient to achieve the mission
24 of the center;

1 “(ii) whether the proposed organiza-
2 tional structure and arrangements will fa-
3 cilitate achievement of the mission of the
4 center;

5 “(iii) whether there is a substantial
6 staff commitment to the work of the cen-
7 ter;

8 “(iv) whether the directors and staff
9 will devote adequate time to center activi-
10 ties; and

11 “(v) review of the contributions of pri-
12 mary researchers (other than researchers
13 at the proposed center) to evaluate the ap-
14 propriateness of such primary researcher’s
15 experiences and expertise in the context of
16 the proposed center activities, and the ade-
17 quacy of such primary researcher’s time
18 commitment to achievement of the mission
19 of the center.

20 “(4) BOARD REVIEW OF CERTAIN PROPOSED
21 GRANT AND CONTRACT ACTIONS.—The Assistant
22 Secretary may not solicit any contract bid or issue
23 a request for proposals or applications for any grant
24 or cooperative agreement the amount of which ex-
25 ceeds \$500,000 in any single fiscal year or which ex-

1 ceeds an aggregate amount of \$1,000,000 for more
2 than one fiscal year unless the Board has had an op-
3 portunity to review such proposed grant, contract, or
4 cooperative agreement action and to provide written
5 comments to the Assistant Secretary with respect to
6 whether—

7 “(A) the purposes and scope of the pro-
8 posed action are consistent with the Research
9 Priorities Plan; and

10 “(B) the methodology and approach of the
11 proposed action are sound and adequate to
12 achieve its stated objectives.

13 “(5) HISTORICALLY UNDERUTILIZED RE-
14 SEARCHERS AND INSTITUTIONS.—The Assistant
15 Secretary shall establish and maintain initiatives and
16 programs to increase the participation in the activi-
17 ties of each Institute of groups of researchers and
18 institutions that have been historically underutilized
19 in Federal educational research activities, includ-
20 ing—

21 “(A) researchers who are women, African-
22 American, Hispanic, American Indian and Alas-
23 ka Native, or other ethnic minorities;

24 “(B) promising young or new researchers
25 in the field, such as postdoctoral students and

1 recently appointed assistant or associate profes-
2 sors;

3 “(C) historically black colleges and univer-
4 sities, tribally controlled community colleges,
5 and other institutions of higher education with
6 large numbers of minority students;

7 “(D) institutions of higher education lo-
8 cated in rural areas; and

9 “(E) institutions and researchers located
10 in States and regions of the Nation which have
11 historically received the least Federal support
12 for educational research and development.

13 “(6) ADDITIONAL AUTHORITIES.—The Assist-
14 ant Secretary—

15 “(A) may obtain (in accordance with sec-
16 tion 3109 of title 5 but without regard to the
17 limitation in such section on the period of serv-
18 ice) the services of experts or consultants with
19 scientific or professional qualifications in the
20 disciplines relevant to the purposes of such In-
21 stitute;

22 “(B) may use, with their consent, the serv-
23 ices, equipment, personnel, information, and fa-
24 cilities of other Federal, State, or local public

1 agencies, with or without reimbursement there-
2 for;

3 “(C) may accept voluntary and uncompen-
4 sated services; and

5 “(D) may accept unconditional gifts made
6 to the Office to support its activities.

7 “(d) NATIONAL INSTITUTE FOR THE EDUCATION OF
8 AT-RISK STUDENTS.—

9 “(1) FINDINGS.—The Congress finds as fol-
10 lows:

11 “(A) The rate of decline in our urban
12 schools is escalating at a rapid pace. Student
13 performance in most inner city schools grows
14 worse each year. At least half of all students
15 entering ninth grade fail to graduate 4 years
16 later and many more students from high-pov-
17 erty backgrounds leave school with skills that
18 are inadequate for today’s workplace. In 1988
19 the average National Assessment of Edu-
20 cational Progress (NAEP) reading score of
21 white 17 year-olds was approximately 20 points
22 higher than that of African-American 17 year-
23 olds and 25 points higher than that of Hispanic
24 17 year-olds. None of the existing Federal edu-
25 cational research and development programs

1 are adequately addressing this obvious emer-
2 gency.

3 “(B) Rural schools enroll a disproportion-
4 ately large share of the Nation’s poor and at-
5 risk students and yet often lack the means to
6 address effectively the needs of these children.
7 Intensive efforts must be made to overcome the
8 problems of geographic isolation, declining pop-
9 ulation, inadequate financial resources and
10 other impediments to the educational success of
11 children residing in rural areas.

12 “(C) By the year 2000, an estimated 3.4
13 million school age children with limited English
14 language proficiency will be entering the school
15 system. The Federal Government must develop
16 effective policies and programs to address the
17 educational needs of this growing population of
18 children who are at increased risk for edu-
19 cational failure.

20 “(D) An educational emergency exists in
21 those urban and rural areas where there are
22 large concentrations of children who live in pov-
23 erty. The numbers of educationally disadvan-
24 tagged children will substantially increase by the
25 year 2020, when the number of impoverished

1 children alone will be 16.5 million, a 33 percent
2 increase over the 12.4 million children in pov-
3 erty in 1987.

4 “(E) American Indian and Alaska Native
5 students are keenly at-risk of educational fail-
6 ure, with demonstrated high dropout, illiteracy
7 and poverty rates, and cultural, linguistic, social
8 and geographic isolation. The estimated
9 400,000 Indian and Alaska Native student pop-
10 ulation from over 500 Indian and Alaska Native
11 tribes, is small and scattered throughout remote
12 reservations and villages in 32 States, and in
13 off-reservation rural and urban communities
14 where Indians constitute but a small percentage
15 of public school student bodies. To meaningfully
16 address the special educational needs of this
17 historically under-served population, the exist-
18 ing research and development system must be
19 opened to Indian and Alaska Native people to
20 identify needs and design ways to address such
21 needs.

22 “(F) Minority scholars as well as institu-
23 tions and groups that have been historically
24 committed to the improvement of the education
25 of at-risk students need to be more fully mobi-

1 lized in the effort to develop a new generation
2 of programs, models, practices, and schools ca-
3 pable of responding to the urgent needs of stu-
4 dents who are educationally at-risk.

5 “(2) PURPOSE.—It shall be the purpose of the
6 Institute for the Education of At-Risk Students to
7 carry out a coordinated and comprehensive program
8 of research and development to provide nonpartisan,
9 research-based leadership to the Nation as it seeks
10 to improve educational opportunities for students
11 who are at-risk for educational failure, particularly
12 children who reside in inner city and rural areas,
13 and on Indian reservations, and children of limited
14 English proficiency. Such program shall—

15 “(A) undertake research necessary to pro-
16 vide a sound basis from which to identify, de-
17 velop, evaluate, and assist others to replicate
18 and adapt interventions, programs, and models
19 which promote greater achievement and edu-
20 cational success by at-risk students, such as—

21 “(i) methods of instruction and edu-
22 cational practices (including community
23 services) which improve the achievement
24 and retention of at-risk students;

1 “(ii) means by which parents and
2 community resources and institutions (in-
3 cluding cultural institutions) can be uti-
4 lized to support and improve the achieve-
5 ment of at-risk students;

6 “(iii) the training of teachers and
7 other educational professionals and para-
8 professionals to work more effectively with
9 at-risk students;

10 “(iv) the most effective uses of tech-
11 nology in the education of at-risk students;

12 “(v) programs designed to promote
13 gender equity in schools that serve at-risk
14 students; and

15 “(vi) methods of assessing the
16 achievement of students which are sensitive
17 to cultural differences, provide multiple
18 methods of assessing student learning,
19 support student acquisition of higher order
20 capabilities, and enable identification of
21 the effects of inequalities in the resources
22 available to support the learning of chil-
23 dren throughout the Nation; and

24 “(B) maximize the participation of those
25 schools and institutions of higher education

1 that serve the greatest number of at-risk stu-
2 dents in inner city and rural areas, and on In-
3 dian reservations, including model collaborative
4 programs between schools and school systems,
5 institutions of higher education, cultural insti-
6 tutions, and community organizations.

7 “(3) COMPREHENSIVE RESEARCH PROGRAM.—
8 The Institute shall support a diverse and com-
9 prehensive program of research and development
10 which shall include research related to the edu-
11 cational needs of—

12 “(A) at-risk students who reside in urban
13 areas;

14 “(B) at-risk students who reside in rural
15 areas;

16 “(C) children with limited English lan-
17 guage proficiency; and

18 “(D) Indian and Alaska Native students.

19 “(4) CONSULTATION WITH INDIAN AND ALASKA
20 NATIVE EDUCATORS.—All research and development
21 activities supported by the Institute which relate to
22 the education of Indian and Alaska Native students
23 shall be developed in close consultation with Indian
24 and Alaska Native researchers and educators, trib-
25 ally controlled community colleges, tribal depart-

1 ments of education, and others with expertise in the
2 needs of Indian and Native Alaska students.

3 “(e) NATIONAL INSTITUTE FOR INNOVATION IN
4 EDUCATIONAL GOVERNANCE, FINANCE, POLICY-MAKING,
5 AND MANAGEMENT.—

6 “(1) FINDINGS.—The Congress finds as fol-
7 lows:

8 “(A) Many elementary and secondary
9 schools in the United States—

10 “(i) are structured according to mod-
11 els that are ineffective and rely on notions
12 of management and governance that may
13 be outdated or insufficient for the chal-
14 lenges of the next century; and

15 “(ii) are unsuccessful in equipping all
16 students with the knowledge and skills
17 needed to succeed as citizens and in the
18 working world.

19 “(B) New approaches are needed in the
20 governance and management of elementary and
21 secondary education with the United States at
22 the State, local, school building and classroom
23 level.

24 “(C) Not enough is known about the ef-
25 fects of various systems of school governance

1 and management on student achievement to
2 provide sound guidance to policymakers as they
3 pursue school restructuring and reform.

4 “(D) A concentrated Federal effort is
5 needed to support research, development, dem-
6 onstration, and evaluation of approaches to
7 school governance, finance and management
8 which promise to improve education equity and
9 excellence throughout the Nation.

10 “(2) PURPOSE.—It shall be the purpose of the
11 National Institute on Innovation in Educational
12 Governance, Finance, Policy-Making, and Manage-
13 ment to carry out a coordinated and comprehensive
14 program of research and development to provide
15 nonpartisan, research-based leadership to the Nation
16 as it seeks to improve student achievement through
17 school restructuring and reform. Such program
18 shall—

19 “(A) undertake research necessary to pro-
20 vide a sound basis from which to identify, de-
21 velop and evaluate approaches in governance, fi-
22 nance, policy-making, and management at the
23 State, local, tribal, school building and class-
24 room level which promise to improve edu-
25 cational equity and excellence, such as—

1 “(i) open enrollment programs, mag-
2 net schools and other systems through
3 which parents may select the public schools
4 and educational programs in which their
5 children are enrolled;

6 “(ii) innovative school design, includ-
7 ing lengthening the school day and the
8 school year, reducing class size and build-
9 ing professional development into the
10 weekly school schedule;

11 “(iii) effective approaches to organiz-
12 ing learning;

13 “(iv) effective ways of grouping stu-
14 dents for learning so that a student is not
15 labeled or stigmatized in ways that may
16 impede such student’s achievement;

17 “(v) effective approaches to organiz-
18 ing, structuring, and financing vocational
19 education;

20 “(vi) the provision of financial and
21 other rewards and incentives based on per-
22 formance to improve student achievement;

23 “(vii) the use of regulatory flexibility
24 on the State or district level to promote in-
25 novation and school restructuring;

1 “(viii) school-based management;

2 “(ix) the restructuring of school fi-
3 nance systems at the State and local level
4 to promote greater equity in the distribu-
5 tion of resources for education and to
6 maximize the allocation of such resources
7 to support direct learning;

8 “(x) expanding the role of teachers in
9 policymaking and administration at the
10 school and district-wide level;

11 “(xi) programs designed to increase
12 the involvement of parents and families in
13 the management and governance of schools
14 and the education of their children;

15 “(xii) effective approaches to increas-
16 ing the representation of women and mi-
17 norities among leadership and management
18 positions in education;

19 “(xiii) approaches to systemic reforms
20 involving the coordination of multiple poli-
21 cies of each level of government to promote
22 higher levels of student achievement;

23 “(xiv) approaches to coordinated serv-
24 ices for children; and

1 “(xv) policies related to school to work
2 transitions and preparing noncollege-bound
3 students; and

4 “(B) undertake research and development
5 activities necessary to provide information on
6 the skills required for successful educational
7 leadership at the State, tribal, and local level
8 and to enhance the ability of school leaders and
9 administrators to improve the educational envi-
10 ronment for all students.

11 “(3) RESEARCH ON EDUCATIONAL CHOICE.—In
12 carrying out the duties of the Institute, the Assist-
13 ant Secretary shall conduct or support research on
14 whether and to what extent the quality of education
15 in the United States would be improved by providing
16 public funds to parents for the costs of attendance
17 of their children at the elementary and secondary
18 schools of the parents’ choice.

19 “(f) NATIONAL INSTITUTE FOR EARLY CHILDHOOD
20 DEVELOPMENT AND EDUCATION.—

21 “(1) FINDINGS.—The Congress finds as fol-
22 lows:

23 “(A) The Nation has set as a goal that all
24 children should arrive at school ready to learn.

1 “(B) Despite efforts to expand and im-
2 prove preschool programs, many children still
3 reach school age unprepared to benefit from
4 formal education programs.

5 “(C) Early intervention for disadvantaged
6 children from conception to age five has been
7 shown to be a highly cost-effective strategy for
8 reducing later expenditures on a wide variety of
9 health, developmental, and educational prob-
10 lems that often interfere with learning. Long-
11 term studies of the benefits of preschool edu-
12 cation have a demonstrated return on invest-
13 ment ranging from three to six dollars for every
14 one dollar spent.

15 “(D) The Federal government should play
16 a central role in providing research-based infor-
17 mation on early childhood education models
18 which enhance children’s development and ulti-
19 mately their success in school.

20 “(2) PURPOSE.—The purpose of the National
21 Institute for Early Childhood Development and Edu-
22 cation is to carry out a comprehensive program of
23 research and development to provide nonpartisan,
24 research-based leadership to the Nation as it seeks
25 to improve early childhood development and edu-

1 cation. Such program shall identify, develop, evalu-
2 ate, and assist others to replicate sound policies and
3 practices that may include—

4 “(A) social and educational development of
5 all infants, toddlers, and preschool children;

6 “(B) the role of parents and the commu-
7 nity in promoting the successful social and edu-
8 cational development of children from birth to
9 age five;

10 “(C) training and preparation of teachers
11 and other professional and paraprofessional
12 preschool and child care workers;

13 “(D) the structure and environment of
14 early childhood education and child care set-
15 tings which lead to improved social and edu-
16 cational development;

17 “(E) practices and approaches which sus-
18 tain the benefits of effective preschool and child
19 care programs;

20 “(F) effective learning methods and cur-
21 riculum for early childhood learning, including
22 access to current materials in libraries;

23 “(G) the importance of family literacy and
24 parental involvement in student learning;

1 “(H) the impact that outside influences
2 have on learning, including television, and drug
3 and alcohol abuse; and

4 “(I) methods for integrating learning in
5 settings other than the classroom, such as with-
6 in families and communities, with a special em-
7 phasis on character development and the value
8 of hard work.

9 “(3) CERTAIN REQUIREMENTS.—In carrying
10 out the activities of the Institute, the Assistant Sec-
11 retary shall—

12 “(A) place special emphasis on the special
13 early childhood education needs of at-risk chil-
14 dren, children with disabilities, and girls; and

15 “(B) ensure that its research and develop-
16 ment program provides information that can be
17 utilized in improving the major Federal early
18 childhood education programs, including Head
19 Start, Even Start, chapter 1 preschool pro-
20 grams, and part H of the Individuals with Dis-
21 abilities Education Act, and Bureau of Indian
22 Affairs early childhood development programs.

23 “(g) NATIONAL INSTITUTE ON STUDENT ACHIEVE-
24 MENT.—

1 “(1) FINDINGS.—The Congress finds as fol-
2 lows:

3 “(A) The current achievement levels of
4 students in the Nation are far below those that
5 might indicate competency in challenging sub-
6 ject matter in English, mathematics, science,
7 history, and geography and other areas, or
8 across the subject areas.

9 “(B) Very few students demonstrate that
10 they can use their minds well. In recent assess-
11 ments, more students are gaining basic skills,
12 yet fewer are demonstrating a grasp of higher-
13 level applications of those skills.

14 “(C) During the past 20 years, relatively
15 little has changed in how students are taught.
16 Despite much research suggesting better alter-
17 natives, classrooms are still dominated by text-
18 books, teacher lectures, and short-answer activ-
19 ity sheets and unequal patterns of student at-
20 tention.

21 “(D) Despite progress in narrowing the
22 gaps, the differences in performance between
23 white students and their minority counterparts
24 remain unacceptably large. While progress has
25 been made in reducing the gender gap in math-

1 ematics, it still remains at higher levels of prob-
2 lem solving. Too little progress has been made
3 in reducing gender performance gaps favoring
4 males in science and females in writing.

5 “(2) PURPOSE.—The purpose of the National
6 Institute on Student Achievement is to carry out a
7 coordinated and comprehensive program of research
8 and development to provide research-based leader-
9 ship to the Nation as it seeks to improve student
10 achievement in English, mathematics, science, his-
11 tory, geography, and other subject areas and across
12 the boundaries of the subject areas. Such program
13 shall—

14 “(A) identify, develop, and evaluate inno-
15 vative and exemplary methods to improve stu-
16 dent knowledge at all levels in English, mathe-
17 matics, science, history, geography, civics and
18 government, foreign languages, arts and hu-
19 manities, economics, and other subject areas,
20 such as—

21 “(i) student learning and assessment
22 in various subject matters;

23 “(ii) the effects of organizational pat-
24 terns on the delivery of instruction, includ-
25 ing issues of grouping and tracking,

1 ungraded classrooms, and on the effects of
2 various pedagogies, including the issues of
3 technology in education;

4 “(iii) the best methods of teacher
5 preparation;

6 “(iv) methods to improve the process
7 of reading, the craft of writing, the growth
8 of reasoning skills, and the development of
9 information-finding skills;

10 “(v) enabling students to develop
11 higher order thinking skills;

12 “(vi) methods to teach effectively all
13 students in mixed-ability classrooms;

14 “(vii) curriculum, instruction, and as-
15 sessment, in vocational education;

16 “(viii) the impact and effectiveness of
17 Federal, State, and local efforts to provide
18 gender-fair educational opportunities to el-
19 ementary and secondary students; and

20 “(ix) programs, policies, approaches
21 which promote gender equity in elementary
22 and secondary education;

23 “(B) conduct basic and applied research in
24 the areas of human learning, cognition, and
25 performance, including research and develop-

1 ment on the education contexts which promote
2 excellence in learning and instruction, and moti-
3 vational issues which provide a key to learning;

4 “(C) identify, develop, and evaluate pro-
5 grams designed to enhance academic achieve-
6 ment and narrow racial and gender perform-
7 ance gaps in a variety of subject areas, includ-
8 ing research and development on methods of in-
9 volving parents in their children’s education and
10 ways to involve business, industry and other
11 community partners in promoting excellence in
12 schools; and

13 “(D) include a comprehensive, coordinated
14 program of research and development in the
15 area of assessment which—

16 “(i) addresses such issues as—

17 “(I) the validity, reliability, gen-
18 eralizability, fairness, costs, relative
19 merits, and most appropriate uses of
20 various approaches and methods of
21 assessing student learning and
22 achievement;

23 “(II) methods and approaches to
24 assessing student opportunities to
25 learn (including the quality of instruc-

1 tion and the availability of resources
2 necessary to support learning) and
3 evaluating the quality of school envi-
4 ronment;

5 “(III) the design, development,
6 evaluation, and validation of model
7 performance-based and other alter-
8 native or innovative formats or uses of
9 assessments;

10 “(IV) the impact of high-stakes
11 uses of assessment on student per-
12 formance and motivation, narrowing
13 of curriculum, teaching practices, and
14 test integrity;

15 “(V) the fairness and impact of
16 various methods of assessment on
17 children of different races, ethnicities,
18 gender, socioeconomic status, English
19 language proficiencies, and children
20 with other special needs;

21 “(VI) standards of performance,
22 quality, and validity for various meth-
23 ods of assessment and the means by
24 which such standards should be devel-
25 oped;

1 “(VII) current and emerging
2 testing practices of State and local
3 education agencies within the United
4 States, as well as other nations;

5 “(VIII) the diverse effects, both
6 intended and unintended, of assess-
7 ments as actually used in the schools,
8 including effects on curriculum and
9 instruction, effects on equity in the al-
10 location of resources and opportuni-
11 ties, effects on equity of outcomes, ef-
12 fects on other procedures and stand-
13 ards for judging students and practi-
14 tioners and possible inflation of test
15 scores;

16 “(IX) identifying and evaluating
17 how students with limited English
18 language proficiency and students
19 with disabilities are included and ac-
20 commodated in the various assess-
21 ment programs of State and local edu-
22 cation agencies; and

23 “(X) the feasibility and validity
24 of comparing or equating the results
25 of different assessments;

1 “(ii) reflects recommendations made
2 by the National Education Goals Panel
3 (provided such panel has been authorized
4 by law);

5 “(iii) complies with the ‘Standards for
6 Educational and Psychological Tests’ de-
7 veloped by the American Psychological As-
8 sociation, the National Council on Meas-
9 urement in Education, and the American
10 Educational Research Association;

11 “(iv) is consistent with the ‘Criteria
12 for Evaluation of Student Assessment Sys-
13 tems’ developed by the National Forum on
14 Assessment; and

15 “(v) complies with the ‘Code of Fair
16 Testing Practices in Education’ developed
17 by the Joint Committee on Testing Prac-
18 tices.

19 For purposes of this subparagraph, the term ‘devel-
20 opment’ means the development of prototypes for
21 the purposes of research and evaluation.

22 “(h) NATIONAL INSTITUTE FOR POSTSECONDARY
23 EDUCATION, LIBRARIES, AND LIFELONG LEARNING.—

24 “(1) FINDINGS.—The Congress finds as fol-
25 lows:

1 “(A) The American system of postsecond-
2 ary education is foremost in the world in its
3 achievement of both academic excellence and
4 equity in access, but maintaining that pre-
5 eminence requires renewed efforts to strengthen
6 the quality of postsecondary education. Dis-
7 appointing student performance on achievement
8 tests and licensure examinations, declining rates
9 of persistence and completion among minorities,
10 and other troubling trends in the quality of
11 postsecondary education must be addressed by
12 the Nation as part of its overall drive to im-
13 prove American education.

14 “(B) The need to improve our Nation’s
15 economic productivity to meet the competitive
16 challenges of a new, international economy, cou-
17 pled with high levels of mobility in the United
18 States labor market and demographic changes
19 in the workforce, now demands more and higher
20 quality programs of learning and training in the
21 American workplace.

22 “(C) The more than 1,000,000 men and
23 women incarcerated in the Nation’s prisons and
24 jails are among the most severely educationally
25 disadvantaged in the United States, with high

1 rates of functional illiteracy and extremely low
2 levels of educational attainment. Since an esti-
3 mated 90 percent of these individuals are ex-
4 pected to be released by the end of the decade,
5 the Nation must act to assure that our correc-
6 tional system has the means to equip these
7 Americans with the knowledge and skills they
8 will need to participate productively in our
9 society.

10 “(D) The development of a ‘Nation of Stu-
11 dents’ capable of and committed to the pursuit
12 of formal and informal lifelong learning is es-
13 sential to sustain both national and individual
14 economic success and to provide a nurturing en-
15 vironment in which all children and youth can
16 learn and achieve. Historically the most effec-
17 tive community resource for lifelong learning,
18 the Nation’s public library system must expand
19 and restructure its delivery of services to take
20 full advantage of the potential of new informa-
21 tion technologies to meet the needs of learning
22 communities.

23 “(2) PURPOSE.—The purpose of the National
24 Institute for Postsecondary Education, Libraries,
25 and Lifelong Learning is to promote greater coordi-

1 nation of Federal research and development on is-
2 sues related to adult learning and to carry out a
3 program of research and development in adult learn-
4 ing to provide nonpartisan, research-based leader-
5 ship to the Nation as it seeks to improve libraries,
6 postsecondary education, and lifelong learning
7 throughout the United States. Such program—

8 “(A) shall promote greater coordination,
9 cooperation, and interaction among entities
10 within the Federal Government which support
11 research and development related to postsecond-
12 ary education, libraries, and lifelong learning;

13 “(B) shall enable greater collaboration
14 among entities within the Federal Government
15 which support research and development related
16 to postsecondary education, libraries, and life-
17 long learning by supporting research and devel-
18 opment projects which are carried out jointly by
19 such entities;

20 “(C) shall support research and develop-
21 ment in those areas of postsecondary education,
22 libraries, and lifelong learning which are not
23 being addressed sufficiently by other entities
24 within the Federal Government;

1 “(D) may include basic and applied re-
2 search, development, replication, and evaluation
3 activities in such areas as—

4 “(i) methods of assessing and evaluat-
5 ing individual, program, and institutional
6 performance;

7 “(ii) the uses and applications of new
8 technologies to improve program effective-
9 ness and enhance student learning;

10 “(iii) practices, policies, and programs
11 which address the unique needs of adult
12 learners, including—

13 “(I) institutional and classroom
14 policies and practices at the post-
15 secondary level necessary to improve
16 matriculation, persistence, achieve-
17 ment and graduation by students who
18 are economically disadvantaged, ethnic
19 and racial minorities, women, older,
20 working, and who have children;

21 “(II) instructional practices and
22 programs which are effective in cor-
23 rectional settings;

24 “(III) new models of service de-
25 livery for public library systems which

1 expand opportunities for lifelong
2 learning;

3 “(IV) effective programs and ap-
4 proaches which promote greater ac-
5 cess to and success by minorities in
6 postsecondary programs which pre-
7 pare them for scientific, technical,
8 teaching, and health career fields;

9 “(V) effective approaches to
10 work-based learning; and

11 “(VI) the most effective training
12 methods for adults to upgrade edu-
13 cation and vocational skills;

14 “(iv) the effectiveness of Historically
15 Black Colleges and Universities, Tribally-
16 Controlled Indian Community Colleges,
17 women’s colleges, and other special mission
18 institutions in fulfilling their mission of
19 providing access and equal opportunity in
20 higher education;

21 “(v) the quality of higher education at
22 all levels and the roles and responsibilities
23 of regional and national accrediting agen-
24 cies in assuring the quality and relevance

1 of academic goals and objectives estab-
2 lished by institutions of higher education;

3 “(vi) approaches to improving the pro-
4 ductivity of colleges, community colleges,
5 universities, and other postsecondary insti-
6 tutions;

7 “(vii) financial barriers to postsecond-
8 ary educational opportunity, including—

9 “(I) the role of Federal programs
10 authorized under title IV of the High-
11 er Education Act and State grant and
12 work programs in mitigating such
13 barriers;

14 “(II) the impact of the rising
15 total cost of postsecondary education
16 on access to higher education; and

17 “(III) the extent and impact of
18 student reliance on loans to meet the
19 costs of higher education;

20 “(viii) opportunities for adults to con-
21 tinue their education beyond higher edu-
22 cation and graduate school, in the context
23 of lifelong learning and information-finding
24 skills; and

1 “(ix) preparing students for a lifetime
2 of work, the ability to adapt through re-
3 training to the changing needs of the work
4 force and the ability to learn new tasks.

5 “(3) INVOLVEMENT OF CERTAIN AGENCIES AND
6 ORGANIZATIONS.—In promoting coordination and
7 collaboration on research and development on issues
8 related to postsecondary education, libraries, and
9 lifelong learning, the Institute shall, as appropriate,
10 seek the involvement of—

11 “(A) within the Department of Edu-
12 cation—

13 “(i) the Office of Library Programs;

14 “(ii) the Office of Correctional Edu-
15 cation;

16 “(iii) the Office of Vocational and
17 Adult Education;

18 “(iv) the National Institute on Dis-
19 ability and Rehabilitation Research; and

20 “(v) the Office of Postsecondary Edu-
21 cation;

22 “(B) the National Institute for Literacy;

23 “(C) the National Board for Professional
24 Teaching Standards;

1 “(D) the Employment and Training Ad-
2 ministration of the Department of Labor;

3 “(E) the Administration for Children and
4 Families within the Department of Health and
5 Human Services;

6 “(F) the National Institutes of Health;

7 “(G) the National Endowment for Human-
8 ities;

9 “(H) the National Endowment for the
10 Arts;

11 “(I) the Bureau of Prisons of the Depart-
12 ment of Justice;

13 “(J) the Department of Commerce;

14 “(K) the Department of Defense; and

15 “(L) the Office of Indian Education Pro-
16 grams of the Department of the Interior.

17 “(4) In addition to the responsibilities described
18 in paragraph (2), the Assistant Secretary shall en-
19 sure that the activities of the existing National Cen-
20 ter on Literacy are fully coordinated with those of
21 the National Institute for Literacy.

22 “(i) COORDINATION OF RESEARCH ON CROSS-CUT-
23 TING ISSUES.—The Assistant Secretary shall promote the
24 coordination of research and development activities among
25 the Institutes established by subsection (a) to investigate

1 those cross-cutting disciplines and areas of inquiry, such
2 as assessment, the use of technology and the training of
3 teachers and school administrators, which are relevant to
4 the missions of more than one of the Institutes. Such ac-
5 tivities shall—

6 “(1) address cross-cutting disciplines and areas
7 of inquiry which have been proposed by the Assist-
8 ant Secretary and are consistent with the research
9 priorities identified by the Board;

10 “(2) be carried out jointly (1) by any one of the
11 Institutes and—

12 “(A) one (or more) of the Institutes;

13 “(B) the National Center for Education
14 Statistics; or

15 “(C) any research and development entity
16 administered by other offices of the Department
17 of Education or by any other Federal agency or
18 Department; and

19 “(3) meet all the standards set by the Assistant
20 Secretary and the Board for other research and de-
21 velopment conducted by the Office.

22 “(j) PROGRAM ON TEACHING AND TEACHER EDU-
23 CATION.—

24 “(1) IN GENERAL.—The Assistant Secretary, in
25 accordance with the requirements of this subsection,

1 shall undertake a comprehensive, coordinated pro-
2 gram of research in the area of teaching, teacher
3 education, and professional development.

4 “(2) CERTAIN PURPOSES OF PROGRAM.—In
5 carrying out the program established under para-
6 graph (1), the Assistant Secretary shall conduct, di-
7 rectly or through grants and contracts, basic and ap-
8 plied research and analytical activities to further
9 knowledge about, make recommendations, and im-
10 prove—

11 “(A) the ability of classroom teachers and
12 schools to assist new and diverse populations of
13 students in successfully assimilating into the
14 classroom environment;

15 “(B) the working conditions of teachers
16 and other educational practitioners, which may
17 include such topics as—

18 “(i) teacher isolation;

19 “(ii) professional resources available
20 to teachers;

21 “(iii) continuing educational and pro-
22 fessional opportunities available to teach-
23 ers;

24 “(iv) physical facilities and equipment,
25 such as office space, telephone, computer

1 access, and fax machines and television
2 cable access available to teachers in the
3 work environment;

4 “(v) opportunities for teachers to
5 share information and resources with other
6 teachers and education professionals;

7 “(vi) opportunities for advanced learn-
8 ing experience; and

9 “(vii) the reduction of stress in the
10 teaching profession;

11 “(C) institutional program renewal and in-
12 struction;

13 “(D) restructuring of State certification of
14 teachers and teacher education standards; and

15 “(E) assisting in the development of teach-
16 er certification standards by Indian tribal de-
17 partments of education.

18 “(3) CERTAIN ACTIVITIES.—In carrying out the
19 program established under paragraph (1), the As-
20 sistant Secretary—

21 “(A) shall work with institutions of higher
22 education engaged in the preparation of teach-
23 ers and professional organizations of teacher
24 educators and practitioners to encourage insti-
25 tutional program renewal and restructuring;

1 “(B) may conduct, directly or through
2 grants and contracts research on—

3 “(i) effective and reflective teaching
4 for the preparation and continuing edu-
5 cation of teachers;

6 “(ii) the use of computing and multi-
7 made technology to advance the under-
8 standing and abilities of teacher educators
9 and classroom teachers;

10 “(iii) the development and appraisal
11 of curriculum and curriculum materials for
12 the initial and continuing education of
13 teachers and teacher educators; and

14 “(iv) strengthening the evaluation and
15 dissemination of information on programs
16 for continuing professional education and
17 renewal of those who educate teachers for
18 initial or advanced licensure or certifi-
19 cation; and

20 “(C) shall work with the national regional
21 education laboratories, the ERIC clearing-
22 houses, national education research library, and
23 the National Center for Education Statistics to
24 maximize information available, to prevent un-
25 necessary duplication of efforts and resources,

1 and to ensure the results of the centers work
2 are widely available.

3 “(k) RESEARCH ON EDUCATIONAL TECHNOLOGY.—

4 The Assistant Secretary shall undertake a comprehensive,
5 coordinated program of research and development in the
6 area of the uses and applications of technology in edu-
7 cation. Such program—

8 “(1) may support basic and applied research
9 and development, analysis, evaluation in the area of
10 the uses and applications of technology to education,
11 including—

12 “(A) the capabilities of current and emerg-
13 ing technologies and their possible uses in edu-
14 cation;

15 “(B) the uses and applications of tech-
16 nology—

17 “(i) to improve instruction within all
18 content areas in the school curriculum;

19 “(ii) to educate more effectively at-
20 risk students and other students with spe-
21 cial needs;

22 “(iii) to improve education in rural
23 communities and other remote areas;

24 “(iv) to improve the assessment of
25 student learning and achievement;

1 “(v) to deliver preservice and inservice
2 training for teachers, librarians, and school
3 administrators; and

4 “(vi) to deliver and improve profes-
5 sional development and continuing edu-
6 cation programs;

7 “(C) the cost and educational effectiveness
8 of technologies used in education;

9 “(D) effective models and approaches for
10 providing the preservice and inservice training
11 and technical assistance necessary to enable
12 teachers, librarians, and school administrators,
13 cultural organizations, and others to use tech-
14 nology effectively in education;

15 “(E) the identification of barriers to great-
16 er use of technologies in education and poten-
17 tial approaches to eradicating or mitigating
18 such barriers;

19 “(F) methods and approaches which can
20 be utilized by teachers, school administrators,
21 and education policymakers, and educational
22 programs in cultural institutions to evaluate the
23 quality and most appropriate uses of software
24 and other technologies designed for use in edu-
25 cation; and

1 “(G) approaches to organizing and manag-
2 ing schools and classrooms to make the most
3 effective use of technology in education; and

4 “(2) shall be coordinated with related research
5 and development activities undertaken by the Office
6 of Special Education Programs, the National
7 Science Foundation, the Department of Defense,
8 and other Federal agencies.

9 “(I) TRANSITIONAL PROVISIONS.—

10 “(1) TEMPORARY REORGANIZATIONS.—Upon
11 the enactment of the Educational Research, Devel-
12 opment and Dissemination Excellence Act, the Sec-
13 retary shall reorganize the research and development
14 functions and activities of the Office into adminis-
15 trative units the purposes of which shall be the same
16 as those for each of the national research institutes
17 established in subsection (a). Such administrative
18 units shall be responsible for planning and providing
19 for the establishment of such institutes and shall
20 cease to exist on the dates upon which each of the
21 relevant institutes is established. The provisions of
22 subsection (c) (relating to authorities and duties)
23 shall apply to all activities undertaken by each such
24 administrative unit.

1 “(2) DATES FOR ESTABLISHMENT OF INSTI-
 2 TUTES.—The National Institute for the Education
 3 of At-Risk Students, the National Institute for Inno-
 4 vation in Educational Governance, Finance, Policy-
 5 Making, and Management, the National Institute for
 6 Early Childhood Development and Education, the
 7 National Institute on Student Achievement, and the
 8 National Institute on Postsecondary Education, Li-
 9 braries, and Lifelong Learning shall each be estab-
 10 lished effective October 1, 1994.”.

11 **TITLE IV—NATIONAL EDU-**
 12 **CATION DISSEMINATION SYS-**
 13 **TEM**

14 **SEC. 401. ESTABLISHMENT WITHIN OFFICE OF EDU-**
 15 **CATIONAL RESEARCH AND IMPROVEMENT.**

16 Part A of the General Education Provisions Act, as
 17 amended by section 301 of this Act, is amended by insert-
 18 ing after section 405B the following new section:

19 “NATIONAL EDUCATION DISSEMINATION SYSTEM

20 “SEC. 405C. (a) IN GENERAL.—

21 “(1) FINDINGS.—The Congress finds as fol-
 22 lows:

23 “(A) In order to improve the American
 24 educational system for all students, achieve the
 25 national education goals, and provide for great-
 26 er educational equity, policymakers, administra-

1 tutors, teachers, and parents must have ready ac-
2 cess to the best information and methods avail-
3 able as a result of educational research and de-
4 velopment.

5 “(B) The Office of Educational Research
6 and Improvement should have as one of its pri-
7 mary purposes the dissemination of such infor-
8 mation and methods in order to assist the na-
9 tional education reform effort.

10 “(C) All current resources within the Of-
11 fice, the Department, and other agencies that
12 can help accomplish this goal should be coordi-
13 nated by the Assistant Secretary so as to form
14 a systematic process to accomplish these objec-
15 tives.

16 “(D) Education research has the capacity
17 to improve teaching and learning in our Na-
18 tion’s schools, however, teachers need training
19 in the developmental skills necessary to trans-
20 late research into practice and to allow them to
21 become a cadre of knowledgeable practitioners
22 and leaders in educational improvement.

23 “(E) Adequate linkages between research
24 and development providers and practitioners are
25 essential to ensuring that research on effective

1 practice is useful, disseminated and supported
2 with technical assistance to all educators, and
3 that all educators are partners in the research
4 and development process.

5 “(2) PURPOSE.—The purpose of this section is
6 to—

7 “(A) create a national system of dissemi-
8 nation, development, and educational improve-
9 ment in order to create, adapt, identify, vali-
10 date, and disseminate to educators, parents,
11 and policymakers those educational programs
12 that have potential or have been shown to im-
13 prove educational opportunities for all students;
14 and

15 “(B) empower and increase the capacity of
16 teachers to participate in the research and de-
17 velopment process.

18 “(3) DEFINITION OF EDUCATIONAL PRO-
19 GRAM.—For the purposes of this section, the term
20 ‘educational program’ includes educational policies,
21 research findings, practices, and products.

22 “(b) ESTABLISHMENT OF OFFICE.—

23 “(1) IN GENERAL.—There is established within
24 the Office an Office of Reform Assistance and Dis-
25 semination (in this section referred to as the ‘Dis-

1 semination Office’) through which the Secretary
2 shall carry out all functions and activities described
3 in this section.

4 “(2) CERTAIN DUTIES.—The Dissemination Of-
5 fice shall—

6 “(A) identify educational programs that
7 may merit being designated as exemplary or
8 promising educational programs;

9 “(B) based solely on the educational merits
10 and promise of such programs, select those to
11 be designated as exemplary or promising;

12 “(C) provide technical and financial assist-
13 ance to individuals and organizations in the
14 process of developing promising educational
15 programs in the priority areas identified in sec-
16 tion 405(b)(3), but who might not, without
17 such assistance, be able to complete necessary
18 development and assessment activities;

19 “(D) nationally disseminate information
20 regarding the exemplary and promising pro-
21 grams to educators, parents, and policymakers
22 through a variety of means, including existing
23 Department activities, education associations
24 and networks, and communication technologies;

1 “(E) provide training and technical assist-
2 ance regarding the implementation and adop-
3 tion of such exemplary and promising programs
4 by interested entities; and

5 “(F) carry out a program of research on
6 models for successful knowledge dissemination,
7 and utilization, and strategies for reaching edu-
8 cation policymakers, practitioners, and others
9 interested in education.

10 “(3) ADDITIONAL DUTIES.—The Dissemination
11 Office shall carry out and contain the following func-
12 tions and activities:

13 “(A) A process for the identification of
14 educational programs that work.

15 “(B) The educational resources informa-
16 tion clearinghouses.

17 “(C) Dissemination through new tech-
18 nologies.

19 “(D) Smartline.

20 “(E) The regional educational laboratories.

21 “(F) Teacher Research Dissemination Net-
22 work.

23 “(G) The Goals 2000 Community Partner-
24 ships Program.

1 “(H) The existing National Diffusion Net-
2 work and its Developer-Demonstrator and State
3 Facilitator projects.

4 “(I) Such other programs or entities the
5 Secretary determines are consistent with the
6 purposes for which the Dissemination Office is
7 established.

8 “(c) IDENTIFICATION OF PROGRAMS.—

9 “(1) IN GENERAL.—The Assistant Secretary
10 shall establish a process through which successful
11 educational programs are actively sought out for
12 possible dissemination through the national edu-
13 cational dissemination system. Such process shall, at
14 a minimum, have the capability to—

15 “(A) work closely with the research insti-
16 tutes, centers, regional educational laboratories,
17 the National Diffusion Network and its Devel-
18 oper-Demonstrator and State Facilitator
19 projects, learning grant institutions established
20 under the Goals 2000 Community Partnerships
21 Program, department-supported technical as-
22 sistance providers, and other entities to identify
23 successful educational programs at the regional,
24 State, local, or classroom level;

1 “(B) review successful educational pro-
2 grams supported by the Department through all
3 of its programs, including Chapter 1, Even
4 Start, Drug-Free Schools and Communities Act
5 of 1986, the Individuals With Disabilities Edu-
6 cation Act, Bilingual Education, Indian Edu-
7 cation, the Women’s Educational Equity Act,
8 and Adult and Vocational Education;

9 “(C) through cooperative agreements, re-
10 view for possible inclusion in the system edu-
11 cational programs administered by the Depart-
12 ments of Health and Human Services (particu-
13 larly the Head Start program), Labor and De-
14 fense, the National Science Foundation, the De-
15 partment of the Interior (particularly the Office
16 of Indian Education Programs), and any other
17 appropriate Federal agency; and

18 “(D) provide for an active outreach effort
19 to identify successful educational programs
20 through cooperative arrangements with State
21 and local education agencies, teachers and
22 teacher organizations, curriculum associations,
23 foundations, private schools, institutions of
24 higher education, and other entities that could
25 enhance the ability of the Secretary to identify

1 programs for possible inclusion in the dissemi-
2 nation system.

3 “(2) PRIORITY PROGRAMS.—In carrying out
4 this subsection, the Secretary shall place a priority
5 on identifying programs, products, and practices re-
6 lated to the priority research and development needs
7 identified in section 405(b)(3).

8 “(d) DESIGNATION OF EXEMPLARY AND PROMISING
9 PROGRAMS.—

10 “(1) IN GENERAL.—The Assistant Secretary, in
11 consultation with the Board, shall establish 1 or
12 more panels of appropriately qualified experts and
13 practitioners to—

14 “(A) evaluate educational programs that
15 have been identified by the Secretary under
16 subsection (c) or that have been submitted to
17 the Secretary for such evaluation by some other
18 individual or organization; and

19 “(B) recommend to the Secretary pro-
20 grams that should be designated as exemplary
21 or promising educational programs.

22 “(2) CONSIDERATIONS IN MAKING REC-
23 OMMENDATIONS.—In determining whether an edu-
24 cational program should receive a recommendation

1 under paragraph (1), a panel established under such
2 paragraph shall consider—

3 “(A) whether, based on empirical data,
4 which may include but shall not be limited to
5 test results, the program is effective and should
6 thus be designated as exemplary and dissemi-
7 nated through the national dissemination sys-
8 tem; or

9 “(B) whether there is sufficient evidence to
10 lead a panel of experts and practitioners to be-
11 lieve that the program shows promise for im-
12 proving student achievement and should thus be
13 designated as promising and disseminated
14 through the national dissemination system while
15 it continues to be evaluated.

16 “(3) REQUIREMENT REGARDING APPROVAL OF
17 PROGRAMS.—In seeking out programs for approval
18 under paragraph (2), the Assistant Secretary shall
19 seek programs that may be implemented at the
20 State, local, and classroom level.

21 “(4) REQUIREMENTS REGARDING PANELS.—

22 “(A) A panel shall not eliminate a program
23 from consideration under this subsection based
24 solely on the fact that it does not have one spe-

1 cific type of supporting data, such as test
2 scores.

3 “(B) The Assistant Secretary may not des-
4 ignate a program as exemplary or promising
5 unless a panel established under paragraph (1)
6 has recommended that the program be so des-
7 ignated.

8 “(C) The Secretary shall establish such
9 panels under paragraph (1) as may be nec-
10 essary to ensure that each program identified
11 or submitted for evaluation is evaluated.

12 “(D) Not less than $\frac{2}{3}$ of the membership
13 of a panel established under paragraph (1) shall
14 consist of individuals who are not officers or
15 employees of the United States. Members of
16 panels under paragraph (1) who are not em-
17 ployees of the United States shall receive com-
18 pensation for each day engaged in carrying out
19 the duties of the panel as well as compensation
20 for their expenses.

21 “(e) DISSEMINATION OF EXEMPLARY AND PROMIS-
22 ING PROGRAMS.—

23 “(1) IN GENERAL.—In order to ensure that
24 programs identified as exemplary or promising are
25 available for adoption by the greatest number of

1 teachers, schools, local and State education agencies,
2 and Bureau of Indian Affairs-funded schools, the
3 Assistant Secretary shall utilize the capabilities of—

4 “(A) the education resources information
5 clearinghouses;

6 “(B) Smartline;

7 “(C) the regional educational laboratories;

8 “(D) the National Diffusion Network;

9 “(E) entities established under the Goals
10 2000 Community Partnerships Program;

11 “(F) department-supported technical as-
12 sistance providers;

13 “(G) the National Library of Education;
14 and

15 “(H) other public and private nonprofit en-
16 tities, including existing education associations
17 and networks, that have the capability to assist
18 educators in adopting exemplary and promising
19 programs.

20 “(2) REQUIREMENTS FOR ASSISTANT SEC-
21 RETARY.—In carrying out paragraph (1), the Assist-
22 ant Secretary shall ensure that all such entities
23 are—

24 “(A) kept apprised of the availability of
25 specific programs for dissemination;

1 “(B) provided technical assistance, if nec-
2 essary, to carry out this dissemination function;
3 and

4 “(C) involved in the national education dis-
5 semination system as specified by law.

6 “(f) EDUCATION RESOURCES INFORMATION CLEAR-
7 INGHOUSES.—

8 “(1) IN GENERAL.—The Assistant Secretary
9 shall establish a system of 16 education resource in-
10 formation clearinghouses having, at a minimum, the
11 functions and scope of work as the clearinghouses
12 had on the date of the enactment of the Educational
13 Research, Development, and Dissemination Excel-
14 lence Act.

15 “(2) ADDITIONAL FUNCTIONS.—In addition to
16 those functions already being carried out by the
17 clearinghouses, such clearinghouses may—

18 “(A) periodically produce interpretive sum-
19 maries, digests, and syntheses of the results
20 and findings of education-related research and
21 development; and

22 “(B) contain and make available to users
23 information concerning those programs des-
24 ignated as exemplary and promising under sub-
25 section (c).

1 “(3) COORDINATION OF ACTIVITIES.—The As-
2 sistant Secretary shall assure that the functions and
3 activities of such clearinghouses are coordinated with
4 the activities of the research institutes, the regional
5 educational laboratories, learning grant institutions,
6 other clearinghouses supported by the Department,
7 the National Diffusion Network, and other appro-
8 priate entities within the Office and the Department.

9 “(4) SPECIAL RESPONSIBILITIES OF THE SEC-
10 RETARY.—To assure that the information provided
11 through such clearinghouses is fully comprehensive,
12 the Secretary shall—

13 “(A) require that all reports, studies, and
14 other resources produced directly or by grant or
15 contract with the Department of Education are
16 made available to clearinghouses;

17 “(B) establish cooperative agreements with
18 the Departments of Defense, Health and
19 Human Services, Interior, and other Federal
20 agencies to assure that all education-related re-
21 ports, studies, and other resources produced di-
22 rectly or by grant or contract with the Federal
23 Government are made available to such clear-
24 inghouses; and

1 “(C) devise an effective system for maxi-
2 mizing the identification, synthesis, and dis-
3 semination of information related to the needs
4 of Indian and Alaska Native children.

5 “(5) COPYRIGHT PROHIBITED.—

6 “(A) No clearinghouse or other entity re-
7 ceiving assistance under this subsection may
8 copyright or otherwise charge a royalty or other
9 fee that—

10 “(i) is for the use or redissemination
11 of any database, index, abstract, report, or
12 other information produced with assistance
13 under this subsection; and

14 “(ii) exceeds the incremental cost of
15 disseminating such information.

16 “(B) For purposes of subparagraph (A),
17 the incremental cost of dissemination does not
18 include any portion of the cost of collecting, or-
19 ganizing, or processing the information which is
20 disseminated.

21 “(g) DISSEMINATION THROUGH NEW TECH-
22 NOLOGIES.—

23 “(1) IN GENERAL.—The Assistant Secretary is
24 authorized to award grants or contracts in accord-
25 ance with this subsection to support the development

1 of materials, programs, and resources which utilize
2 new technologies and techniques to synthesize and
3 disseminate research and development findings and
4 other information which can be used to support edu-
5 cational improvement.

6 “(2) SOURCES OF MATERIALS AND RESEARCH
7 ABOUT TEACHING AND LEARNING FOR IMPROVING
8 NATIONWIDE EDUCATION (SMARTLINE).—

9 “(A) ELECTRONIC NETWORK.—The Assist-
10 ant Secretary, acting through the Office of Re-
11 form Assistance and Dissemination, shall estab-
12 lish and maintain an electronic network which
13 shall, at a minimum, link—

14 “(i) each office of the Department of
15 Education;

16 “(ii) the research institutes estab-
17 lished by section 405B;

18 “(iii) the National Center for Edu-
19 cation Statistics;

20 “(iv) the National Library of Edu-
21 cation; and

22 “(v) entities engaged in research, de-
23 velopment, dissemination, and technical as-
24 sistance under grant, contract, or coopera-

1 tive agreement with the Department of
2 Education.

3 “(B) CERTAIN REQUIREMENTS FOR NET-
4 WORK.—The network described in subpara-
5 graph (A) shall—

6 “(i) to the extent feasible, build upon
7 existing national, regional, and State elec-
8 tronic networks and support video,
9 telecomputing, and interactive communica-
10 tions;

11 “(ii) at a minimum, have the capabil-
12 ity to support electronic mail and file
13 transfer services;

14 “(iii) be linked to and accessible to
15 other users, including State and local edu-
16 cation agencies, institutions of higher edu-
17 cation, museums, libraries, and others
18 through the Internet and the National Re-
19 search and Education Network; and

20 “(iv) be provided at no cost (excluding
21 the costs of necessary hardware) to the
22 contractors and grantees described in
23 clause (v) of subparagraph (A) and to edu-
24 cational institutions accessing such net-

1 work through the Internet and the Na-
2 tional Research and Education Network.

3 “(C) INFORMATION RESOURCES.—The As-
4 sistant Secretary, acting through the Office of
5 Reform Assistance and Dissemination, may
6 make available through the network described
7 in subparagraph (A)—

8 “(i) information about grant and con-
9 tract assistance available through the de-
10 partment;

11 “(ii) an annotated directory of current
12 research and development activities and
13 projects being undertaken with the assist-
14 ance of the Department;

15 “(iii) information about publications
16 published by the Department and, to the
17 extent feasible, the full text of such publi-
18 cations;

19 “(iv) statistics and data published by
20 the National Center for Education Statis-
21 tics;

22 “(v) syntheses of research and devel-
23 opment findings;

24 “(vi) a directory of other education-re-
25 lated electronic networks and databases,

1 including information about the means by
2 which they may be accessed;

3 “(vii) a descriptive listing of materials
4 and courses of instruction provided by tele-
5 communications partnerships assisted
6 under the Star Schools program;

7 “(viii) resources developed by the
8 ERIC Clearinghouses;

9 “(ix) education-related software (in-
10 cluding video) which is in the public do-
11 main;

12 “(x) a listing of instructional mate-
13 rials available through telecommunications
14 to local education agencies through the
15 Public Broadcasting Service and State
16 educational television networks; and

17 “(xi) such other information and re-
18 sources the Assistant Secretary considers
19 useful and appropriate.

20 “(D) EVALUATIONS REGARDING OTHER
21 FUNCTIONS OF NETWORK.—The Assistant Sec-
22 retary shall also undertake projects to test and
23 evaluate the feasibility of using the network de-
24 scribed in subparagraph (A) for—

1 “(i) the submission of applications for
2 assistance to the Department; and

3 “(ii) the collection of data and other
4 statistics through the National Center for
5 Education Statistics.

6 “(E) TRAINING AND TECHNICAL ASSIST-
7 ANCE.—The Assistant Secretary, acting
8 through the Office of Reform Assistance and
9 Dissemination, shall—

10 “(i) provide such training and tech-
11 nical assistance as may be necessary to en-
12 able the contractors and grantees described
13 in clause (v) of subparagraph (A) to par-
14 ticipate in the electronic network described
15 in such subparagraph; and

16 “(ii) work with the National Science
17 Foundation to provide, upon request, as-
18 sistance to State and local education agen-
19 cies, the Department of the Interior’s Of-
20 fice of Indian Education Programs, tribal
21 departments of education, State library
22 agencies, libraries, museums, and other
23 educational institutions in obtaining access
24 to the Internet and the National Research
25 and Education Network.

1 “(h) REGIONAL EDUCATIONAL LABORATORIES.—

2 “(1) REGIONAL EDUCATIONAL LABORA-
3 TORIES.—The Assistant Secretary shall enter into
4 contracts with public or private nonprofit entities to
5 establish a networked system of 10 regional edu-
6 cational laboratories which serve the needs of each
7 region of the Nation in accordance with the provi-
8 sions of this subsection. For the purposes of this
9 subsection, the term ‘region’ means 1 of the 10 geo-
10 graphic regions set forth in section 2(a) of part 707
11 of title 34, Code of Federal Regulations (34 CFR
12 707.2(a)), as published in number 157 of volume 53
13 of the Federal Register on August 15, 1988.

14 “(2) DUTIES.—Each regional educational lab-
15 oratory receiving assistance under this subsection
16 shall, with such assistance, assist State education
17 agencies, intermediate education agencies, local
18 school districts, and schools funded by the Bureau of
19 Indian Affairs in implementing broad-based, sys-
20 temic school improvement strategies through the use
21 of applied research and development activities. The
22 regional educational laboratories shall support such
23 system-wide reform efforts through—

24 “(A) the development of a plan for identi-
25 fying needs and for serving the needs of the re-

1 gion by conducting a continuing survey of the
2 educational needs, strengths and weaknesses
3 within the region, including a process of open
4 hearings to solicit the views of schools, teachers,
5 administrators, parents, local educational agen-
6 cies, librarians, and State educational agencies
7 within the region;

8 “(B) the dissemination of information
9 about programs designated as exemplary and
10 promising under subsection (c) and other ap-
11 propriate programs and practices;

12 “(C) the provision of support and technical
13 assistance in—

14 “(i) replicating and adapting such ex-
15 emplary and promising practices;

16 “(ii) the development of high-quality,
17 challenging curriculum frameworks;

18 “(iii) the development of valid, reli-
19 able, fair systems of assessment which are
20 based upon State, local, or Bureau of In-
21 dian Affairs-funded school curriculum
22 frameworks and reflect recent advances in
23 the field of educational assessment;

24 “(iv) the improvement of professional
25 development strategies to assure that all

1 teachers are prepared to teach a challeng-
2 ing curriculum;

3 “(v) expanding and improving the use
4 of technology in education to improve
5 teaching and learning;

6 “(vi) the development of alternatives
7 for restructuring school finance systems to
8 promote greater equity in the distribution
9 of resources; and

10 “(vii) the development of alternative
11 administrative structures which are more
12 conducive to planning, implementing, and
13 sustaining school reform and improved
14 educational outcomes;

15 “(D) the development of educational pro-
16 grams and practices that address State, re-
17 gional, or Indian tribal needs in relating to
18 their school reform efforts;

19 “(E) facilitating communication between
20 educational experts, school officials, and teach-
21 ers, parents, and librarians, to enable such indi-
22 viduals to assist schools to develop a plan to
23 meet the national education goals;

1 “(F) bringing teams of experts together to
2 develop and implement school improvement
3 plans and strategies;

4 “(G) the provision of training in—

5 “(i) the field of education research
6 and related areas;

7 “(ii) the use of new educational meth-
8 ods; and

9 “(iii) the use of information-finding
10 methods, practices, techniques, and prod-
11 ucts developed in connection with such
12 training for which the regional educational
13 laboratory shall be authorized to support
14 internships and fellowships and to provide
15 stipends; and

16 “(H) the provision of support and tech-
17 nical assistance (upon their request) to State
18 facilitators funded through the National Diffu-
19 sion Network.

20 “(3) NETWORKING.—In order to improve the
21 efficiency and effectiveness of the regional labora-
22 tories, the governing boards of the ten regional lab-
23 oratories shall establish and maintain a network
24 to—

1 “(A) share information about the activities
2 each is carrying out;

3 “(B) plan joint activities that would meet
4 the needs of multiple regions;

5 “(C) create a strategic plan for the devel-
6 opment of activities undertaken by the labora-
7 tories to reduce redundancy and increase col-
8 laboration and resource-sharing in such activi-
9 ties; and

10 “(D) otherwise devise means by which the
11 work of the individual laboratories could serve
12 national, as well as regional, needs.

13 “(4) ADDITIONAL DUTIES.—Each regional edu-
14 cation laboratory receiving assistance under this sub-
15 section shall carry out the following activities:

16 “(A) Collaborate with the Institutes estab-
17 lished under section 405B in order to—

18 “(i) maximize the use of research con-
19 ducted through the Institutes in the work
20 of such laboratory;

21 “(ii) keep the Institutes apprised of
22 the work of the regional educational lab-
23 oratories in the field; and

24 “(iii) inform the Institutes about addi-
25 tional research needs identified in the field.

1 “(B) Consult with the State educational
2 agencies and library agencies in the region in
3 developing the plan for serving the region.

4 “(C) Develop strategies to utilize schools
5 as critical components in reforming education
6 and revitalizing rural communities in the
7 United States.

8 “(D) Report and disseminate information
9 on overcoming the obstacles faced by rural edu-
10 cators and rural schools.

11 “(E) Identify successful educational pro-
12 grams that have either been developed by such
13 laboratory in carrying out its functions or that
14 have been developed or used by others within
15 the region served by the laboratory and make
16 such information available to the Secretary and
17 the network of regional laboratories so that
18 they may be considered for inclusion in the na-
19 tional education development and dissemination
20 system.

21 “(5) CERTAIN REQUIREMENTS.—In carrying
22 out its responsibilities, each regional educational lab-
23 oratory shall—

24 “(A) establish a governing board that—

25 “(i) is the sole entity that—

1 “(I) guides and directs the lab-
2 oratory in carrying out the provisions
3 of this subsection and satisfying the
4 terms and conditions of the contract
5 award; and

6 “(II) determines the regional
7 agenda of the laboratory, consistent
8 with the priority research and devel-
9 opment needs identified in section
10 405(b)(3); and

11 “(ii) reflects a balanced representation
12 of the States in the region, as well as the
13 interests and concerns of regional constitu-
14 encies;

15 “(B) comply with the standards established
16 by the Assistant Secretary and the Board under
17 section 405A;

18 “(C) coordinate its activities, collaborate,
19 and regularly exchange information with the in-
20 stitutes established under section 405C, the Na-
21 tional Diffusion Network, and its Developer
22 Demonstrator and State Facilitator projects,
23 learning grant institutions and district edu-
24 cation agents assisted under subsection (i), the
25 ERIC Clearinghouses, and other entities en-

1 gages in technical assistance and dissemination
2 activities which are supported by other Offices
3 of the Department of Education; and

4 “(D) allocate its resources to and within
5 each State in a manner which reflects the need
6 for assistance, taking into account such factors
7 as the proportion of economically disadvantaged
8 students, the increased cost burden of service
9 delivery in areas of sparse populations, and any
10 special initiatives being undertaken by State,
11 intermediate, local education agencies, or Bu-
12 reau of Indian Affairs-funded schools which
13 may require special assistance from the labora-
14 tory.

15 “(6) EVALUATIONS.—The Assistant Secretary
16 shall provide for periodic, independent evaluations of
17 each of the laboratories in carrying out the duties
18 described in paragraph (1) in accordance with the
19 standards developed by the Assistant Secretary and
20 the Board and transmit the results of such evalua-
21 tions to the relevant committees of the Congress, the
22 Board, and the appropriate regional educational lab-
23 oratory board.

24 “(7) INVITATION REGARDING COMPETITION
25 FOR AWARDS OF ASSISTANCE.—Prior to awarding a

1 grant or entering into a contract under this section,
2 the Secretary shall invite applicants, including the
3 existing regional educational laboratories, to compete
4 for such award through notice in the Federal Reg-
5 ister and in the publication of the Department of
6 Commerce known as the Commerce Business Daily.

7 “(8) APPLICATION FOR ASSISTANCE.—Each ap-
8 plication for assistance under this subsection shall—

9 “(A) cover not less than a 5-year period;

10 “(B) describe how the applicant would
11 carry out the activities required by this sub-
12 section; and

13 “(C) contain such additional information
14 as the Secretary may reasonably require.

15 “(9) RULE OF CONSTRUCTION.—No regional
16 educational laboratory receiving assistance under
17 this subsection shall, by reason of the receipt of that
18 assistance, be ineligible to receive any other assist-
19 ance from the Department as authorized by law.

20 “(10) ADVANCE PAYMENT SYSTEM.—Each re-
21 gional educational laboratory shall participate in the
22 advance payment system at the Department of Edu-
23 cation.

24 “(i) GOALS 2000 COMMUNITY PARTNERSHIPS PRO-
25 GRAM.—

1 “(1) PURPOSE.—The purpose of the Goals
2 2000 Community Partnerships program is to im-
3 prove the quality of learning and teaching in the Na-
4 tion’s most impoverished urban and rural commu-
5 nities by supporting sustained collaborations between
6 universities, schools, businesses, and communities
7 which apply and utilize the results of educational re-
8 search and development.

9 “(2) GRANTS FOR GOALS 2000 COMMUNITY
10 PARTNERSHIPS.—The Assistant Secretary is author-
11 ized to make grants to eligible entities to support
12 the establishment of Learning Grant Institutions
13 and District Education Agents and the activities au-
14 thorized under this subsection within eligible com-
15 munities.

16 “(3) DEFINITION OF ELIGIBLE ENTITY AND EL-
17 IGIBLE COMMUNITY.—For the purposes of this sub-
18 section:

19 “(A) The term ‘eligible entity’ includes any
20 institution of higher education, regional edu-
21 cation laboratory, National Diffusion Network
22 project, national research and development cen-
23 ter, public or private nonprofit corporation, or
24 any consortium thereof that—

1 “(i) has demonstrated experience, ex-
2 pertise and commitment in serving the
3 educational needs of at-risk students; and

4 “(ii) is, by virtue of its previous activi-
5 ties, knowledgeable about the unique needs
6 and characteristics of the community to be
7 served.

8 “(B) The term ‘eligible community’ means
9 a unit of general purpose local government
10 (such as a city, township, or village), a
11 nonmetropolitan county, tribal village, or a geo-
12 graphically distinct area (such as a school dis-
13 trict, school attendance area, ward, precinct or
14 neighborhood), or any group of such entities
15 that—

16 “(i) has a population of not less than
17 200,000 and not more than 300,000; and

18 “(ii) in which not less than one-half of
19 the school-age children have family in-
20 comes which are below the poverty line, as
21 determined by the 1990 United States
22 Census, participation in the National
23 School Lunch program, or other current,
24 reliable data concerning family income.

1 “(4) GOALS 2000 COMMUNITY PARTNERSHIPS.—
2 Each learning grant institution receiving assistance
3 under this subsection shall establish a Goals 2000
4 community partnership to carry out the activities
5 authorized under this subsection. Such partner-
6 ship—

7 “(A) shall include the participation of one
8 or more local educational agencies, institutions
9 of higher education, community-based organiza-
10 tions, parents, teachers, and the business com-
11 munity;

12 “(B) may include the participation of
13 human, social service and health care agencies,
14 Head Start and child care agencies, libraries,
15 museums, employment and training agencies,
16 and the State educational agency or tribal de-
17 partment of education; and

18 “(C) shall be broadly representative of all
19 segments of the community in which the activi-
20 ties will be carried out.

21 “(5) COMPREHENSIVE GOALS 2000 PLAN.—
22 Each Goals 2000 Community Partnership shall de-
23 velop a comprehensive plan for assuring educational
24 success and high achievement for all students in the
25 community. Each such plan shall—

1 “(A) adopt the 6 national educational
2 goals;

3 “(B) identify additional needs and goals
4 for educational improvement within the commu-
5 nity;

6 “(C) focus on helping all students reach
7 challenging content and student performance
8 standards;

9 “(D) be consistent with the State and local
10 plan for system-wide education improvement de-
11 veloped pursuant to the Goals 2000: Educate
12 America Act;

13 “(E) establish a comprehensive commu-
14 nity-wide plan for achieving such goals; and

15 “(F) develop a means for measuring the
16 progress of the community in meeting such
17 goals for improvement.

18 “(6) IMPLEMENTATION OF COMMUNITY-WIDE
19 PLAN.—Each Goals 2000 Community Partnership
20 shall, utilizing the District Education Agent, provide
21 assistance in implementing the community-wide plan
22 for educational improvement by—

23 “(A) supporting innovation, restructuring,
24 and continuous improvement in educational
25 practice by—

1 “(i) disseminating information
2 throughout the community about exem-
3 plary and promising educational programs,
4 practices, products, and policies;

5 “(ii) evaluating the effectiveness of
6 federally funded educational programs
7 within the community and identifying
8 changes in such programs which are likely
9 to improve student achievement;

10 “(iii) identifying, selecting and rep-
11 licating exemplary and promising edu-
12 cational programs, practices, products, and
13 policies in both in and out-of-school set-
14 tings;

15 “(iv) applying educational research to
16 solve specific problems in the classroom,
17 home and community which impede learn-
18 ing and student achievement; and

19 “(v) supporting research and develop-
20 ment by teachers, school administrators,
21 and other practitioners which promise to
22 improve teaching and learning and the
23 organization of schools;

24 “(B) improving the capacity of educators,
25 school administrators, child care providers and

1 other practitioners to prepare all students to
2 reach challenging standards and to attain the
3 goals set out in the comprehensive community-
4 wide plan through such means as—

5 “(i) the training of prospective and
6 novice teachers (including preschool and
7 early childhood educators) in a school set-
8 ting under the guidance of master teachers
9 and teacher educators;

10 “(ii) training and other activities to
11 promote the continued learning and profes-
12 sional development of experienced teachers,
13 related services personnel, school adminis-
14 trators to assure that they develop the
15 subject matter and pedagogical expertise
16 needed to prepare all students to reach
17 challenging standards;

18 “(iii) training and other activities to
19 increase the ability of prospective, novice,
20 and experienced teachers to teach
21 effectively at-risk students, students with
22 disabilities, students with limited English
23 language proficiency, and students from di-
24 verse cultural backgrounds; and

1 “(iv) programs to enhance teaching
2 and classroom management skills, includ-
3 ing school-based management skills, of
4 novice, prospective, and experienced teach-
5 ers;

6 “(C) promoting the development of an in-
7 tegrated system of service delivery to children
8 from birth through age 18 and their families by
9 facilitating linkages and cooperation among—

10 “(i) local education agencies;

11 “(ii) health and social services agen-
12 cies and providers;

13 “(iii) juvenile justice and criminal jus-
14 tice agencies;

15 “(iv) providers of employment train-
16 ing; and

17 “(v) child care, Head Start, and other
18 early childhood agencies; and

19 “(D) mobilizing the resources of the com-
20 munity in support of student learning and high
21 achievement by facilitating effective partner-
22 ships and collaboration among—

23 “(i) local education agencies;

24 “(ii) postsecondary educational insti-
25 tutions;

1 “(iii) public libraries;

2 “(iv) parents;

3 “(v) community-based organizations,
4 neighborhood associations, and other civic
5 and community organizations;

6 “(vi) child care, Head Start, and
7 other early childhood agencies;

8 “(vii) churches, synagogues and other
9 religious institutions;

10 “(viii) labor organizations; and

11 “(ix) business and industry.

12 “(7) ADDITIONAL REQUIREMENTS.—In carry-
13 ing out its responsibilities under this subsection,
14 each partnership receiving assistance under this sub-
15 section shall—

16 “(A) appoint a District Education Agent
17 who shall be responsible, on a full-time basis,
18 for directing the implementation of the commu-
19 nity-wide plan. Such individual shall have sig-
20 nificant experience and expertise in the field of
21 education in—

22 “(i) addressing the needs of at-risk
23 students; and

24 “(ii) conducting educational research
25 and promoting the application of the re-

1 sults of such research to educational prac-
2 tice;

3 “(B) provide for such other professional
4 and support personnel as may be necessary to
5 implement the community-wide plan under the
6 direction of the District Education Agent; and

7 “(C) coordinate its activities and work co-
8 operatively with the National Diffusion Network
9 State facilitators, regional laboratories, and
10 other components of the Office to utilize most
11 effectively Federal research, development, and
12 dissemination resources in implementing the
13 community-wide plan.

14 “(8) APPLICATION FOR GRANTS.—Any eligible
15 entity desiring a grant under this subsection shall
16 submit an application to the Assistant Secretary at
17 such time, in such manner, and accompanied by
18 such information as the Assistant Secretary may
19 reasonably require. Each such application shall—

20 “(A) include a comprehensive plan for
21 meeting the objectives and requirements of this
22 subsection; and

23 “(B) provide evidence of support for the
24 application from local elected officials, the State
25 education agency, the local education agency,

1 parents, local community leaders, businesses,
2 and other appropriate organizations.

3 “(9) PRIORITY IN MAKING GRANTS; DURATION
4 AND AMOUNT OF GRANT.—Each grant made under
5 this subsection shall be—

6 “(A) awarded on a competitive basis, with
7 first priority given to those applications from
8 communities with the greatest percentage of
9 school-age children in families with poverty-level
10 incomes;

11 “(B) made for a 5-year period, with fund-
12 ing for the second and each successive year in
13 this period conditioned upon a determination by
14 the Assistant Secretary that the grant recipient
15 has complied with the conditions of the grants
16 during the previous year; and

17 “(C) an amount equal to not less than
18 \$1,000,000 per year.

19 “(10) LIMITATION OF ONE GRANT PER CON-
20 GRESSIONAL DISTRICT.—Not more than one grant
21 shall be awarded within a single congressional dis-
22 trict.

23 “(11) TECHNICAL ASSISTANCE; EVALUA-
24 TIONS.—In administering the program authorized
25 under this subsection, the Assistant Secretary shall,

1 either directly or through grant or contract with an
2 eligible nonprofit agency—

3 “(A) upon request, provide technical assist-
4 ance to eligible entities to assist in the develop-
5 ment of a comprehensive plan to meet the re-
6 quirements of this subsection and in the prepa-
7 ration of applications for assistance;

8 “(B) regularly provide technical assistance
9 to learning grant institutions receiving assist-
10 ance under this subsection to assist with the de-
11 velopment and implementation of the commu-
12 nity-wide plan for educational improvement;

13 “(C) provide for an independent evaluation
14 of the activities assisted under this subsection,
15 including—

16 “(i) the impact of the Goals 2000
17 Community Partnerships program on chil-
18 dren and families within each community,
19 including (but not limited to) effects on the
20 extent of educational achievement, rates of
21 school retention and completion, and en-
22 rollment in program postsecondary edu-
23 cational programs; and

24 “(ii) whether an intensified effort to
25 apply and utilize educational research

1 within a limited geographic area signifi-
2 cantly improves student learning and
3 achievement; and

4 “(D) plan for the expansion of the Goals
5 2000 Community Partnerships program
6 throughout the remainder of the Nation begin-
7 ning in fiscal year 1998.

8 “(j) TEACHER RESEARCH DISSEMINATION NET-
9 WORK.—

10 “(1) FINDINGS.—The Congress finds that—

11 “(A) education research, including re-
12 search funded by the Office, is not having the
13 impact on the Nation’s schools that such re-
14 search should;

15 “(B) relevant education research and re-
16 sulting solutions are not being adequately dis-
17 seminated to the teachers that need such re-
18 search and solutions;

19 “(C) there are not enough linkages be-
20 tween the research and development centers as-
21 sisted under this section, the regional edu-
22 cational laboratories described in subsection (k),
23 the National Diffusion Network State
24 facilitators, the Education Resources Informa-
25 tion Clearinghouses, and the public schools, to

1 ensure that research on effective practice is dis-
2 seminated and technical assistance provided to
3 all teachers;

4 “(D) the average teacher has almost no
5 time to plan or engage in a professional dia-
6 logue with such teacher’s peers about strategies
7 for improving learning;

8 “(E) teachers do not have direct access to
9 information systems or networks;

10 “(F) teachers have little control over what
11 in-service education teachers will be offered;
12 and

13 “(G) individual teachers are not encour-
14 aged to move beyond the walls of their class-
15 rooms to identify and use outside resources.

16 “(2) PROGRAM AUTHORIZED.—

17 “(A) The Assistant Secretary shall enter
18 into contracts with regional educational labora-
19 tories, in partnership with 1 or more institu-
20 tions of higher education in each State of its re-
21 gion, the National Diffusion Network, and
22 other entities with demonstrated experience, ex-
23 pertise, and commitment in the areas of teacher
24 research or teacher professional development,
25 such as the national research and development

1 centers, professional teacher organizations, and
2 other qualified organizations and associations,
3 in the region to carry out activities described in
4 paragraph (3).

5 “(B) The Assistant Secretary shall enter
6 into contracts under this subsection in an equi-
7 table manner and shall provide assistance on
8 the basis of the number of schools, teachers,
9 and students in each regional educational lab-
10 oratory region with attention given to popu-
11 lations with special needs and the increased cost
12 burden of service delivery in regions of sparse
13 population.

14 “(C) Contracts under this subsection shall
15 be awarded for a period of not less than 3
16 years.

17 “(3) PROGRAM ACTIVITIES.—

18 “(A) Each regional partnership described
19 in paragraph (2)(A) entering into a contract
20 under this subsection shall carry out programs
21 of providing training to teachers relevant to the
22 needs and problems of the schools and school
23 districts where teachers, who participate in the
24 programs, serve. The purpose of such programs
25 shall be to—

1 “(i) educate teachers on how to ac-
2 quire information about education research
3 findings and best practices;

4 “(ii) provide teachers with current
5 education research and development the-
6 ory, skills, and practice as shall enable
7 them to modify, design, develop, and adapt
8 such findings and practices to effect local
9 district and classroom outcomes that im-
10 prove education;

11 “(iii) enable teachers to become ac-
12 tively involved in the applied research and
13 development process;

14 “(iv) provide teachers the ability to
15 become leaders in the utilization of applied
16 research and to become active participants
17 in the Federal research and development
18 partnership;

19 “(v) enhance the ability of teachers to
20 evaluate and choose effective education
21 programs and curricula; and

22 “(vi) facilitate collaboration between
23 the teacher change agent and the National
24 Diffusion Network State facilitator.

1 “(B) Teachers that participate in training
2 assisted under this subsection shall be known as
3 ‘teacher change agents’.

4 “(C) The program described in subpara-
5 graph (A) shall provide teacher change agents
6 with training during the summer and at such
7 other times as agreed to by the district, which
8 shall—

9 “(i) give teacher change agents knowl-
10 edge and guidance in using the existing
11 educational improvement services and re-
12 sources funded by the United States De-
13 partment of Education and other major re-
14 search organizations, including the prod-
15 ucts and work of the regional educational
16 laboratories, professional teacher organiza-
17 tions, the National Diffusion Network, in-
18 stitutions of higher education, the Edu-
19 cational Research Information Centers,
20 National Research Centers, National Re-
21 search Institutes, State Departments of
22 Education, local education agencies, and
23 other nonprofit organizations participating
24 in the improvement of education;

1 “(ii) provide teacher change agents
2 with indepth knowledge about a number of
3 products, programs, and processes devel-
4 oped by entities described in clause (i) that
5 the teacher change agents judge most rel-
6 evant to the needs of the district or dis-
7 tricts they will serve;

8 “(iii) inform teacher change agents
9 about government programs, including, but
10 not limited to, programs in government
11 agencies other than the Department of
12 Education, which offer research opportuni-
13 ties, fellowships, and funding; and

14 “(iv) provide teacher change agents
15 with instruction in technical assistance
16 skills in order to increase their capacity to
17 aid district and school site teacher teams
18 responsible for leading school improvement
19 activities at the district and school site
20 level.

21 “(D) The school year activities described
22 in subparagraph (A) shall provide teacher
23 change agents participating in such program
24 during the school year with—

1 “(i) opportunities to meet with other
2 teacher change agents to exchange experi-
3 ences;

4 “(ii) additional training or assistance
5 as needed or requested;

6 “(iii) updates in education research,
7 application, and findings; and

8 “(iv) opportunities to provide feedback
9 into the educational research infrastruc-
10 ture regarding needed research and ways
11 to improve the development and dissemina-
12 tion of information.

13 “(E) The regional partnership program
14 may support educational improvement and re-
15 form activities such as—

16 “(i) training in applied research meth-
17 odologies;

18 “(ii) assistance in conducting applied
19 research;

20 “(iii) teacher research sabbaticals;

21 “(iv) video conferencing for additional
22 training in order to reduce travel time and
23 expenses;

1 “(v) training in developing and imple-
2 menting effective teacher in-service train-
3 ing;

4 “(vi) training in change management,
5 including strategies for restructuring
6 schools, building local capacity, and gen-
7 erally strengthening the culture of schools
8 so that schools are conducive and support-
9 ive of change, including training in inter-
10 personal and leadership skills; and

11 “(vii) training in the appropriate use
12 of technology to assist classroom teachers.

13 “(F) TEACHER RESPONSIBILITIES.—
14 Teacher change agents shall, during the school
15 year—

16 “(i) meet with other teachers and dis-
17 trict or school site teacher teams to provide
18 other teachers with knowledge about how
19 to acquire information regarding education
20 research findings and best practices, in-
21 cluding what resources are available from
22 the Department of Education and how to
23 obtain products and technical services from
24 the Department;

1 “(ii) meet with the National Diffusion
2 Network State Facilitator to coordinate
3 and not duplicate efforts in the dissemina-
4 tion of exemplary educational programs;

5 “(iii) help interested schools identify
6 resources needed to address the school’s
7 needs and act as liaison between the school
8 and the appropriate resource entities, such
9 as regional educational laboratories, cen-
10 ters, national institutes, institutions of
11 higher education, professional teacher or-
12 ganizations, scholars, consultants, and
13 other schools and school districts that may
14 be of assistance;

15 “(iv) teach other teachers how to use
16 the products, programs, and processes in
17 which the teacher was trained pursuant to
18 paragraph (2)(C)(II);

19 “(v) work with other teachers and
20 teacher teams to adapt identified exem-
21 plary practices, programs, and research re-
22 sults to implement school site or classroom
23 improvements as desired, and provide fol-
24 low-up activities throughout a 2-year pe-
25 riod to ensure the successful adaptation

1 and implementation of such programs in
2 local schools; and

3 “(vi) inform teachers about how they
4 can obtain Federal research funding, fel-
5 lowships, and sabbaticals.

6 “(G) APPLICATION.—

7 “(i) IN GENERAL.—Each regional
8 partnership desiring a contract under this
9 subsection shall submit to the Secretary an
10 application at such time, in such manner,
11 and accompanied by such information as
12 the Assistant Secretary may reasonably re-
13 quire.

14 “(ii) CONTENTS.—Each application
15 described in clause (i) shall—

16 “(I) contain a plan acceptable to
17 affected States and local education
18 agencies for conducting the program
19 to be assisted under this section;

20 “(II) contain assurances that the
21 partnership requirements are fulfilled;

22 “(III) contain assurances that
23 both district and school site teacher
24 teams will be established to work in

1 conjunction with the teacher change
2 agent;

3 “(IV) contain a plan for the se-
4 lection of district and school site
5 teacher team participants and others
6 as deemed appropriate by the teacher
7 change agent and the regional part-
8 nership;

9 “(V) contain assurances that the
10 regional partnership, in conjunction
11 with the participating school districts,
12 shall provide each teacher change
13 agent with a stipend for the entire
14 calendar year commensurate with
15 such teacher’s salary and travel ex-
16 penses, to permit a teacher to partici-
17 pate in such program without incur-
18 ring loss of income;

19 “(VI) contain assurances that
20 each teacher change agent participat-
21 ing in the program shall receive an
22 award of not more than \$10,000 to be
23 used by such teacher during the
24 school year of such teacher’s partici-
25 pation to purchase materials, support,

1 and coordinate with other teachers or
2 site teacher teams in the school dis-
3 trict;

4 “(VII) contain assurances that
5 such regional partnerships shall pro-
6 vide not more than \$5,000 to each
7 school district or group of school dis-
8 tricts having an individual from such
9 district or districts participating in
10 the program assisted under this sec-
11 tion for each of the 2 years following
12 such participation to enable such
13 school district or districts to continue
14 efforts to improve dissemination of ef-
15 fective practices and programs within
16 the district or districts;

17 “(VIII) contain assurances that
18 representatives of State educational
19 agencies, intermediate educational
20 agencies, teacher centers, teacher edu-
21 cators at institutions of higher edu-
22 cation, and school district in-service or
23 curriculum specialists will be eligible
24 to participate in the program assisted
25 under this section if such individuals

1 pay the cost of their participation;
2 and

3 “(IX) contain an assurance that
4 such regional partnership shall permit
5 a teacher to participate in the pro-
6 gram only after such partnership de-
7 termines that the teacher will be af-
8 farded a full opportunity by the dis-
9 trict to perform such teacher’s respon-
10 sibilities described in paragraph
11 (3)(F).

12 “(4) TEACHER SELECTION AND ELIGIBILITY.—

13 “(A) NOMINATION.—Teacher participants
14 in the program assisted under this subsection
15 shall be nominated by their peers at the school
16 district level.

17 “(B) ELIGIBILITY.—Each school district
18 or group of school districts desiring to have
19 teachers from such district or districts partici-
20 pate in the program assisted under this sub-
21 section shall provide the regional partnership
22 with the names of such teachers, and an indica-
23 tion of the type of issues or problems on which
24 each such teacher would like to receive informa-
25 tion and training.

1 “(C) SELECTION.—

2 “(i) Teacher participants shall be se-
3 lected by the regional partnerships in con-
4 sultation with the State educational agen-
5 cies in the region. Teacher participants
6 shall be selected in such a manner so as to
7 ensure an equitable representation of such
8 teachers by State and school enrollment
9 within the region.

10 “(ii) The number of teachers selected
11 each year shall be determined in accord-
12 ance with the amount of funding received
13 by the regional partnership.

14 “(5) INDEPENDENT EVALUATION.—

15 “(A) IN GENERAL.—The Assistant Sec-
16 retary shall provide for an independent evalua-
17 tion of the program assisted under this sub-
18 section to determine the net impact and cost ef-
19 fectiveness of the program and the reactions of
20 teachers and school districts participating in
21 such program, including any career plan
22 changes of participating teachers.

23 “(B) DATE.—The evaluation described in
24 subparagraph (A) shall be submitted to the

1 Congress within 6 months after the completion
2 of the third year of the program.

3 “(C) FUNDING.—The Assistant Secretary
4 may reserve not more than \$250,000 of the
5 amount appropriated under section
6 405(i)(2)(E) to carry out the evaluation de-
7 scribed in this paragraph.”.

8 **TITLE V—NATIONAL LIBRARY OF**
9 **EDUCATION**

10 **SEC. 501. ESTABLISHMENT WITHIN OFFICE OF EDU-**
11 **CATIONAL RESEARCH AND IMPROVEMENT.**

12 Part A of the General Education Provisions Act, as
13 amended by section 401 of this Act, is amended by insert-
14 ing after section 405C the following new section:

15 “NATIONAL LIBRARY OF EDUCATION

16 “SEC. 405D. (a) IN GENERAL.—There is established
17 within the Office a National Library of Education (here-
18 after in this section referred to as the ‘Library’), which
19 shall be maintained as a governmental activity.

20 “(b) FUNCTIONS OF LIBRARY.—The functions of the
21 Library are—

22 “(1) to provide a central location within the
23 Federal Government for information about edu-
24 cation;

25 “(2) to provide comprehensive reference services
26 on matters related to education to employees of the

1 Department of Education and its contractors and
2 grantees, other Federal employees, and members of
3 the public; and

4 “(3) to promote greater cooperation and re-
5 source sharing among providers and repositories of
6 education information in the United States.

7 “(c) ONE-STOP INFORMATION AND REFERRAL SERV-
8 ICE.—The Library shall establish and maintain a central
9 information and referral service to respond to telephonic,
10 mail and electronic and other inquiries from the public
11 concerning—

12 “(1) programs and activities of the Department
13 of Education;

14 “(2) publications produced by the Department
15 of Education and, to the extent feasible, education
16 related publications produced by the Departments of
17 Labor, Health and Human Services, and other Fed-
18 eral agencies;

19 “(3) services and resources available to the pub-
20 lic through the Office, including the ERIC Clearing-
21 houses, the research institutes, and the national edu-
22 cation dissemination system;

23 “(4) statistics and other information produced
24 by the National Center for Education Statistics; and

1 “(5) referrals to additional sources of informa-
2 tion and expertise about educational issues which
3 may be available through educational associations
4 and foundations, the private sector, colleges and uni-
5 versities, libraries and bibliographic databases.

6 The Library shall maintain and actively publicize a toll-
7 free telephone number through which public inquiries to
8 the Library may be made.

9 “(d) COMPREHENSIVE REFERENCE SERVICES.—The
10 Library shall, to the extent feasible, provide for the deliv-
11 ery of a full range of reference services on subjects related
12 to education to employees of the Department and its con-
13 tractors and grantees, other Federal employees, and mem-
14 bers of the general public. Such services may include—

15 “(1) specialized subject searches;

16 “(2) search and retrieval of electronic
17 databases;

18 “(3) document delivery by mail and facsimile
19 transmission;

20 “(4) research counseling, bibliographic instruc-
21 tion, and other training services;

22 “(5) interlibrary loan services; and

23 “(6) selective dissemination of information serv-
24 ices.

1 The Library shall first give priority in the provision of
2 reference services to requests made by employees of the
3 Department.

4 “(e) COOPERATION AND RESOURCE SHARING.—The
5 Library shall promote greater cooperation and resource
6 sharing among libraries and archives with significant col-
7 lections in the area of education through such means as—

8 “(1) the establishment of information and re-
9 source sharing networks among such entities;

10 “(2) the development of a national union list of
11 education journals held by education libraries
12 throughout the United States;

13 “(3) the development of directories and indexes
14 to textbook and other specialized collections held by
15 education libraries throughout the United States;
16 and

17 “(4) cooperative efforts to preserve, maintain
18 and promote access to items of special historical
19 value or interest.

20 “(f) ADMINISTRATION.—The Library shall be admin-
21 istered by an Executive Director who shall—

22 “(1) be appointed by the Assistant Secretary
23 from among persons with significant training or ex-
24 perience in library and information science;

25 “(2) serve for a renewable term of 5 years; and

1 “(3) be paid at not less than the minimum rate
2 of basic pay payable for GS-15 of the General
3 Schedule.

4 “(g) TASK FORCE.—

5 “(1) IN GENERAL.—The Assistant Secretary
6 shall appoint a task force of librarians, scholars,
7 teachers, parents, and school leaders (hereafter in
8 this paragraph referred to as the ‘Task Force’) to
9 provide advice on the establishment of the Library.

10 “(2) PREPARATION OF PLAN.—The Task Force
11 shall prepare a workable plan to establish the Li-
12 brary and to implement the requirements of this sec-
13 tion.

14 “(3) CERTAIN AUTHORITIES.—The Task Force
15 may identify other activities and functions for the
16 Library to carry out, except that such functions
17 shall not be carried out until the Library is estab-
18 lished and has implemented the requirements of this
19 section.

20 “(4) REPORT.—The Task Force shall prepare
21 and submit to the Assistant Secretary not later than
22 6 months after the first meeting of the Task Force
23 a report on the activities of the Library.

24 “(h) TRANSFER OF FUNCTIONS.—There are hereby
25 transferred to the Library all functions of—

1 “(1) the Department of Education Research Li-
2 brary;

3 “(2) the Department of Education Reference
4 Section; and

5 “(3) the Department of Education Information
6 Branch.

7 “(i) COLLECTION DEVELOPMENT POLICY.—Not later
8 than 180 days after the enactment of the Educational Re-
9 search, Development, and Dissemination Excellence Act,
10 the Assistant Secretary shall promulgate a comprehensive
11 collection development policy to govern the Library’s oper-
12 ations, acquisitions, and services to users. Such collection
13 development policy shall—

14 “(1) be consistent with the functions of the Li-
15 brary set out in subsection (b);

16 “(2) emphasize the acquisition and maintenance
17 of a comprehensive collection of reference materials;
18 and

19 “(3) avoid unnecessary duplication by putting a
20 priority on meeting the information needs of the Li-
21 brary’s users through cooperation and resource-shar-
22 ing with other entities with significant collections in
23 the field of education.

24 “(j) ARREARAGE AND PRESERVATION.—On the basis
25 of the collection development policy promulgated under

1 subsection (h), the Executive Director shall develop a
 2 multiyear plan which shall set forth goals and priorities
 3 for actions needed to—

4 “(1) eliminate within 3 years the arrearage of
 5 uncataloged books and other materials in the Li-
 6 brary’s collections; and

7 “(2) respond effectively and systematically to
 8 the preservation needs of the Library’s collections,
 9 relying, whenever possible, upon cooperative efforts
 10 with other institutions to preserve and maintain the
 11 usability of books and materials in the Library’s col-
 12 lections.”.

Passed the House of Representatives August 2,
 1993.

Attest:

Clerk.

HR 856 EH—2

HR 856 EH—3

HR 856 EH—4

HR 856 EH—5

HR 856 EH—6

HR 856 EH—7

HR 856 EH—8

HR 856 EH—9

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