

103^D CONGRESS
1ST SESSION

H. R. 856

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

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 4, 1993

Mr. OWENS (for himself and Mr. FORD of Michigan) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

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.**

4 This Act may be cited as the “Educational Research,
5 Development, and Dissemination Excellence Act”.

6 **SEC. 2. FINDINGS.**

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

9 (1) A majority of public schools in the United
10 States are failing to adequately prepare their stu-

1 dents. School restructuring alone will not allow the
2 United States to achieve the national education
3 goals set forth by the President and the governors
4 of the States. An overwhelming campaign for edu-
5 cational improvement must be mounted in order to
6 set in motion many strategies and models simulta-
7 neously. The Federal Government must support an
8 extensive program of educational research, develop-
9 ment, dissemination, replication and assistance to
10 identify and support the best responses for the chal-
11 lenges ahead. A significant investment in attaining
12 a deeper understanding of the processes of learning
13 and schooling and developing new ideas holds the
14 best hope of making a substantial difference to the
15 lives of every school and student in the United
16 States. The Office of Educational Research and Im-
17 provement of the Department of Education should
18 be at the center of this campaign in order to coordi-
19 nate such efforts.

20 (2) The Federal role in educational research
21 has been closely identified with youths who are
22 socioeconomically disadvantaged, belong to a lan-
23 guage minority, or are disabled. However, in 1988,
24 the Federal commitment to education was sufficient
25 to serve not more than—

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

3 (B) 2 out of every 5 children in need of re-
4 mediation;

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

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

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

22 (4) The investment goal of the Federal re-
23 search, development, and dissemination function
24 should be at least 1 percent of the total amount of
25 funds spent on education nationally.

1 (5) Nationwide model programs and reliable
2 interventions should be demonstrated and replicated,
3 and for such purposes, programs should be estab-
4 lished to conduct research and evaluations, and to
5 disseminate information.

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

12 (7) A National Educational Research Policy
13 and Priorities Board should be established to ensure
14 that an educational research and dissemination
15 agenda is developed and implemented without par-
16 tisan political interference.

17 (8) Existing research and development entities
18 should adopt expanded, proactive roles and new in-
19 stitutions must be created to promote knowledge de-
20 velopment necessary to accelerate the application of
21 research knowledge to high priority areas.

22 (9) Greater use should be made of existing
23 technologies in efforts to improve the Nation's edu-
24 cational system, including efforts to disseminate re-
25 search findings.

1 (10) Minority educational researchers are inad-
 2 equately represented throughout the Department of
 3 Education, but particularly in the Office of Edu-
 4 cational Research and Improvement. The Office
 5 therefore must assume a leadership position in the
 6 recruitment, retention, and promotion of qualified
 7 minority educational researchers.

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

15 **SEC. 3. TABLE OF CONTENTS.**

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

- Sec. 1. Short title.
- Sec. 2. Findings.
- Sec. 3. Table of contents.

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. February 4, 1993

TITLE II—NATIONAL EDUCATIONAL RESEARCH POLICY AND
 PRIORITIES BOARD

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

TITLE V—NATIONAL LIBRARY OF EDUCATION

Sec. 501. Establishment within Office of Educational Research and Improvement.

TITLE VI—LEADERSHIP FOR EDUCATIONAL TECHNOLOGY

Sec. 601. Leadership for educational technology.

1 **TITLE I—GENERAL PROVISIONS**
 2 **REGARDING OFFICE OF EDU-**
 3 **CATIONAL RESEARCH AND**
 4 **IMPROVEMENT**

5 **SEC. 101. GENERAL PROVISIONS.**

6 Section 405 of the General Education Provisions Act
 7 (20 U.S.C. 1221e) is amended to read as follows:

8 “OFFICE OF EDUCATIONAL RESEARCH AND
 9 IMPROVEMENT

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

12 “(1) IN GENERAL.—The Congress declares it to
 13 be the policy of the United States to provide to every
 14 individual an equal opportunity to receive an edu-
 15 cation of high quality regardless of race, color, reli-
 16 gion, sex, age, disability, national origin, or social
 17 class. Although the American educational system has
 18 pursued this objective, it has not attained the objec-
 19 tive. Inequalities of opportunity to receive high qual-
 20 ity education remain pronounced. To achieve the

1 goal of quality education requires the continued pur-
2 suit of knowledge about education through research,
3 development, improvement activities, data collection,
4 and information dissemination. While the direction
5 of American education remains primarily the respon-
6 sibility of State and local governments, the Federal
7 Government has a clear responsibility to provide
8 leadership in the conduct and support of scientific
9 inquiry into the educational process.

10 “(2) MISSION OF OFFICE.—

11 “(A) The mission of the Office of Edu-
12 cational Research and Improvement shall be to
13 provide national leadership in—

14 “(i) expanding fundamental knowl-
15 edge and understanding of education;

16 “(ii) promoting excellence and equity
17 in education; and

18 “(iii) monitoring the state of edu-
19 cation.

20 “(B) The mission of the Office shall be ac-
21 complished in collaboration with researchers,
22 teachers, school administrators, parents, stu-
23 dents, employers, and policymakers.

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

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

8 “(2) ADMINISTRATIVE STRUCTURE.—The Of-
9 fice shall be administered by the Assistant Secretary
10 and shall include—

11 “(A) the National Educational Research
12 Policy and Priorities Board established by sec-
13 tion 405A;

14 “(B) the national research institutes estab-
15 lished by section 405B;

16 “(C) the national education dissemination
17 system established by section 405C;

18 “(D) the National Education Research Li-
19 brary established by section 405D;

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

22 “(F) such other units as the Secretary
23 deems appropriate to carry out the purposes of
24 the Office.

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

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

8 “(B) The education and development of
9 young children.

10 “(C) Student achievement in core subject
11 areas through elementary and secondary school.

12 “(D) Postsecondary education, libraries,
13 and lifelong learning for adults.

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

19 “(c) APPOINTMENT OF EMPLOYEES.—

20 “(1) IN GENERAL.—The Secretary may ap-
21 point, for terms not to exceed three years (without
22 regard to the provisions of title 5 of the United
23 States Code governing appointment in the competi-
24 tive service) and may compensate (without regard to
25 the provisions of chapter 51 and subchapter III of

1 chapter 53 of such title relating to classification and
2 General Schedule pay rates) such scientific or tech-
3 nical employees of the Office as the Secretary con-
4 siders necessary to accomplish its functions, pro-
5 vided that—

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

11 “(B) the rate of basic pay for such employ-
12 ees does not exceed the maximum rate of basic
13 pay payable for positions above GS-15, as de-
14 termined in accordance with section 5376 of
15 title 5, United States Code;

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

21 “(D) the total number of such employees
22 does not exceed one-fifth of the number of full-
23 time, regular scientific or professional employ-
24 ees of the Office.

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

8 “(d) AUTHORITY TO PUBLISH.—

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

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

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

21 “(B) provide other offices of the Depart-
22 ment with an opportunity to comment upon any
23 report or publication prior to its publication
24 when its contents relate to matters for which
25 such office has responsibility.

1 “(e) ANNUAL REPORT ON ACTIVITIES OF OFFICE.—
2 The Secretary, acting through the Assistant Secretary,
3 shall transmit to the President and the Congress by not
4 later than December 30 of each year an annual report
5 which shall consist of—

6 “(1) a description prepared by the Director of
7 each research institute of the activities carried out
8 by and through such institute during the fiscal year
9 for which such report is prepared and any rec-
10 ommendations and comments regarding such activi-
11 ties as the Director considers appropriate;

12 “(2) a description of the activities carried out
13 by and through the national education dissemination
14 system established by section 405C during the fiscal
15 year for which such report is prepared and any rec-
16 ommendations and comments regarding such activi-
17 ties as the Secretary considers appropriate;

18 “(3) such written comments and recommenda-
19 tions as may be submitted by the Board concerning
20 the activities carried out by and through each of the
21 institutes and the national education dissemination
22 system during the fiscal year for which such report
23 is prepared and how such activities relate to the Re-
24 search Policies and Priorities Plan developed by the
25 Board;

1 “(4) a report on the personnel of the Office
2 which shall set forth the number of employees of the
3 Office, provide information concerning the gender,
4 race, and civil service classification of such employ-
5 ees, and describe any personnel vacancies or pro-
6 jected future personnel needs of the Office;

7 “(5) a description of any technical or other as-
8 sistance the Office has provided to the New Amer-
9 ican Schools Development Corporation (a nonprofit
10 private organization incorporated under the law of
11 the State of Virginia) during the fiscal year for
12 which such report is prepared and an estimate of the
13 aggregate cost (in cash or in kind) to the Federal
14 Government of such assistance; and

15 “(6) such additional comments, recommenda-
16 tions, and materials that the Secretary considers ap-
17 propriate.

18 “(f) COORDINATION.—With the advice and assistance
19 of the Board, the Secretary, acting through the Assistant
20 Secretary, shall establish and maintain an ongoing pro-
21 gram of activities designed to improve the coordination of
22 education research, development, and dissemination and
23 activities within the Department and within the Federal
24 Government, particularly within the priority research and

1 development needs identified in section 405(b)(3), in order
2 to—

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

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

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

14 “(g) ACTIVITIES REQUIRED WITH RESPECT TO CO-
15 ORDINATION.—In carrying out such program of coordina-
16 tion, the Secretary shall—

17 “(1) not later than 12 months following the
18 date of the enactment of the Educational Research,
19 Development, and Dissemination Excellence Act,
20 make a report to the President and the appropriate
21 committees of Congress which shall identify adminis-
22 trative and legislative changes necessary to improve
23 the coordination of education research, development,
24 and dissemination activities within the Department
25 of Education, particularly within the priority re-

1 search and development needs identified in section
2 405(b)(3), and to enable greater interaction among
3 all entities engaged in such activities, including (but
4 not limited to)—

5 “(A) State facilitators and other entities
6 supported by the National Diffusion Network;

7 “(B) evaluation assistance centers and
8 multifunctional source centers established by
9 the Office of Bilingual Education and Minority
10 Language Affairs;

11 “(C) research and development entities ad-
12 ministered by the Office of Special Education
13 programs;

14 “(D) the National Center for Research in
15 Vocational Education;

16 “(E) regional centers established under
17 section 5135 of the Drug-Free Schools and
18 Communities Act of 1986;

19 “(F) chapter 1 technical assistance cen-
20 ters;

21 “(G) the research institutes established by
22 section 405B;

23 “(H) national education research centers;

24 “(I) the Women’s Educational Equity Act
25 Publishing Center;

1 “(J) the Desegregation Assistance Centers;

2 “(K) the Office for Civil Rights dissemina-
3 tion activities; and

4 “(L) the national education dissemination
5 system established by section 405C; and

6 “(2) not later than two years following the date
7 of the enactment of the Educational Research, De-
8 velopment, and Dissemination Act—

9 “(A) compile (and thereafter regularly
10 maintain) and make available a comprehensive
11 inventory of all education research, develop-
12 ment, dissemination activities, and expenditures
13 being carried out by the Federal Government
14 within the priority research and development
15 needs identified in section 405(b)(3); and

16 “(B) make a report to the President and
17 the appropriate committees of the Congress
18 which shall identify administrative and legisla-
19 tive changes necessary to improve the coordina-
20 tion of all education research, development, and
21 dissemination activities carried out within the
22 Federal Government, particularly within the
23 priority research and development needs identi-
24 fied in section 405(b)(3), and to enable greater
25 interaction and exchange of information among

1 all entities engaged in such activities, includ-
2 ing—

3 “(i) the Department of Defense;

4 “(ii) the Department of Health and
5 Human Services;

6 “(iii) the Department of Agriculture;

7 “(iv) the Department of Energy;

8 “(v) the Department of Housing and
9 Urban Development;

10 “(vi) the Department of the Interior;

11 “(vii) the Department of Justice;

12 “(viii) the Department of Labor;

13 “(ix) the Department of Transpor-
14 tation;

15 “(x) the Department of Veterans Af-
16 fairs;

17 “(xi) the Environmental Protection
18 Agency;

19 “(xii) the National Aeronautics and
20 Space Administration;

21 “(xiii) the Smithsonian Institution;

22 “(xiv) the White House Office of
23 Science and Technology Policy; and

24 “(xv) the National Science Founda-
25 tion.

1 “(h) DEFINITIONS.—For purposes of this section and
2 sections 405A through 405D:

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

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

13 “(3) The term ‘Board’ means the National
14 Educational Research Policy and Priorities Board
15 established by section 405A.

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

21 “(5) The term ‘development’—

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

1 or materials which can contribute to the im-
2 provement of educational practice; and

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

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

12 “(A) problem analysis and diagnosis;

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

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

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

22 “(7) The term ‘dissemination’ means the trans-
23 fer of knowledge and products gained through re-
24 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 support needed to
11 adapt, apply, and utilize such knowledge and
12 products in specific educational settings.

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

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

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

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

1 “(i) AUTHORIZATION OF APPROPRIATIONS.—

2 “(1) NATIONAL INSTITUTES.—

3 “(A)(i) For the purpose of carrying out
4 section 405B, there is authorized to be appro-
5 priated \$37,000,000 for fiscal year 1994.

6 “(ii) For the purpose of carrying out sec-
7 tion 405B (other than the provisions of such
8 section relating to the National Institute for the
9 Education of At-Risk Students), there is au-
10 thorized to be appropriated \$36,000,000 for fis-
11 cal year 1995.

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

19 “(B) For the purpose of carrying out the
20 provisions of section 405B relating to the Na-
21 tional Institute for Innovation in Educational
22 Governance and Management, there are author-
23 ized to be appropriated \$20,000,000 for fiscal
24 year 1996, and such sums as may be necessary
25 for fiscal year 1997.

1 “(C) For the purpose of carrying out the
2 provisions of section 405B relating to the Na-
3 tional Institute for Early Childhood Education,
4 there are authorized to be appropriated
5 \$20,000,000 for fiscal year 1996 and such
6 sums as may be necessary for fiscal year 1997.

7 “(D) For the purpose of carrying out the
8 provisions of section 405B relating to the Na-
9 tional Institute for Student Achievement, there
10 are authorized to be appropriated \$20,000,000
11 for fiscal year 1996 and such sums as may be
12 made necessary for fiscal year 1997.

13 “(E) For the purpose of carrying out the
14 provisions of section 405B relating to the Na-
15 tional Institute for Postsecondary Education,
16 Libraries, and Lifelong Learning, there are au-
17 thorized to be appropriated such sums as may
18 be necessary for each of fiscal years 1996 and
19 1997.

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

22 “(A)(i) For the purpose of carrying out
23 subsections (b)(2) through (g) of section 405C,
24 there are authorized to be appropriated
25 \$17,000,000 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 purposes of carrying out sub-
9 section (h) of section 405C (relating to
10 SMARTLINE), there are authorized to be ap-
11 propriated \$5,000,000 for fiscal year 1994, and
12 such sums as are necessary for each of the fis-
13 cal years 1995 through 1997.

14 “(C) For the purposes of carrying out sub-
15 section (i) of section 405C (relating to elec-
16 tronic networking), there are authorized to be
17 appropriated \$10,000,000 for fiscal year 1994,
18 and such sums as are necessary for each of the
19 fiscal years 1995 through 1997.

20 “(D) For the purpose of carrying out sub-
21 section (j) of section 405C (relating to regional
22 educational laboratories), there are authorized
23 to be appropriated \$36,000,000 for fiscal year
24 1994, and such sums as are necessary for each
25 of the fiscal years 1995 through 1997. Of the

1 amounts appropriated under the preceding sen-
2 tence for a fiscal year, the Secretary shall obli-
3 gate not less than 25 percent to carry out such
4 purpose with respect to rural areas.

5 “(E) For the purpose of carrying out sub-
6 section (l) of section 405C (relating to the re-
7 gional partnerships) there are authorized to be
8 appropriated \$30,000,000 for fiscal year 1994,
9 and such sums as are necessary for each of the
10 fiscal years 1995 through 1997.

11 “(F) For the purpose of carrying out sub-
12 section (i) of section 405C (relating to the
13 America 2000 Communities Special Assistance
14 program), there are authorized to be appro-
15 priated \$30,000,000 for fiscal year 1994,
16 \$50,000,000 for fiscal year 1995, and such
17 sums as are necessary for each of the fiscal
18 years 1996 and 1997.

19 “(3) NATIONAL EDUCATIONAL RESEARCH POL-
20 ICY AND PRIORITIES BOARD.—Of the amounts ap-
21 propriated under paragraphs (1) and (2) for any fis-
22 cal year, the Secretary shall make available 2 per-
23 cent of such amounts, or \$1,000,000, whichever is
24 less, to the Board for the purpose of carrying out
25 section 405A.

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

8 “(5) LIMITATIONS ON APPROPRIATIONS.—No
9 amounts are authorized to be appropriated under
10 paragraph (1) or (2) for any fiscal year unless the
11 Board has been appointed in accordance with section
12 405A not later than 180 days after the date of the
13 enactment of the Educational Research, Develop-
14 ment, and Dissemination Excellence Act.

15 “(6) RESTRICTIONS ON APPROPRIATIONS.—No
16 funds appropriated under paragraphs (1) and (2) for
17 any fiscal year may be used to support—

18 “(A) research and development activities in
19 the area of student assessment except those ac-
20 tivities which are carried out in accordance with
21 subsection (i) of section 405B;

22 “(B) the development of content or student
23 performance standards unless specifically au-
24 thorized by law; or

1 “(C) the development of curricular frame-
2 works by State education agencies or other enti-
3 ties except through the provision of support and
4 technical assistance by the regional laboratories
5 in accordance with subsection (h) of section
6 405C.

7 “(7) GRANT REQUIRED.—From the amounts
8 appropriated under paragraph (1) for fiscal year
9 1994, the Secretary shall, in accordance with the
10 provisions of this paragraph, award a grant of
11 \$5,000,000 to a public or private institution, agency
12 or organization for a period not to exceed five years
13 for the purpose of conducting a State-by-State poll
14 to determine the perceptions of recent graduates of
15 secondary schools, their instructors in institutions of
16 higher education, parents of recent such graduates,
17 and employers of recent such graduates on how well
18 schools have prepared students for further education
19 or employment. The grant shall be awarded on a
20 competitive basis and shall be matched on a two-to-
21 one basis, with the Federal Government contributing
22 one-third of the 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 para-
11 graph:

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 **TITLE II—NATIONAL EDU-**
10 **CATIONAL RESEARCH POLICY**
11 **AND PRIORITIES BOARD**

12 **SEC. 201. ESTABLISHMENT WITHIN OFFICE OF EDU-**
13 **CATIONAL RESEARCH AND IMPROVEMENT.**

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

17 “NATIONAL EDUCATIONAL RESEARCH POLICY AND
18 PRIORITIES BOARD

19 “SEC. 405A. (a) IN GENERAL.—There is established
20 within the Office a National Educational Policy and Prior-
21 ities Board (hereafter in this section referred to as the
22 ‘Board’).

23 “(b) FUNCTIONS.—It shall be the responsibility of
24 the Board, acting through the Assistant Secretary—

1 “(1) to determine priorities that should guide
2 the work of the Office and provide guidance to the
3 Congress in its oversight of the Office;

4 “(2) to establish standards for the conduct and
5 evaluation of all research, development, and dissemi-
6 nation carried out under the auspices of the Office
7 pursuant to sections 405 through 405C; and

8 “(3) to regularly review and evaluate the imple-
9 mentation of its recommended priorities and policies
10 by the Department and the Congress.

11 “(c) RESEARCH PRIORITIES PLAN.—The Board
12 shall—

13 “(1) survey and assess the state of knowledge
14 in education research, development and dissemina-
15 tion to identify disciplines and areas of inquiry with-
16 in the priority research, development and dissemina-
17 tion needs identified in section 405(b)(3) in which
18 the state of knowledge is insufficient and which war-
19 rant further investigation, taking into account the
20 views of both education researchers and practicing
21 educators;

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

1 “(3) actively solicit recommendations from edu-
2 cation researchers, teachers, school administrators,
3 parents, and others throughout the Nation by con-
4 vening periodic regional forums and through other
5 means;

6 “(4) provide recommendations for the develop-
7 ment, maintenance, and assurance of a strong infra-
8 structure for education, research, and development
9 in the United States; and

10 “(5) on the basis of such recommendations, de-
11 velop a research priorities program which shall rec-
12 ommend priorities for the investment of the re-
13 sources of the Office over the next 5-, 10-, and 15-
14 year periods, including as priorities those areas of
15 inquiry in which further research, development and
16 dissemination—

17 “(A) is necessary to attain the goals for
18 the improvement of education identified in
19 paragraph (2);

20 “(B) promises to yield the greatest prac-
21 tical benefits to teachers and other educators in
22 terms of improving education; and

23 “(C) will not be undertaken in sufficient
24 scope or intensity by the other Federal and

1 non-Federal entities engaged in education re-
2 search and development.

3 “(d) CONTENTS OF PLAN—

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

7 “(A) include goals for expenditures by the
8 Office within the recommended priority areas;

9 “(B) set forth specific objectives which can
10 be expected to be achieved as a result of such
11 expenditure;

12 “(C) within each priority area, include rec-
13 ommendations as to the relative distribution of
14 resources among and within the research insti-
15 tutes, national education dissemination system,
16 and other entities engaged in education re-
17 search and development;

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

22 “(E) include an evaluative summary of the
23 educational research and development activities
24 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 October 1 of fiscal
18 year 1994 and of every second fiscal year there-
19 after, the Secretary shall publish a report speci-
20 fying the proposed research priorities of the
21 Board and allow a 60-day period beginning on
22 the date of the publication of the report for
23 public comment and suggestions.

24 “(B) Not later than 90 days after the expi-
25 ration of the 60-day period referred to in sub-

1 paragraph (A), the Secretary shall submit to
2 the President and the Congress a report speci-
3 fying the research priorities of the Board and
4 any public comment and suggestions obtained
5 under such subparagraph.

6 “(e) STANDARDS FOR CONDUCT AND EVALUATION
7 OF RESEARCH.—

8 “(1) IN GENERAL.—The Board shall develop
9 such standards as it deems necessary to govern the
10 conduct and evaluation of all research, development,
11 and dissemination activities carried out by the Office
12 to assure that such activities meet the highest stand-
13 ards of professional excellence. In developing such
14 standards, the Board shall review the procedures
15 utilized by the National Institutes of Health, the
16 National Science Foundation, and other Federal
17 agencies engaged in research and development and
18 shall also actively solicit recommendations from the
19 Secretary, the National Academy of Sciences, the
20 American Educational Research Association and
21 members of the general public.

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

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

1 “(i) in reviewing and evaluating all
2 applications for grants and cooperative
3 agreements and bids for contracts;

4 “(ii) in evaluating and assessing the
5 performance of all recipients of grants
6 from and cooperative agreements and con-
7 tracts with the Office; and

8 “(iii) in reviewing and designating ex-
9 emplary and promising programs in ac-
10 cordance with section 405C(d);

11 “(B)(i) specify the composition of peer re-
12 view panels, the criteria for the selection of
13 members of such panels, and describe the
14 means by which potential members shall be
15 identified so as to assure that such panels are
16 broadly representative of individuals with exper-
17 tise in matters relevant to the purposes of each
18 such panel;

19 “(ii) prohibit the consideration of partisan
20 affiliation in the selection of any member of a
21 peer review panel;

22 “(iii) describe the general procedures which
23 shall be used by each peer review panel in its
24 operations;

1 “(iv) prohibit the participation by a mem-
2 ber of a peer review panel in the review of any
3 application in which such member has any fi-
4 nancial interest; and

5 “(v) require that transcripts, minutes, and
6 other documents made available to or prepared
7 for or by a peer review panel will be available
8 for public inspection to the extent consistent
9 with the Freedom of Information Act, the Fed-
10 eral Advisory Committee Act, the Privacy Act,
11 and other laws;

12 “(C)(i) describe the procedures which shall
13 be utilized in evaluating applications for grants,
14 proposed cooperative agreements, and contract
15 bids;

16 “(ii) specify the criteria and factors which
17 shall be considered in making such evaluations;
18 and

19 “(iii) provide that any decision to fund a
20 grant, contract, or cooperative agreement out of
21 its order of ranking by a peer review panel shall
22 be first fully justified in writing and that copies
23 of such justification shall be transmitted to the
24 Board, unless such action is required by some
25 other provision of law;

1 “(D)(i) describe the procedures which shall
2 be utilized in reviewing educational programs
3 which have been identified by or submitted to
4 the Secretary for evaluation in accordance with
5 section 405C(d); and

6 “(ii) specify the criteria which shall be
7 used in recommending programs as exemplary
8 and promising; and

9 “(E)(i) require that the performance of all
10 recipients of grants from and contracts and co-
11 operative agreements with the Office shall be
12 periodically evaluated, both during and at the
13 conclusion of their receipt of assistance;

14 “(ii) describe the procedures and means by
15 which such evaluations shall be undertaken, in-
16 cluding—

17 “(I) the frequency of such evaluations;

18 “(II) the criteria, outcome measures,
19 and other factors which shall be taken into
20 account; and

21 “(III) measures to assure that on-site
22 evaluations of performance shall be utilized
23 to the extent appropriate and whenever
24 practicable; and

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

5 “(3) PUBLICATION AND PROMULGATION OF
6 STANDARDS.—

7 “(A) The Board shall publish proposed
8 standards—

9 “(i) which meet the requirements of
10 subparagraphs (A), (B), and (C) of para-
11 graph (2) not later than 1 year following
12 the convening of the first meeting of the
13 Board;

14 “(ii) which meet the requirements of
15 paragraph (2)(D) not later than 2 years
16 following the convening of the first meeting
17 of the Board; and

18 “(iii) which meet the requirements of
19 subparagraph (E) of paragraph (2) not
20 later than 3 years following the convening
21 of the first meeting of the Board; and

22 “(B) Following the publication of such
23 proposed standards, the Board shall solicit com-
24 ments from the Secretary and interested mem-
25 bers of the public with respect to such proposed

1 standards for a period of not more than 120
2 days. After giving due consideration to any
3 comments it may have received, the Board shall
4 approve and transmit to the Secretary final
5 standards which meet the requirements of the
6 particular subparagraphs of paragraph (2) for
7 which they were developed.

8 “(f) 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 Sec-
12 retary in carrying out the coordination activities de-
13 scribed in section 405;

14 “(2) make nominations to the Secretary of per-
15 sons qualified to fulfill the responsibilities of the Di-
16 rector for each research institute established by sec-
17 tion 405B after making special efforts to identify
18 qualified women and minorities and soliciting and
19 giving due consideration to recommendations from
20 professional associations and interested members of
21 the public; and

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.

3 “(g) STANDING SUBCOMMITTEES.—

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

14 “(2) COMPOSITION.—

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

22 “(B) The Board shall assure that the
23 membership of each subcommittee includes both
24 educational researchers and persons who are
25 knowledgeable about the research, development

1 and dissemination needs of practitioners, in-
2 cluding classroom teachers, school administra-
3 tors, and members of State or local boards of
4 education.

5 “(h) POWERS OF THE BOARD.—In carrying out its
6 functions, powers, and responsibilities, the Board—

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

16 “(2) shall hire its own staff through routine
17 government procedures;

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

21 “(4) may enter into contracts, or make other
22 arrangements as may be necessary to carry out its
23 functions;

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

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

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

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

14 “(i) MEMBERSHIP IN GENERAL.—

15 “(1) QUALIFICATIONS.—The members of the
16 Board shall be eminent persons who, by virtue of
17 their training, experience, and background, are ex-
18 ceptionally qualified to appraise the educational re-
19 search and development effort of the Nation and to
20 establish policies and priorities to govern future Fed-
21 eral investment in educational research, develop-
22 ment, and dissemination.

23 “(2) BROAD REPRESENTATION.—Due consider-
24 ation shall be given to the gender, race, and eth-

1 nicity of appointees to assure that the Board is
2 broadly representative of the diversity of the Nation.

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

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

10 “(j) SECRETARIAL APPOINTMENTS.—The Board
11 shall consist of 20 members appointed by the Secretary.
12 Of the members of the Board—

13 “(1) seven shall be appointed from among re-
14 searchers in the field of education who have been
15 nominated by the National Academy of Sciences
16 (giving due consideration to recommendations made
17 by the American Educational Research Association),
18 including persons who are among the leading au-
19 thorities on early childhood education and the edu-
20 cation of at-risk students;

21 “(2) four shall be classroom teachers, no fewer
22 than 2 of whom continue to work regularly in the
23 classroom, appointed from among outstanding teach-
24 ers nominated by the American Federation of
25 Teachers, the National Education Association, the

1 National Association for the Education of Young
2 Children, and the National Head Start Association;

3 “(3) one shall be a Chief State School Officer,
4 appointed from among those nominated by the
5 Council of Chief State School Officers;

6 “(4) one shall be a local education agency
7 school superintendent or principal, appointed from
8 among those nominated by the American Association
9 of School Administrators, the National Association
10 of Elementary School Principals, and the National
11 Association of Secondary School Principals;

12 “(5) one shall be a member of a State or local
13 board of education, appointed from among those
14 nominated by the National School Boards Associa-
15 tion and the National Association of State Boards of
16 Education;

17 “(6) one shall be a professional librarian, school
18 library media specialist, library administrator, or li-
19 brary science educator, appointed from among those
20 nominated by the American Library Association and
21 the Association of Research Libraries;

22 “(7) one shall be a parent with extensive experi-
23 ence in promoting parental involvement in education,
24 appointed from among those nominated by the Na-
25 tional Parent-Teachers Association, the National

1 Committee for Citizens in Education, and the Na-
2 tional Coalition of Title I/Chapter 1 Parents;

3 “(8) one shall be an individual from the non-
4 profit foundation community, appointed from among
5 those individuals nominated by the Spencer Founda-
6 tion, Carnegie Corporation of New York, and other
7 foundations which have been involved consistently
8 and significantly in efforts to improve education;

9 “(9) two shall be individuals from business and
10 industry with significant experience in promoting
11 private sector involvement in education, appointed
12 from among those nominated by the Committee for
13 Economic Development, the National Alliance of
14 Business, the Chamber of Commerce, the Business
15 Roundtable, Black Business Council, and the United
16 States Hispanic Chamber of Commerce; and

17 “(10) one shall be a State Governor who shall
18 be appointed from among those individuals nomi-
19 nated by the National Governors Association and the
20 National Education Goals Panel.

21 “(k) REQUIREMENTS FOR NOMINATIONS.—

22 “(1) IN GENERAL.—In making nominations for
23 members of the Board, each organization described
24 in subsection (j)—

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

4 “(B) shall nominate not less than 3 indi-
5 viduals for each of the positions on the Board
6 for which such organization has responsibility
7 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 an organi-
11 zation meet the qualifications for membership on the
12 Board specified in subsection (i), the Secretary may
13 request that such organization make additional
14 nominations.

15 “(l) EX OFFICIO MEMBERS.—The ex officio,
16 nonvoting members of the Board shall be as follows:

17 “(1) The Secretary.

18 “(2) The Assistant Secretary.

19 “(3) The Director of Research for the Depart-
20 ment of Defense.

21 “(4) The Director of Research for the Depart-
22 ment of Labor.

23 “(5) The Director of the National Science
24 Foundation.

1 “(6) The Director of the National Institutes of
2 Health.

3 “(7) The Director of the National Endowment
4 for the Arts.

5 “(8) The Director of the National Endowment
6 for the Humanities.

7 “(9) The Librarian of Congress.

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

11 “(n) TERMS OF OFFICE.—

12 “(1) IN GENERAL.—Except as provided in para-
13 graphs (2) and (3), the term of office of each voting
14 member of the Board shall be 4 years.

15 “(2) EXCEPTIONS.—

16 “(A) Any individual appointed to fill a va-
17 cancy occurring on the Board prior to the expi-
18 ration of the term for which the predecessor of
19 the individual was appointed shall be appointed
20 for the remainder of the term. A vacancy shall
21 be filled in the same manner in which the origi-
22 nal appointment was made.

23 “(B) The terms of office of the members
24 of the Board who first take office after the date
25 of enactment of the Educational Research, De-

1 velopment, and Dissemination Excellence Act
2 shall, as designated by a random selection proc-
3 ess at the time of appointment, be as follows:

4 “(i) 2 years for each of 6 members of
5 the Board.

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

8 “(iii) 4 years for each of 8 members
9 of the Board.

10 “(3) PROHIBITION ON CERTAIN CONSECUTIVE
11 TERMS.—An individual who has been a member of
12 the Board for 8 consecutive years shall thereafter be
13 ineligible for appointment during the 2-year period
14 beginning on the date of the expiration of the 8th
15 year.

16 “(o) MEETINGS OF BOARD.—

17 “(1) INITIAL MEETING.—The Secretary shall
18 ensure that the first meeting of the Board is held
19 not later than the expiration of the 180-day period
20 beginning on the date of the enactment of the Edu-
21 cational Research, Development, and Dissemination
22 Excellence Act.

23 “(2) SUBSEQUENT MEETINGS.—The Board
24 shall meet quarterly, at the call of the Chair, and

1 when at least one-third of the members of the Board
2 make a written request to meet.

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

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

8 **TITLE III—NATIONAL RESEARCH** 9 **INSTITUTES**

10 **SEC. 301. ESTABLISHMENT WITHIN OFFICE OF EDU-** 11 **CATIONAL RESEARCH AND IMPROVEMENT.**

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

15 “NATIONAL RESEARCH INSTITUTES

16 “SEC. 405B. (a) ESTABLISHMENT OF INSTITUTES.—
17 In order to fulfill the research and development purposes
18 of the Office, and to carry out, in accordance with the
19 standards established by the Board, a program of high-
20 quality and rigorously evaluated research and development
21 that is capable of improving Federal, State, and local edu-
22 cation policies and practices, there are established within
23 the Office the following institutes:

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

1 “(2) The National Institute for Innovation in
2 Educational Governance, Finance, and Management.

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

5 “(4) The National Institute on Student
6 Achievement.

7 “(5) The National Institute on Postsecondary
8 Education, Libraries, and Lifelong Education.

9 “(b) DIRECTORS.—

10 “(1) IN GENERAL.—Each Institute established
11 by subsection (a) shall be headed by a Director who
12 shall be appointed by the Secretary from among per-
13 sons who have significant experience and expertise in
14 the disciplines relevant to the purposes of such Insti-
15 tute. Prior to making such appointment, the Sec-
16 retary shall solicit and give due consideration to rec-
17 ommendations made by the Board of persons
18 qualified to fulfill the position.

19 “(2) TERM OF OFFICE.—The Director of each
20 Institute shall serve for a term of 4 years. With re-
21 spect to the annual rate of basic pay payable for the
22 position of Director of any of such Institutes, such
23 position shall be a position to which level IV of the
24 Executive Schedule applies for purposes of section
25 5315 of title 5, United States Code.

1 “(c) AUTHORITIES AND DUTIES.—

2 “(1) IN GENERAL.—The Secretary, acting
3 through the Director of each Institute, is authorized
4 to conduct research, development, demonstration,
5 and evaluation activities to carry out the purposes
6 for which such Institute was established—

7 “(A) directly;

8 “(B) through grants, contracts, and coop-
9 erative agreements with institutions of higher
10 education, regional educational laboratories,
11 public and private organizations, institutions,
12 agencies, and individuals, including—

13 “(i) research and development centers
14 which are—

15 “(I) awarded competitively for a
16 period of not less than 6 and not
17 more than 10 years;

18 “(II) funded at not less than
19 \$2,000,000 annually in order to sup-
20 port a full range of basic research, ap-
21 plied research and dissemination ac-
22 tivities; and

23 “(III) established by institutions
24 of higher education, by institutions of
25 higher education in consort with pub-

1 lic agencies or private nonprofit orga-
2 nizations, or by interstate agencies es-
3 tablished by compact which operate
4 subsidiary bodies established to con-
5 duct postsecondary educational re-
6 search and development;

7 “(ii) public-private research partner-
8 ships established by a State or local edu-
9 cation agency in consort with a private or-
10 ganization and a team of educational re-
11 searchers, for which the Federal share
12 shall be limited to not more than 50 per-
13 cent of the total costs of the project;

14 “(iii) meritorious unsolicited proposals
15 for educational research and related activi-
16 ties;

17 “(iv) proposals that are specifically in-
18 vited or requested by the Director, on a
19 competitive basis; and

20 “(v) dissertation grants, awarded for
21 a period of not more than 2 years and in
22 a total amount not to exceed \$20,000 to
23 graduate students in the sciences, human-
24 ities, and the arts to support research by
25 such scholars in the field of education;

1 “(C) through the provision of technical as-
2 sistance; and

3 “(D) through the award of fellowships to
4 support graduate study in educational research
5 by qualified African-American, Hispanic, and
6 other individuals from groups which have been
7 traditionally underrepresented in the field of
8 educational research which shall—

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

11 “(ii) provide stipends to each fellow in
12 an amount which shall be set at a level of
13 support comparable to that provided by the
14 National Science Foundation Graduate
15 Fellowships, except that such amounts
16 shall be adjusted as necessary so as not to
17 exceed each fellow’s demonstrated level of
18 need.

19 “(2) SCOPE AND FOCUS OF ACTIVITIES.—In
20 carrying out the purposes for which each Institute is
21 established, the Secretary, acting through the Direc-
22 tor of each Institute, shall—

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

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

8 “(C) provide for and maintain a stable
9 foundation of long-term research and develop-
10 ment on core issues and concerns conducted
11 through university-based research and develop-
12 ment centers by reserving not less than 30 per-
13 cent of the amounts available to each Institute
14 in any fiscal year to support such research and
15 development centers.

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

19 “(A) sufficient notice of the availability of,
20 and opportunity to compete for, assistance has
21 first been provided to potential applicants
22 through notice published in the Federal Reg-
23 ister and other means;

1 “(B) it has been recommended after peer
2 review in accordance with the standards issued
3 by the Board;

4 “(C) it will be evaluated in accordance with
5 the standards issued by the Board; and

6 “(D) in the case of a grant, contract, or
7 cooperative agreement which exceeds \$500,000
8 for a single fiscal year or \$1,000,000 for more
9 than one fiscal year, the Secretary has complied
10 with the requirements of paragraph (4).

11 “(4) BOARD REVIEW OF CERTAIN PROPOSED
12 GRANT AND CONTRACT ACTIONS.—

13 “(A) The Secretary may not solicit any
14 contract bid or issue a request for proposals or
15 applications for any grant or cooperative agree-
16 ment the amount of which exceeds \$500,000 in
17 any single fiscal year or which exceeds an ag-
18 gregate amount of \$1,000,000 for more than
19 one fiscal year unless—

20 “(i) at least 30 days prior to the next
21 scheduled meeting of the Board, a descrip-
22 tion of the proposed grant, contract, or co-
23 operative agreement action has been trans-
24 mitted to the Board, including an expla-
25 nation of how the proposed action relates

1 to the Research Priorities Plan developed
2 by the Board under section 405A(c); and

3 “(ii) the Board has reviewed the pro-
4 posed action and made a written deter-
5 mination that—

6 “(I) the purposes and scope of
7 the proposed action are consistent
8 with the Research Priorities Plan; and

9 “(II) the methodology and ap-
10 proach of the proposed action are
11 sound and adequate to achieve its
12 stated objectives.

13 “(B) The Board shall review and act upon
14 each proposed action which has been transmit-
15 ted by the Secretary in accordance with clause
16 (i) of subparagraph (A) at the next meeting of
17 the Board which follows the transmittal by the
18 Secretary. In the event that the Board fails to
19 review and act upon any proposed action at
20 such meeting, the requirements of clause (ii) of
21 such subparagraph shall not apply with respect
22 to such proposed action.

23 “(5) HISTORICALLY UNDERUTILIZED RE-
24 SEARCHERS AND INSTITUTIONS.—The Secretary,
25 acting through the Director of each Institute, shall

1 establish and maintain initiatives and programs to
2 increase the participation in the activities of each In-
3 stitute of groups of researchers and institutions who
4 have been historically underutilized in Federal edu-
5 cational research activities, including—

6 “(A) researchers who are women, African-
7 American, Hispanic, or other ethnic minorities;

8 “(B) promising young or new researchers
9 in the field, such as postdoctoral students and
10 recently appointed assistant or associate profes-
11 sors;

12 “(C) historically black colleges and univer-
13 sities and other institutions of higher education
14 with large numbers of minority students;

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

17 “(E) institutions and researchers located
18 in States and regions of the Nation which have
19 historically received the least Federal support
20 for educational research and development.

21 “(6) ADDITIONAL AUTHORITIES.—The Sec-
22 retary, acting through the Director of each Insti-
23 tute—

24 “(A) may obtain (in accordance with sec-
25 tion 3109 of title 5 but without regard to the

1 limitation in such section on the period of serv-
2 ice) the services of experts or consultants with
3 scientific or professional qualifications in the
4 disciplines relevant to the purposes of such In-
5 stitute;

6 “(B) may not, notwithstanding any other
7 provision of law, appoint, and employ any per-
8 son in a position excepted from the competitive
9 service under Schedule C;

10 “(C) may use, with their consent, the serv-
11 ices, equipment, personnel, information, and fa-
12 cilities of other Federal, State, or local public
13 agencies, with or without reimbursement there-
14 for;

15 “(D) may accept voluntary and uncompen-
16 sated services; and

17 “(E) may accept unconditional gifts made
18 to the institute to support its activities.

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

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

23 “(A) The rate of decline in our urban
24 schools is escalating at a rapid pace. Student
25 performance in most inner city schools grows

1 worse each year. At least half of all students
2 entering ninth grade fail to graduate 4 years
3 later and many more students from high-pov-
4 erty backgrounds leave school with skills that
5 are inadequate for today's workplace. In 1988
6 the average National Assessment of Edu-
7 cational Progress (NAEP) reading score of
8 white 17 year-olds was approximately 20 points
9 higher than that of African-American 17 year-
10 olds and 25 points higher than that of Hispanic
11 17 year-olds. None of the existing Federal edu-
12 cational research and development programs
13 are adequately addressing this obvious emer-
14 gency.

15 “(B) Rural schools enroll a disproportion-
16 ately large share of the Nation's poor and at-
17 risk students and yet often lack the means to
18 address effectively the needs of these children.
19 Intensive efforts must be made to overcome the
20 problems of geographic isolation, declining pop-
21 ulation, inadequate financial resources and
22 other impediments to the educational success of
23 children residing in rural areas.

24 “(C) By the year 2000, an estimated 3.4
25 million school age children with limited English

1 language proficiency will be entering the school
2 system. The Federal Government must develop
3 effective policies and programs to address the
4 educational needs of this growing population of
5 children who are at increased risk for edu-
6 cational failure.

7 “(D) An educational emergency exists in
8 those urban and rural areas where there are
9 large concentrations of children who live in pov-
10 erty. The numbers of educationally disadvan-
11 taged children will substantially increase by the
12 year 2020, when the number of impoverished
13 children alone will be 16.5 million, a 33 percent
14 increase over the 12.4 million children in pov-
15 erty in 1987.

16 “(E) Minority scholars as well as institu-
17 tions and groups that have been historically
18 committed to the improvement of the education
19 of at-risk students need to be more fully mobi-
20 lized in the effort to develop a new generation
21 of programs, models, practices, and schools ca-
22 pable of responding to the urgent needs of stu-
23 dents who are educationally at-risk.

24 “(2) PURPOSE.—It shall be the purpose of the
25 Institute for the Education of At-Risk Students to

1 carry out a coordinated and comprehensive program
2 of research and development to provide nonpartisan,
3 research-based leadership to the Nation as it seeks
4 to improve educational opportunities for students
5 who are at-risk for educational failure, particularly
6 children who reside in inner city and rural areas and
7 children of limited English proficiency. Such pro-
8 gram shall undertake research necessary to provide
9 a sound basis from which to—

10 “(A) identify, develop, evaluate, and assist
11 others to replicate and adapt interventions, pro-
12 grams, and models which promote greater
13 achievement and educational success by at-risk
14 students, including (but not limited to)—

15 “(i) methods of instruction and edu-
16 cational practices (including community
17 services) which improve the achievement
18 and retention of at-risk students;

19 “(ii) means by which parents and
20 community resources and institutions can
21 be utilized to support and improve the
22 achievement of at-risk students;

23 “(iii) the training of teachers and
24 other educational professionals and para-

1 professionals to work more effectively with
2 at-risk students;

3 “(iv) the most effective uses of tech-
4 nology in the education of at-risk students;
5 and

6 “(v) programs designed to promote
7 gender equity in schools that serve at-risk
8 students; and

9 “(vi) methods of assessing the
10 achievement of students which are sensitive
11 to cultural differences, provide multiple
12 methods of assessing student learning,
13 support student acquisition of higher order
14 capabilities, and enable identification of
15 the effects of inequalities in the resources
16 available to support the learning of chil-
17 dren throughout the Nation; and

18 “(B) maximize the participation of those
19 schools and institutions of higher education
20 that serve the greatest number of at-risk stu-
21 dents in inner city and rural areas, including
22 model collaborative programs between schools
23 and schools systems, institutions of higher edu-
24 cation, and community organizations.

1 “(e) NATIONAL INSTITUTE FOR INNOVATION IN
2 EDUCATIONAL GOVERNANCE, FINANCE AND MANAGE-
3 MENT.—

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

6 “(A) Many elementary and secondary
7 schools in the United States—

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

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

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

22 “(C) Not enough is known about the ef-
23 fects of various systems of school governance
24 and management on student achievement to

1 provide sound guidance to policymakers as they
2 pursue school restructuring and reform.

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

9 “(2) PURPOSE.—It shall be the purpose of the
10 Institute on Innovation in Educational Governance,
11 Finance, and Management to carry out a coordi-
12 nated and comprehensive program of research and
13 development to provide nonpartisan, research-based
14 leadership to the Nation as it seeks to improve stu-
15 dent achievement through school restructuring and
16 reform. Such program shall—

17 “(A) undertake research necessary to pro-
18 vide a sound basis from which to identify, de-
19 velop and evaluate approaches in governance
20 and management at the State, local, school
21 building and classroom level which promise to
22 improve educational equity and excellence, such
23 as—

24 “(i) open enrollment programs, mag-
25 net schools and other systems through

1 which parents may select the public schools
2 and educational programs in which their
3 children are enrolled;

4 “(ii) the provision of financial and
5 other rewards and incentives based on per-
6 formance to improve student achievement;

7 “(iii) the use of regulatory flexibility
8 on the State or district level to promote in-
9 novation and school restructuring;

10 “(iv) school-based management;

11 “(v) the restructuring of school fi-
12 nance systems at the State and local level
13 to promote greater equity in the distribu-
14 tion of resources for education;

15 “(vi) expanding the role of teachers in
16 policymaking and administration at the
17 school and district-wide level;

18 “(vii) programs designed to increase
19 the involvement of parents and families in
20 the management and governance of schools
21 and the education of their children;

22 “(viii) effective approaches to increas-
23 ing the representation of women and mi-
24 norities among leadership and management
25 positions in education;

1 “(ix) approaches to systemic reforms
2 involving the coordination of multiple poli-
3 cies of each level of government to promote
4 higher levels of student achievement;

5 “(x) approaches to coordinated serv-
6 ices for children; and

7 “(xi) policies related to school to work
8 transitions and preparing noncollege-bound
9 students; and

10 “(B) undertake research and development
11 activities necessary to provide information on
12 the skills required for successful educational
13 leadership at the State and local level and to
14 enhance the ability of school leaders and admin-
15 istrators to improve the educational environ-
16 ment for all students.

17 “(f) NATIONAL INSTITUTE FOR EARLY CHILDHOOD
18 DEVELOPMENT AND EDUCATION.—

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

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

23 “(B) Despite efforts to expand and im-
24 prove preschool programs, many children still

1 reach school age unprepared to benefit from
2 formal education programs.

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

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

18 “(2) PURPOSE.—The purpose of the National
19 Institute for Early Childhood Development and Edu-
20 cation is to support basic and applied research, com-
21 pile existing research, develop effective models, offer
22 in-depth technical assistance, and to otherwise assist
23 States and communities in developing sound early
24 childhood education policies and practices that in-
25 clude—

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

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

7 “(C) training and preparation of teachers
8 and other professional and paraprofessional
9 preschool and child care workers;

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

14 “(E) practices and approaches which sus-
15 tain the benefits of effective preschool and child
16 care programs.

17 “(3) CERTAIN REQUIREMENTS.—In carrying
18 out its mission, the Institute shall—

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

22 “(B) ensure that its research and develop-
23 ment program provides information that can be
24 utilized in improving the major Federal early
25 childhood education programs, including Head

1 Start, Even Start, chapter 1 preschool pro-
2 grams, and part H of the Individuals with Dis-
3 abilities Education Act.

4 “(g) NATIONAL INSTITUTE ON STUDENT ACHIEVE-
5 MENT.—

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

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

14 “(B) Very few students demonstrate that
15 they can use their minds well. In recent assess-
16 ments, more students are gaining basic skills,
17 yet fewer are demonstrating a grasp of higher-
18 level applications of those skills.

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

1 “(D) Despite progress in narrowing the
2 gaps, the differences in performance between
3 white students and their minority counterparts
4 remain unacceptably large. While progress has
5 been made in reducing the gender gap in math-
6 ematics, it still remains at higher levels of prob-
7 lem solving. Too little progress has been made
8 in reducing gender performance gaps favoring
9 males in science and females in writing.

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

19 “(A) identify, develop, and evaluate inno-
20 vative and exemplary methods of instruction
21 and classroom management in a variety of sub-
22 ject areas, including (but not limited to)—

23 “(i) research and development on stu-
24 dent learning and assessment in various
25 subject matters;

1 “(ii) research and development on the
2 effects of organizational patterns on the
3 delivery of instruction, including issues of
4 grouping and tracking, ungraded class-
5 rooms, and on the effects of various peda-
6 gogies, including the issues of technology
7 in education; and

8 “(iii) research and development on the
9 best methods of teacher preparation;

10 “(B) conduct basic and applied research in
11 the areas of human learning, cognition, and
12 performance, including research and develop-
13 ment on the education contexts which promote
14 excellence in learning and instruction, and moti-
15 vational issues which provide a key to learning;
16 and

17 “(C) identify, develop, and evaluate pro-
18 grams designed to enhance academic achieve-
19 ment and narrow racial and gender perform-
20 ance gaps in a variety of subject areas, includ-
21 ing research and development on methods of in-
22 volving parents in their children’s education and
23 ways to involve business, industry and other
24 community partners in promoting excellence in
25 schools.

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

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

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

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

1 “(C) The more than 1,000,000 men and
2 women incarcerated in the Nation’s prisons and
3 jails are among the most severely educationally
4 disadvantaged in the United States, with high
5 rates of functional illiteracy and extremely low
6 levels of educational attainment. Since an esti-
7 mated 90 percent of these individuals are ex-
8 pected to be released by the end of the decade,
9 the Nation must act to assure that our correc-
10 tional system has the means to equip these
11 Americans with the knowledge and skills they
12 will need to participate productively in our
13 society.

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

1 tion technologies to meet the needs of learning
2 communities.

3 “(2) PURPOSE.—The purpose of the National
4 Institute for Postsecondary Education, Libraries,
5 and Lifelong Learning is to promote greater coordi-
6 nation of Federal research and development on is-
7 sues related to adult learning and to carry out a
8 program of research and development in adult learn-
9 ing to provide nonpartisan, research-based leader-
10 ship to the Nation as it seeks to improve libraries,
11 postsecondary education, and lifelong learning
12 throughout the United States. Such program—

13 “(A) shall promote greater coordination,
14 cooperation, and interaction among entities
15 within the Federal Government which support
16 research and development related to postsecond-
17 ary education, libraries, and lifelong learning;

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

1 “(C) shall support research and develop-
2 ment in those areas of postsecondary education,
3 libraries, and lifelong learning which are not
4 being addressed sufficiently by other entities
5 within the Federal Government; and

6 “(D) may include basic and applied re-
7 search, development, replication, and evaluation
8 activities in such areas as—

9 “(i) methods of assessing and evaluat-
10 ing individual, program, and institutional
11 performance;

12 “(ii) the uses and applications of new
13 technologies to improve program effective-
14 ness and enhance student learning;

15 “(iii) practices, policies, and programs
16 which address the unique needs of adult
17 learners, including—

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

1 “(II) instructional practices and
2 programs which are effective in cor-
3 rectional settings;

4 “(III) new models of service de-
5 livery for public library systems which
6 expand opportunities for lifelong
7 learning;

8 “(IV) effective programs and ap-
9 proaches which promote greater ac-
10 cess to and success by minorities in
11 postsecondary programs which pre-
12 pare them for scientific, technical,
13 teaching, and health career fields; and

14 “(V) effective approaches to
15 work-based learning;

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

23 “(v) the quality of higher education at
24 all levels and the roles and responsibilities
25 of regional and national accrediting agen-

1 cies in assuring the quality and relevance
2 of academic goals and objectives estab-
3 lished by institutions of higher education;

4 “vi) financial barriers to postsecond-
5 ary educational opportunity, including—

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

11 “(II) the impact of the rising
12 total cost of postsecondary education
13 on access to higher education; and

14 “(III) the extent and impact of
15 student reliance on loans to meet the
16 costs of higher education.

17 “(3) INVOLVEMENT OF CERTAIN AGENCIES AND
18 ORGANIZATIONS.—In promoting coordination and
19 collaboration on research and development on issues
20 related to postsecondary education, libraries, and
21 lifelong learning, the Institute shall, as appropriate,
22 seek the involvement of—

23 “(A) within the Department of Edu-
24 cation—

25 “(i) the Office of Library Programs;

1 “(ii) the Office of Correctional Edu-
2 cation;

3 “(iii) the Office of Vocational and
4 Adult Education;

5 “(iv) the National Institute on Dis-
6 ability and Rehabilitation Research; and

7 “(v) the Office of Postsecondary Edu-
8 cation;

9 “(B) the National Institute for Literacy;

10 “(C) the National Board for Professional
11 Teaching Standards;

12 “(D) the Employment and Training Ad-
13 ministration of the Department of Labor;

14 “(E) the Administration for Children and
15 Families within the Department of Health and
16 Human Services;

17 “(F) the National Institutes of Health;

18 “(G) the National Endowment for Human-
19 ities;

20 “(H) the Bureau of Prisons of the Depart-
21 ment of Justice;

22 “(I) the Department of Commerce; and

23 “(J) the Department of Defense.

24 “(4) ADDITIONAL RESPONSIBILITIES.—In addi-
25 tion to the responsibilities described in paragraph

1 (2), the Institute shall be responsible for managing
2 the existing contract for the National Center on Lit-
3 eracy and assuring that the activities of such center
4 are fully coordinated with those of the National In-
5 stitute for Literacy.

6 “(i) RESEARCH ON ASSESSMENT.—The Secretary,
7 acting through the Assistant Secretary, shall undertake a
8 comprehensive, coordinated program of research and de-
9 velopment in the area of assessment in accordance with
10 the requirements of this subsection. Such program shall
11 comply with the following:

12 “(1)(A) The program shall be carried out by—

13 “(i) each of the Institutes established by
14 this section; and

15 “(ii) a research and development center
16 which shall be jointly funded by all of the Insti-
17 tutes.

18 “(B) Such center shall—

19 “(i) conduct basic and applied research
20 and engage in development, analysis, and eval-
21 uation in the area of assessment of student
22 achievement;

23 “(ii) coordinate the research and develop-
24 ment activities in the area of assessment under-
25 taken by each of the Institutes; and

1 “(iii) working cooperatively with the re-
2 gional educational laboratories, provide tech-
3 nical assistance to State and local education
4 agencies in the design, development, and imple-
5 mentation of new forms of assessment.

6 “(2) The program shall include research and
7 development in the following areas:

8 “(A) The validity, reliability, generaliz-
9 ability, fairness, costs, relative merits, and most
10 appropriate uses of various approaches and
11 methods of assessing student learning and
12 achievement.

13 “(B) Methods and approaches to assessing
14 student opportunities to learn (including the
15 quality of instruction and the availability of re-
16 sources necessary to support learning) and eval-
17 uating the quality of school environments.

18 “(C) The design, development, evaluation,
19 and validation of model performance-based and
20 other alternative or innovative formats or uses
21 of assessments.

22 “(D) The impact of high-stakes uses of as-
23 sessment on student performance and motiva-
24 tion, narrowing of curriculum, teaching prac-
25 tices, and test integrity.

1 “(E) The fairness and impact of various
2 methods of assessment on children of different
3 races, ethnicities, gender, socioeconomic status,
4 English language proficiencies, and children
5 with other special needs.

6 “(F) Standards of performance, quality,
7 and validity for various methods of assessment
8 and the means by which such standards should
9 be developed.

10 “(G) Current and emerging testing prac-
11 tices of State and local education agencies with-
12 in the United States, as well as other nations.

13 “(H) The diverse effects, both intended
14 and unintended, of assessments as actually used
15 in the schools, including effects on curriculum
16 and instruction, effects on equity in the alloca-
17 tion of resources and opportunities, effects on
18 equity of outcomes, effects on other procedures
19 and standards for judging students and practi-
20 tioners and possible inflation of test scores.

21 “(I) Identifying and evaluating how stu-
22 dents with limited English language proficiency
23 and students with disabilities are included and
24 accommodated in the various assessment pro-
25 grams of State and local education agencies.

1 “(J) The feasibility and validity of compar-
2 ing or equating the results of different assess-
3 ments.

4 “(3) The program shall—

5 “(A) reflect recommendations made by the
6 National Education Goals Panel (provided such
7 panel has been authorized by law);

8 “(B) comply with the ‘Standards for Edu-
9 cational and Psychological Tests’ developed by
10 the American Psychological Association, the
11 National Council on Measurement in Edu-
12 cation, and the American Educational Research
13 Association;

14 “(C) be consistent with the ‘Criteria for
15 Evaluation of Student Assessment Systems’ de-
16 veloped by the National Forum on Assessment;
17 and

18 “(D) comply with the ‘Code of Fair Test-
19 ing Practices in Education’ developed by the
20 Joint Committee on Testing Practices.

21 For purposes of this subsection, the term ‘development’
22 means the development of prototypes for the purposes of
23 research and evaluation.

24 “(j) COORDINATION OF RESEARCH ON CROSS-CUT-
25 TING ISSUES.—The Secretary, acting through the Assist-

1 ant Secretary, shall promote the coordination of research
2 and development activities among the Institutes estab-
3 lished by subsection (a) to investigate those cross-cutting
4 disciplines and areas of inquiry, such as assessment, the
5 use of technology and the training of teachers and school
6 administrators, which are relevant to the missions of more
7 than one of the Institutes. Such activities shall—

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

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

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

15 “(B) the National Center for Education
16 Statistics; or

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

21 “(3) meet all the standards set by the Board
22 for other research and development conducted by the
23 Office.

24 “(k) PROGRAM ON TEACHING AND TEACHER EDU-
25 CATION.—

1 “(1) IN GENERAL.—The Secretary, acting
2 through the Assistant Secretary, in accordance with
3 the requirements of this subsection, shall undertake
4 a comprehensive, coordinated program of research in
5 the area of teaching and teacher education to be car-
6 ried out by each of the Institutes established by this
7 section, including through research centers and field-
8 initiated grants.

9 “(2) CERTAIN PURPOSES OF PROGRAM.—In
10 carrying out the program established under para-
11 graph (1), the Secretary shall conduct, directly or
12 through grants and contracts, basic and applied re-
13 search and analytical activities to further knowledge
14 about, make recommendations, and improve—

15 “(A) the ability of classroom teachers and
16 schools to assist new and diverse populations of
17 students in successfully assimilating into the
18 classroom environment;

19 “(B) the working conditions of teachers
20 and other educational practitioners, including
21 but not limited to the topics of—

22 “(i) teacher isolation;

23 “(ii) professional resources available
24 to teachers;

1 “(iii) continuing educational and pro-
2 fessional opportunities available to teach-
3 ers;

4 “(iv) physical facilities and equipment,
5 such as office space, telephone, computer
6 access, and fax machines and television
7 cable access available to teachers in the
8 work environment;

9 “(v) opportunities for teachers to
10 share information and resources with other
11 teachers and education professionals;

12 “(vi) opportunities for advanced learn-
13 ing experience; and

14 “(vii) the reduction of stress in the
15 teaching profession;

16 “(C) institutional program renewal and in-
17 struction; and

18 “(D) restructuring of State certification of
19 teachers and teacher education standards.

20 “(3) CERTAIN ACTIVITIES.—In carrying out the
21 program established under paragraph (1), the Sec-
22 retary shall—

23 “(A) work with institutions of higher edu-
24 cation engaged in the preparation of teachers
25 and professional organizations of teacher edu-

1 cators and practitioners to encourage institu-
2 tional program renewal and restructuring;

3 “(B) conduct, directly or through grants
4 and contracts research on—

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

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

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

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

22 “(C) work with the national regional edu-
23 cation laboratories, the ERIC clearinghouses,
24 national education research library, and the na-
25 tional center for education statistics to maxi-

1 mize information available, to prevent unneces-
2 sary duplication of efforts and resources, and to
3 ensure the results of the centers work are wide-
4 ly available.

5 “(l) RESEARCH ON EDUCATIONAL TECHNOLOGY.—
6 The Assistant Secretary shall undertake a comprehensive,
7 coordinated program of research and development in the
8 area of the uses and applications of technology in edu-
9 cation in accordance with the requirements of this sub-
10 section. Such program shall meet the following require-
11 ments:

12 “(1) The program shall be carried out by each
13 of the Institutes established by this section and a re-
14 search and development center which shall be jointly
15 funded by all of the Institutes. Such center shall—

16 “(A) conduct basic and applied research
17 and engage in development, analysis, evaluation
18 in the area of the uses and applications of tech-
19 nology to education; and

20 “(B) coordinate the research and develop-
21 ment activities in the area of the uses and ap-
22 plications of technology to education under-
23 taken by each of the Institutes;

1 “(2) The program shall include basic and ap-
2 plied research, development, policy analysis, and
3 evaluation in the following areas:

4 “(A) The capabilities of current and
5 emerging technologies and their possible uses in
6 education.

7 “(B) The uses and applications of tech-
8 nology—

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

11 “(ii) to educate more effectively at-
12 risk students and other students with spe-
13 cial needs;

14 “(iii) to improve education in rural
15 communities and other remote areas;

16 “(iv) to improve the assessment of
17 student learning and achievement; and

18 “(v) to deliver preservice and inservice
19 training for teachers, librarians, and school
20 administrators.

21 “(C) The cost and educational effective-
22 ness of technologies used in education.

23 “(D) Effective models and approaches for
24 providing the preservice and inservice training
25 and technical assistance necessary to enable

1 teachers, librarians, and school administrators
2 and others to use technology effectively in edu-
3 cation.

4 “(E) The identification of barriers to
5 greater use of technologies in education and po-
6 tential approaches to eradicating or mitigating
7 such barriers.

8 “(F) Methods and approaches which can
9 be utilized by teachers, school administrators,
10 and education policymakers to evaluate the
11 quality and most appropriate uses of software
12 and other technologies designed for use in edu-
13 cation.

14 “(G) Approaches to organizing and manag-
15 ing schools and classrooms to make the most
16 effective use of technology in education.

17 “(3) The program shall be coordinated with re-
18 lated research and development activities undertaken
19 by the Office of Special Education Programs, the
20 National Science Foundation, the Department of
21 Defense, and other Federal agencies.

22 “(m) TRANSITIONAL PROVISIONS.—

23 “(1) TEMPORARY REORGANIZATIONS.—Upon
24 the enactment of the Educational Research, Devel-
25 opment and Dissemination Excellence Act, the Sec-

1 retary shall reorganize the research and development
2 functions and activities of the Office into adminis-
3 trative units the purposes of which shall be the same
4 as those for each of the national research institutes
5 established in subsection (a). Such administrative
6 units shall be responsible for planning and providing
7 for the establishment of such institutes and shall
8 cease to exist on the dates upon which each of the
9 relevant institutes is established. The provisions of
10 subsection (c) (relating to authorities and duties)
11 shall apply to all activities undertaken by each such
12 administrative unit.

13 “(2) DATES FOR ESTABLISHMENT OF INSTI-
14 TUTES.—

15 “(A) The National Institute for the Edu-
16 cation of At-Risk Students shall be established
17 effective October 1, 1994.

18 “(B) The National Institute for Early
19 Childhood Development and Education, the Na-
20 tional Institute for Innovation in Educational
21 Governance and Management, the National In-
22 stitute for Student Achievement, and the Na-
23 tional Institute on Postsecondary Education,
24 Libraries, and Lifelong Learning shall each be
25 established effective October 1, 1995.”.

1 **TITLE IV—NATIONAL EDU-**
2 **CATION DISSEMINATION SYS-**
3 **TEM**

4 **SEC. 401. ESTABLISHMENT WITHIN OFFICE OF EDU-**
5 **CATIONAL RESEARCH AND IMPROVEMENT.**

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

9 “NATIONAL EDUCATION DISSEMINATION SYSTEM

10 “SEC. 405C. (a) IN GENERAL.—

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

13 “(A) In order to improve the American
14 educational system for all students, achieve the
15 national education goals, and provide for great-
16 er educational equity, policymakers, administra-
17 tors, teachers, and parents must have ready ac-
18 cess to the best information and methods avail-
19 able as a result of educational research and de-
20 velopment.

21 “(B) The Office of Educational Research
22 and Improvement should have as one of its pri-
23 mary purposes the dissemination of such infor-
24 mation and methods in order to assist the na-
25 tional education reform effort.

1 “(C) All current resources within the Of-
2 fice, the Department, and other agencies that
3 can help accomplish this goal should be coordi-
4 nated by the Assistant Secretary so as to form
5 a systematic process to accomplish these objec-
6 tives.

7 “(D) Education research has the capacity
8 to improve teaching and learning in our Na-
9 tion’s schools, however, teachers need training
10 in the developmental skills necessary to trans-
11 late research into practice and to allow them to
12 become a cadre of knowledgeable practitioners
13 and leaders in educational improvement.

14 “(E) Adequate linkages between research
15 and development providers and practitioners are
16 essential to ensuring that research on effective
17 practice is useful, disseminated and supported
18 with technical assistance to all educators, and
19 that all educators are partners in the research
20 and development process.

21 “(2) PURPOSE.—The purpose of this section is
22 to—

23 “(A) create a national system of dissemi-
24 nation, development, and school improvement in
25 order to create, adapt, identify, validate, and

1 disseminate to educators, parents, and policy-
2 makers those educational programs that have
3 potential or have been shown to improve edu-
4 cational opportunities for all students; and

5 “(B) empower and increase the capacity of
6 teachers to participate in the research and de-
7 velopment process.

8 “(3) DEFINITION OF EDUCATIONAL PRO-
9 GRAM.—For the purposes of this section, the term
10 ‘educational program’ includes educational policies,
11 research findings, practices, and products.

12 “(b) ESTABLISHMENT OF OFFICE.—

13 “(1) IN GENERAL.—There is established within
14 the Office an Office of Reform Assistance and Dis-
15 semination (in this section referred to as the ‘Dis-
16 semination Office’) through which the Secretary
17 shall carry out all functions and activities described
18 in this section.

19 “(2) CERTAIN DUTIES.—The Dissemination Of-
20 fice shall—

21 “(A) identify educational programs that
22 may merit being designated as exemplary or
23 promising educational programs;

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

4 “(C) provide technical and financial assist-
5 ance to individuals and organizations in the
6 process of developing promising educational
7 programs in the priority areas identified in sec-
8 tion 405(b)(3), but who might not, without
9 such assistance, be able to complete necessary
10 development and assessment activities;

11 “(D) nationally disseminate information
12 regarding the exemplary and promising pro-
13 grams to educators, parents, and policymakers
14 through a variety of means, including existing
15 Department activities, education associations
16 and networks, and communication technologies;

17 “(E) provide training and technical assist-
18 ance regarding the implementation and adop-
19 tion of such exemplary and promising programs
20 by interested entities; and

21 “(F) carry out a program of research on
22 models for successful knowledge dissemination
23 and utilization and strategies for reaching edu-
24 cation policymakers, practitioners, and others
25 interested in education.

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

4 “(A) A process for the identification of
5 educational programs that work.

6 “(B) The educational resources informa-
7 tion clearinghouses.

8 “(C) Dissemination through new tech-
9 nologies.

10 “(D) Smartline.

11 “(E) The Electronic Networking and Re-
12 source-Sharing for School Improvement pro-
13 gram.

14 “(F) The regional educational laboratories.

15 “(G) Regional Partnerships for Teacher
16 Change Agents.

17 “(H) The America 2000 Communities Spe-
18 cial Assistance Program.

19 “(I) The existing National Diffusion Net-
20 work and its Developer-Demonstrator and State
21 Facilitator projects.

22 “(J) Such other programs or entities the
23 Secretary determines are consistent with the
24 purposes for which the Dissemination Office is
25 established.

1 “(c) IDENTIFICATION OF PROGRAMS.—

2 “(1) IN GENERAL.—The Secretary shall estab-
3 lish a process through which successful educational
4 programs are actively sought out for possible dis-
5 semination through the national educational dissemi-
6 nation system. Such process shall, at a minimum,
7 have the capability to—

8 “(A) work closely with the research insti-
9 tutes, centers, regional educational laboratories,
10 the National Diffusion Network and its Devel-
11 oper-Demonstrator and State Facilitator
12 projects, learning grant institutions established
13 under the America 2000 Communities Special
14 Assistance program, technical assistance centers
15 established under chapter 1 of the Elementary
16 and Secondary Education Act, the Women’s
17 Educational Equity Act Publishing Center, and
18 other entities to identify successful educational
19 programs at the regional, State, local, or class-
20 room level;

21 “(B) review successful educational pro-
22 grams supported by the Department through all
23 of its programs, including Chapter 1, Even
24 Start, Drug-Free Schools and Communities Act
25 of 1986, the Individuals With Disabilities Edu-

1 cation Act, Bilingual Education, the Women's
2 Educational Equity Act, and Adult and Vocational
3 Education;

4 “(C) through cooperative agreements, re-
5 view for possible inclusion in the system edu-
6 cational programs administered by the Depart-
7 ments of Health and Human Services (particu-
8 larly the Head Start program), Labor and De-
9 fense, the National Science Foundation, and
10 any other appropriate Federal agency; and

11 “(D) provide for an active outreach effort
12 to identify successful educational programs
13 through cooperative arrangements with State
14 and local education agencies, teachers and
15 teacher organizations, curriculum associations,
16 foundations, private schools, institutions of
17 higher education, and other entities that could
18 enhance the ability of the Secretary to identify
19 programs for possible inclusion in the dissemi-
20 nation system.

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

1 “(d) DESIGNATION OF EXEMPLARY AND PROMISING
2 PROGRAMS.—

3 “(1) IN GENERAL.—The Secretary, in consulta-
4 tion with the Board, shall establish 1 or more panels
5 of appropriately qualified experts and practitioners
6 to—

7 “(A) evaluate educational programs that
8 have been identified by the Secretary under
9 subsection (c) or that have been submitted to
10 the Secretary for such evaluation by some other
11 individual or organization; and

12 “(B) recommend to the Secretary pro-
13 grams that should be designated as exemplary
14 or promising educational programs.

15 “(2) CONSIDERATIONS IN MAKING REC-
16 OMMENDATIONS.—In determining whether an edu-
17 cational program should receive a recommendation
18 under paragraph (1), a panel established under such
19 paragraph shall consider—

20 “(A) whether, based on empirical data,
21 which may include but shall not be limited to
22 test results, the program is effective and should
23 thus be designated as exemplary and dissemi-
24 nated through the national dissemination sys-
25 tem; or

1 “(B) whether there is sufficient evidence to
2 lead a panel of experts and practitioners to be-
3 lieve that the program shows promise for im-
4 proving student achievement and should thus be
5 designated as promising and disseminated
6 through the national dissemination system while
7 it continues to be evaluated.

8 “(3) REQUIREMENT REGARDING APPROVAL OF
9 PROGRAMS.—In seeking out programs for approval
10 under paragraph (2), the Dissemination Office shall
11 seek programs that may be implemented at the
12 State, local, and classroom level.

13 “(4) REQUIREMENTS REGARDING PANELS.—

14 “(A) A panel shall not eliminate a program
15 from consideration under this subsection based
16 solely on the fact that it does not have one spe-
17 cific type of supporting data, such as test
18 scores.

19 “(B) The Secretary may not designate a
20 program as exemplary or promising unless a
21 panel established under paragraph (1) has rec-
22 ommended that the program be so designated.

23 “(C) The Secretary shall establish such
24 panels under paragraph (1) as may be nec-

1 essary to ensure that each program identified
2 or submitted for evaluation is evaluated.

3 “(D) Not less than $\frac{2}{3}$ of the membership
4 of a panel established under paragraph shall
5 consist of individuals who are not officers or
6 employees of the United States. Members of
7 panels under paragraph (1) who are not em-
8 ployees of the United States shall receive com-
9 pensation for each day engaged in carrying out
10 the duties of the panel as well as compensation
11 for their expenses.

12 “(e) DISSEMINATION OF EXEMPLARY AND PROMIS-
13 ING PROGRAMS.—

14 “(1) IN GENERAL.—In order to ensure that
15 programs identified as exemplary or promising are
16 available for adoption by the greatest number of
17 teachers, schools, and local and State education
18 agencies, the Secretary shall utilize the capabilities
19 of—

20 “(A) the education resources information
21 clearinghouses;

22 “(B) Smartline;

23 “(C) the regional educational laboratories;

24 “(D) the National Diffusion Network;

1 “(E) entities established under the Amer-
2 ica 2000 Communities Special Assistance Pro-
3 gram;

4 “(F) technical assistance centers estab-
5 lished under Chapter 1 of the Elementary and
6 Secondary Education Act;

7 “(G) the National Library of Education;
8 and

9 “(H) other public and private nonprofit en-
10 tities, including existing education associations
11 and networks, that have the capability to assist
12 educators in adopting exemplary and promising
13 programs.

14 “(2) REQUIREMENTS FOR SECRETARY.—In car-
15 rying out paragraph (1), the Secretary shall ensure
16 that all such entities are—

17 “(A) kept apprised of the availability of
18 specific programs for dissemination;

19 “(B) provided technical assistance, if nec-
20 essary, to carry out this dissemination function;
21 and

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

24 “(f) EDUCATION RESOURCES INFORMATION CLEAR-
25 INGHOUSES.—

1 “(1) IN GENERAL.—The Secretary shall estab-
2 lish a system of 16 education resource information
3 clearinghouses having, at a minimum, the same
4 functions and scope of work as the clearinghouses
5 had on the date of the enactment of the Educational
6 Research, Development, and Dissemination Excel-
7 lence Act.

8 “(2) ADDITIONAL FUNCTIONS.—In addition to
9 those functions already being carried out by the
10 clearinghouses, such clearinghouses shall—

11 “(A) periodically produce interpretive sum-
12 maries, digests, and syntheses of the results
13 and findings of education-related research and
14 development; and

15 “(B) contain and make available to users
16 information concerning those programs des-
17 ignated as exemplary and promising under sub-
18 section (c).

19 “(3) COORDINATION OF ACTIVITIES.—The Sec-
20 retary shall assure that the functions and activities
21 of such clearinghouses are coordinated with the ac-
22 tivities of the research institutes, the regional edu-
23 cational laboratories, learning grant institutions,
24 other clearinghouses supported by the Department,

1 the National Diffusion Network, and other appro-
2 priate entities within the Office and the Department.

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

7 “(A) require that all reports, studies, and
8 other resources produced directly or by grant or
9 contract with the Department of Education are
10 made available to clearinghouses; and

11 “(B) establish cooperative agreements with
12 the Departments of Defense, Health and
13 Human Services, and other Federal agencies to
14 assure that all education-related reports, stud-
15 ies, and other resources produced directly or by
16 grant or contract with the Federal Government
17 are made available to such clearinghouses.

18 “(5) COPYRIGHT PROHIBITED.—No clearing-
19 house or other entity receiving assistance under this
20 subsection may copyright or otherwise charge a roy-
21 alty or other fee for the use or dissemination of
22 any database, index, abstract, report, or other infor-
23 mation produced with assistance under this sub-
24 section.

1 “(g) DISSEMINATION THROUGH NEW TECH-
2 NOLOGIES.—

3 “(1) IN GENERAL.—The Assistant Secretary is
4 authorized to award grants in accordance with this
5 subsection to support the development of materials,
6 programs, and resources which utilize new tech-
7 nologies and techniques to synthesize and dissemi-
8 nate research and development findings and other
9 information which can be used to support school and
10 classroom improvement. Such grants shall be limited
11 to not more than 50 percent of the total cost of de-
12 veloping such materials.

13 “(2) REQUIREMENTS.—In carrying out this
14 subsection, the Assistant Secretary shall assure
15 that—

16 “(A) grants are awarded to support a di-
17 verse range of technologies, including, but not
18 limited to, CD-ROM, interactive video discs,
19 personal computer software, and public broad-
20 casting, cable, fiber, and satellite programming;

21 “(B) both formative and summative eval-
22 uations are undertaken as part of each develop-
23 ment project;

24 “(C) the information and other resources
25 disseminated as part of each development

1 project have been evaluated and validated as
2 part of the identification process described in
3 subsections (c) and (d) of this section; and

4 “(D) priority in awarding grants is given
5 to—

6 “(i) development projects which pro-
7 vide information and other resources relat-
8 ed to effective approaches to educating at-
9 risk students;

10 “(ii) development projects which pro-
11 vide information and other resources that
12 parents, in particular, will find useful in a
13 manner and format which is readily acces-
14 sible and easy to understand; and

15 “(iii) a national multimedia, tele-
16 vision-based project directed to homes,
17 schools, libraries, and after-school pro-
18 grams which demonstrates and dissemi-
19 nates effective ways to motivate and im-
20 prove reading comprehension and writing
21 coherence of elementary age students in
22 high poverty areas.

23 “(h) SOURCES OF MATERIALS AND RESEARCH
24 ABOUT TEACHING AND LEARNING FOR IMPROVING NA-
25 TIONWIDE EDUCATION (SMARTLINE).—

1 “(1) ELECTRONIC NETWORK.—The Assistant
2 Secretary, acting through the Office of Reform As-
3 sistance and Dissemination, shall establish and
4 maintain an electronic network which shall, at a
5 minimum, link—

6 “(A) each office of the Department of
7 Education;

8 “(B) the research institutes established by
9 section 405B;

10 “(C) the National Center for Education
11 Statistics;

12 “(D) the National Library of Education;
13 and

14 “(E) entities engaged in research, develop-
15 ment, dissemination, and technical assistance
16 under grant, contract, or cooperative agreement
17 with the Department of Education, including—

18 “(i) the ERIC Clearinghouses;

19 “(ii) national research and develop-
20 ment centers;

21 “(iii) the regional educational labora-
22 tories;

23 “(iv) National Diffusion Network
24 State Facilitators;

1 “(v) Chapter 1 Technical Assistance
2 Centers;

3 “(vi) research and development enti-
4 ties supported by the Office of Special
5 Education programs;

6 “(vii) evaluation assistance centers
7 and multifunctional resource centers ad-
8 ministered by the Office of Bilingual Edu-
9 cation and Minority Language Affairs;

10 “(viii) the National Center for Re-
11 search in Vocational Education;

12 “(ix) the Desegregation Assistance
13 Centers; and

14 “(x) regional centers established
15 under section 5135 of the Drug-Free
16 Schools and Communities Act of 1986.

17 “(2) CERTAIN REQUIREMENTS FOR NET-
18 WORK.—The network described in paragraph (1)
19 shall—

20 “(A) to the extent feasible, build upon ex-
21 isting national, regional, and State electronic
22 networks;

23 “(B) at a minimum, have the capability to
24 support electronic mail and file transfer serv-
25 ices;

1 “(C) be linked to and accessible to other
2 users, including State and local education agen-
3 cies, institutions of higher education, museums,
4 libraries, and others through the Internet and
5 the National Research and Education Network;
6 and

7 “(D) be provided at no cost (excluding the
8 costs of necessary hardware) to the contractors
9 and grantees described in subparagraph (E) of
10 paragraph (1) and to educational institutions
11 accessing such network through the Internet
12 and the National Research and Education Net-
13 work;

14 “(3) INFORMATION RESOURCES.—The Assist-
15 ant Secretary, acting through the Office of Reform
16 Assistance and Dissemination, shall make available
17 through the network described in paragraph (1) the
18 following—

19 “(A) information about grant and contract
20 assistance available through the department;

21 “(B) an annotated directory of current re-
22 search and development activities and projects
23 being undertaken with the assistance of the De-
24 partment;

1 “(C) information about publications pub-
2 lished by the Department and, to the extent
3 feasible, the full text of such publications;

4 “(D) statistics and data published by the
5 National Center for Education Statistics;

6 “(E) syntheses of research and develop-
7 ment findings;

8 “(F) a directory of other education-related
9 electronic networks and databases, including in-
10 formation about the means by which they may
11 be accessed;

12 “(G) a descriptive listing of materials and
13 courses of instruction provided by telecommuni-
14 cations partnerships assisted under the Star
15 Schools program;

16 “(H) resources developed by the ERIC
17 Clearinghouses;

18 “(I) education-related software which is in
19 the public domain; and

20 “(J) such other information and resources
21 the Assistant Secretary considers useful and ap-
22 propriate.

23 “(4) EVALUATIONS REGARDING OTHER FUNC-
24 TIONS OF NETWORK.—The Assistant Secretary shall
25 also undertake projects to test and evaluate the fea-

1 sibility of using the network described in paragraph
2 (1) for—

3 “(A) the submission of applications for as-
4 sistance to the Department; and

5 “(B) the collection of data and other sta-
6 tistics through the National Center for Edu-
7 cation Statistics.

8 “(5) SOFTWARE INTERFACES; INTELLIGENT
9 GATEWAYS.—

10 “(A) Upon the completion of the study re-
11 quired by subparagraph (B), the Assistant Sec-
12 retary is authorized to support the development
13 of 1 or more software interfaces or intelligent
14 gateways which can be used to access and
15 search multiple education-related databases si-
16 multaneously in order to improve access to cur-
17 rent information about teaching and learning by
18 education researchers, teachers, librarians, ad-
19 ministrators, parents, community members, and
20 policymakers.

21 “(B) The Assistant Secretary shall provide
22 for the conduct of an independent study of the
23 feasibility and costs associated with developing
24 and maintaining the software interfaces de-

1 scribed in subparagraph (A). Such study
2 shall—

3 “(i) identify a variety of options and
4 strategies for the development and oper-
5 ation of such interfaces;

6 “(ii) identify the extent to which such
7 interfaces are needed by various segments
8 of the educational community, including
9 education researchers, teachers, librarians,
10 policymakers, school administrators, par-
11 ents, and others;

12 “(iii) estimate the costs associated
13 with developing and maintaining such
14 interfaces;

15 “(iv) identify possible roles for the
16 private sector in the development of such
17 interfaces; and

18 “(v) determine whether such inter-
19 faces would be developed in the absence of
20 Federal assistance.

21 The Assistant Secretary shall submit copies of
22 the study required by this subparagraph to the
23 appropriate authorizing and appropriations
24 committees of the Congress.

1 “(6) TRAINING AND TECHNICAL ASSISTANCE.—
2 The Assistant Secretary, acting through the Office
3 of Reform Assistance and Dissemination, shall—

4 “(A) provide such training and technical
5 assistance as may be necessary to enable the
6 contractors and grantees described in subpara-
7 graph (E) of paragraph (1) to participate in the
8 electronic network described in paragraph (1);

9 “(B) provide, through the regional labora-
10 tories and other means, technical assistance to
11 State education agencies in the development of
12 the electronic networking plans described in
13 subsection (h); and

14 “(C) work with the National Science Foun-
15 dation to provide, upon request, assistance to
16 State and local education agencies, State library
17 agencies, libraries, museums, and other edu-
18 cational institutions in obtaining access to the
19 Internet and the National Research and Edu-
20 cation Network.

21 “(i) ELECTRONIC NETWORKING AND RESOURCE-
22 SHARING FOR SCHOOL IMPROVEMENT.—

23 “(1) AUTHORITY FOR GRANTS.—The Assistant
24 Secretary is authorized, in accordance with the pro-
25 visions of this subsection, to make grants to State

1 educational agencies for the purposes of expanding
2 and improving the use of electronic networking and
3 resource-sharing among educational institutions,
4 educators, school administrators, and parents
5 throughout the Nation. Such grants shall be used
6 to—

7 “(A) develop comprehensive plans to en-
8 able participation in electronic networking and
9 resource-sharing, as well as access to the
10 Smartline resources described in subsection (h),
11 by all educational institutions within the State
12 by the year 2000; and

13 “(B) carry out the provisions of such
14 plans, giving first priority to those activities
15 which are necessary to enable access and use of
16 electronic networking and resource-sharing by
17 local education agencies within the state which
18 have the greatest number or percentage of
19 chapter 1 eligible students.

20 “(2) CERTAIN REQUIREMENTS FOR PLANS.—

21 Each such plan shall—

22 “(A) provide for the development of an
23 electronic network to enable greater information
24 and resource-sharing among educational institu-
25 tions within the State which shall—

1 “(i) to the extent feasible, build upon
2 existing electronic networks;

3 “(ii) be linked to and accessible to
4 other users through the Internet and the
5 National Research and Education Net-
6 work;

7 “(iii) enable networking among public
8 and school libraries and be consistent with
9 State plan for interlibrary cooperation and
10 resource-sharing under title III of the Li-
11 brary Services and Construction Act;

12 “(iv) be available to all educational in-
13 stitutions within the State by the year
14 2000; and

15 “(v) enable access to the network es-
16 tablished by the Assistant Secretary under
17 paragraph (1) of subsection (h) and the in-
18 formation resources made available
19 through such network;

20 “(B) be developed through a broadly
21 participatory process which shall include con-
22 sultation with technical experts, State and local
23 educational policymakers, teachers, librarians,
24 school administrators, parents, the business
25 community, representatives of institutions of

1 higher education, and community-based organi-
2 zations;

3 “(C) identify potential uses for the net-
4 work and the information resources available
5 through such network by educational institu-
6 tions within the State, including how such re-
7 sources may be used to support learning in the
8 classroom;

9 “(D) establish standards and a governance
10 structure for such network;

11 “(E) identify professional development and
12 technical support activities necessary to ensure
13 that the personnel of educational institutions
14 within the State have the skills necessary to
15 participate fully and effectively in the electronic
16 network;

17 “(F) identify strategies and activities nec-
18 essary to promote use of and participating in
19 such network by parents;

20 “(G) set out a schedule for the implemen-
21 tation of the plan; and

22 “(H) estimate the costs of implementing
23 the plan and identify resources, including as-
24 sistance available through other Federal pro-
25 grams, to meet such costs.

1 “(3) CONTINGENT AUTHORITY REGARDING IM-
2 PLEMENTATION.—If a State education agency al-
3 ready has a plan which meets the requirements of
4 paragraph (2), such State education agency may use
5 assistance provided under this subsection to support
6 the implementation of such plan.

7 “(4) AWARD OF GRANTS.—

8 “(A) Except as provided in subparagraph
9 (B), the Assistant Secretary shall award grants
10 under this subsection to each State having an
11 application approved under paragraph (5) in an
12 amount which bears the same relationship to
13 the amount appropriated to carry out this sub-
14 section as the amount such State received
15 under chapter 1 of title I of the Elementary
16 and Secondary Education Act of 1965 bears to
17 the amount received under such chapter by all
18 States.

19 “(B) No State shall receive a grant pursu-
20 ant to subparagraph (A) in an amount which is
21 less than \$100,000.

22 “(5) APPLICATION FOR GRANT.—Each State
23 desiring a grant under this subsection shall submit
24 to the Assistant Secretary an application at such
25 time, in such manner, and accompanied by such in-

1 formation as the Assistant Secretary may reasonably
2 require.

3 “(6) DURATION OF GRANT.—Grants awarded
4 under this subsection shall be for a period of 1 year,
5 which may be renewable for an additional 2 years.

6 “(7) DEFINITION.—For the purposes of this
7 subsection, the term ‘educational institution’ in-
8 cludes State and local education agencies, institu-
9 tions of higher education, libraries, museums, and
10 education-related private foundations, community-
11 based organizations which provide or support edu-
12 cational services, and education-related professional
13 associations.

14 “(j) REGIONAL EDUCATIONAL LABORATORIES.—

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

17 “(A) Rural America contains more than
18 56,000,000 residents, making up 23 percent of
19 the Nation’s population. Increasingly, life in
20 many parts of rural America has become a
21 struggle for survival. The stark realities of pov-
22 erty, lack of jobs, isolation and scarce commu-
23 nity resources are challenging idyllic rural
24 myths. Rural schools, in many rural commu-
25 nities the center of rural community life and

1 well-being, are facing neglect, constant budget
2 cutting, and community upheavals.

3 “(B) Rural America suffers from the high-
4 est unemployment rates in the United States,
5 and a rate of poverty that is growing twice as
6 fast as that found in metropolitan areas.

7 “(C) One in 4 rural children lives in pov-
8 erty compared to 1 in 5 children nationwide.

9 “(D) More than 6,600,000 students attend
10 22,412 rural schools, of which 75 percent have
11 fewer than 400 students.

12 “(E) Approximately 24 percent of Ameri-
13 ca’s public school teachers are employed in
14 rural schools. Teachers in these schools tend to
15 be mostly white, young, less experienced, and
16 less likely to have completed an advanced de-
17 gree compared to their counterparts in nonrural
18 areas.

19 “(F) Educators in rural settings often feel
20 isolated, constrained by small budgets, and
21 frustrated by high staff turnover. Geographi-
22 cally cut off from other educators and edu-
23 cational institutions, rural educators often miss
24 the professional interactions and development

1 opportunities that help motivate and renew
2 their urban and suburban counterparts.

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

15 “(3) DUTIES.—Each regional educational lab-
16 oratory receiving assistance under this subsection
17 shall assist State education agencies, intermediate
18 education agencies, and local school districts in im-
19 plementing broad-based, systemic school improve-
20 ment strategies through the use of applied research
21 and development activities. The regional educational
22 laboratories shall support such system-wide reform
23 efforts through—

24 “(A) the dissemination of information
25 about programs designated as exemplary and

1 promising under subsection (C) and other ap-
2 propriate programs and practices;

3 “(B) the provision of support and technical
4 assistance in—

5 “(i) replicating and adapting such ex-
6 emplary and promising practices;

7 “(ii) the development of high-quality,
8 challenging curriculum frameworks;

9 “(iii) the development of valid, reli-
10 able, fair systems of assessment which are
11 based upon State or local curriculum
12 frameworks and reflect recent advances in
13 the field of educational assessment

14 “(iv) the improvement of professional
15 development strategies to assure that all
16 teachers are prepared to teach a challeng-
17 ing curriculum;

18 “(v) expanding and improving the use
19 of technology in education;

20 “(vi) the development of alternatives
21 for restructuring school finance systems to
22 promote greater equity in the distribution
23 of resources; and

24 “(vii) the development of alternative
25 administrative structures which are more

1 conducive to planning, implementing, and
2 sustaining school reform and improved
3 educational outcomes;

4 “(C) the development of educational pro-
5 grams and practices that address State or re-
6 gional needs in relating to their school reform
7 efforts; and

8 “(D) the provision of support and technical
9 assistance (upon their request) to State
10 facilitators funded through the National Diffu-
11 sion Network.

12 “(4) NETWORKING.—In order to improve the
13 efficiency and effectiveness of the regional labora-
14 tories, the governing boards of the ten regional lab-
15 oratories shall establish and maintain a network
16 to—

17 “(A) share information about the activities
18 each is carrying out;

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

21 “(C) create a strategic plan for the devel-
22 opment of activities undertaken by the labora-
23 tories to reduce redundancy and increase col-
24 laboration and resource-sharing in such activi-
25 ties; and

1 “(D) otherwise devise means by which the
2 work of the individual laboratories could serve
3 national, as well as regional, needs.

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

7 “(A) Contribute to a fuller understanding
8 of rural education and schools in the economic
9 and cultural life of rural communities.

10 “(B) Develop strategies to utilize schools
11 as critical components in reforming education
12 and revitalizing rural communities in the Unit-
13 ed States.

14 “(C) Report and disseminate information
15 on overcoming the obstacles faced by rural edu-
16 cators and rural schools.

17 “(D) Identify successful educational pro-
18 grams that have either been developed by such
19 laboratory in carrying out its functions or that
20 have been developed or used by others within
21 the region served by the laboratory and make
22 such information available to the Secretary and
23 the network of regional laboratories so that
24 they may be considered for inclusion in the na-

1 tional education development and dissemination
2 system.

3 “(6) CERTAIN REQUIREMENTS.—In carrying
4 out its responsibilities, each regional educational lab-
5 oratory shall—

6 “(A) establish a governing board that—

7 “(i) is the sole entity that—

8 “(I) guides and directs the lab-
9 oratory in carrying out the provisions
10 of this subsection and satisfying the
11 terms and conditions of the contract
12 award; and

13 “(II) determines the regional
14 agenda of the laboratory, consistent
15 with the priority research and devel-
16 opment needs identified in section
17 405(b)(3); and

18 “(ii) reflects a balanced representation
19 of the States in the region, as well as the
20 interests and concerns of regional constitu-
21 encies;

22 “(B) comply with the standards established
23 by the Board under section 405A;

24 “(C) coordinate its activities, collaborate,
25 and regularly exchange information with the in-

1 stitutes established under section 405C, the Na-
2 tional Diffusion Network, and its Developer
3 Demonstrator and State Facilitator projects,
4 learning grant institutions and district edu-
5 cation agents assisted under subsection (i), the
6 ERIC Clearinghouses, and other entities en-
7 gages in technical assistance and dissemination
8 activities which are supported by other Offices
9 of the Department of Education; and

10 “(D) allocate its resources to and within
11 each State in a manner which reflects the need
12 for assistance, taking into account such factors
13 as the proportion of economically disadvantaged
14 students, the increased cost burden of service
15 delivery in areas of sparse populations, and any
16 special initiatives being undertaken by State,
17 intermediate, or local education agencies which
18 may require special assistance from the labora-
19 tory.

20 “(7) EVALUATIONS.—The Secretary shall pro-
21 vide for periodic, independent evaluations of each of
22 the laboratories in carrying out the duties described
23 in paragraph (2) in accordance with the standards
24 developed by the Board and transmit the results of
25 such evaluations to the relevant committees of the

1 Congress, the Board, and the appropriate regional
2 educational laboratory board.

3 “(8) INVITATION REGARDING COMPETITION
4 FOR AWARDS OF ASSISTANCE.—Prior to awarding a
5 grant or entering into a contract under this section,
6 the Secretary shall invite applicants, including the
7 existing regional educational laboratories, to compete
8 for such award through notice in the Federal Reg-
9 ister.

10 “(9) APPLICATION FOR ASSISTANCE.—Each ap-
11 plication for assistance under this subsection shall—

12 “(A) cover a 5-year period;

13 “(B) describe how the applicant would
14 carry out the activities required by this sub-
15 section; and

16 “(C) contain such additional information
17 as the Secretary may reasonably require.

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

23 “(k) AMERICA 2000 COMMUNITIES SPECIAL ASSIST-
24 ANCE PROGRAM.—

1 “(1) PURPOSE.—The purpose of the American
2 2000 communities special assistance program is to
3 provide targeted field-based, technical assistance to
4 the Nation’s most impoverished urban and rural
5 communities to enable them to achieve the national
6 education goals and other objectives for educational
7 improvement through the continuous, intensified ap-
8 plication and utilization of the results of educational
9 research.

10 “(2) GRANTS FOR LEARNING GRANT INSTITU-
11 TIONS AND DISTRICT EDUCATION AGENTS.—The
12 Secretary is authorized to make grants in accord-
13 ance with this subsection to eligible entities for the
14 establishment of Learning Grant Institutions and
15 District Education Agents within eligible commu-
16 nities to administer the America 2000 communities
17 special assistance program.

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

21 “(A) The term ‘eligible entity’ includes any
22 institution of higher education, regional edu-
23 cation laboratory, National Diffusion Network
24 project, national research and development cen-

1 ter, public or private nonprofit corporation, or
2 any consortium thereof that—

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

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

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

18 “(i) has a population of not less than
19 200,000 and not more than 300,000; and

20 “(ii) is located within one of the 50
21 congressional districts with the lowest me-
22 dian family income as determined by pov-
23 erty indices established by 1990 United
24 States Census.

1 “(4) COMPREHENSIVE AMERICA 2000 PLAN.—
2 Each Learning Grant Institution receiving assist-
3 ance under this subsection shall assist in the devel-
4 opment of a comprehensive America 2000 plan for
5 assuring educational success for all students in the
6 community. Each such plan shall—

7 “(A) adopt the 6 national educational
8 goals;

9 “(B) identify additional needs and goals
10 for educational improvement within the commu-
11 nity;

12 “(C) establish a comprehensive community-
13 wide plan for achieving such goals; and

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

17 “(5) IMPLEMENTATION OF COMMUNITY-WIDE
18 PLAN.—Each learning grant institution receiving as-
19 sistance under this subsection shall, utilizing the
20 District Education Agent, provide assistance in im-
21 plementing the community-wide plan for educational
22 improvement by—

23 “(A) disseminating information throughout
24 the community about exemplary and promising

1 educational programs, practices, products, and
2 policies;

3 “(B) assisting teachers, school administra-
4 tors, other educational personnel, parents and
5 others in—

6 “(i) tracking educational programs
7 within the community which receive Fed-
8 eral financial assistance and identifying
9 changes in such programs which are likely
10 to improve student achievement;

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

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

20 “(C) promoting the development of an in-
21 tegrated system of service delivery to children
22 from birth through age 18 and their families by
23 facilitating linkages and cooperation among—

24 “(i) local education agencies;

1 “(ii) health and social services agen-
2 cies and providers;

3 “(iii) juvenile justice and criminal jus-
4 tice agencies;

5 “(iv) providers of employment train-
6 ing; and

7 “(v) child care, Head Start, and other
8 early childhood agencies; and

9 “(D) mobilizing the resources of the com-
10 munity in support of student learning and high
11 achievement by facilitating effective partner-
12 ships and collaboration among—

13 “(i) local education agencies;

14 “(ii) postsecondary educational insti-
15 tutions;

16 “(iii) public libraries;

17 “(iv) parents;

18 “(v) community-based organizations,
19 neighborhood associations, and other civic
20 and community organizations;

21 “(vi) child care, Head Start, and
22 other early childhood agencies;

23 “(vii) churches, synagogues and other
24 religious institutions;

25 “(viii) labor organizations; and

1 “(ix) business and industry.

2 “(6) ADDITIONAL REQUIREMENTS FOR LEARN-
3 ING GRANT INSTITUTIONS.—In carrying out its re-
4 sponsibilities under this subsection, each learning
5 grant institution receiving assistance under this sub-
6 section shall—

7 “(A) convene and regularly consult with an
8 advisory board that is broadly representative of
9 the community, including public and private ele-
10 mentary and secondary school teachers and ad-
11 ministrators, parents, librarians, college and
12 university faculty and administrators, Head
13 Start and child care agencies, labor, business,
14 local elected officials, and community leaders;

15 “(B) cooperate with the local education
16 agency and, to the extent appropriate, the State
17 education agency;

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

24 “(i) addressing the needs of at-risk
25 students; and

1 “(ii) conducting educational research
2 and promoting the application of the re-
3 sults of such research to educational prac-
4 tice;

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

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

16 “(7) APPLICATION FOR GRANTS.—Any eligible
17 entity desiring a grant under this subsection shall
18 submit an application to the Secretary at such time,
19 in such manner, and accompanied by such informa-
20 tion as the Secretary may reasonably require. Each
21 such application shall—

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

1 “(B) provide evidence of support for the
2 application from local elected officials, the State
3 education agency, the local education agency,
4 parents, local community leaders, businesses,
5 and other appropriate organizations.

6 “(8) PRIORITY IN MAKING GRANTS; DURATION
7 AND AMOUNT OF GRANT.—Each grant made under
8 this subsection shall be—

9 “(A) awarded on a competitive basis, with
10 first priority given to those applications from
11 communities within congressional districts with
12 the lowest median family income;

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

19 “(C) an amount equal to not less than
20 \$1,000,000 per year.

21 “(9) REQUIREMENT REGARDING CERTAIN CON-
22 GRESSIONAL DISTRICTS.—Not more and not less
23 than one grant shall be awarded within each of the
24 50 congressional districts with the lowest median
25 family income.

1 “(10) CONTINGENT AUTHORITY REGARDING AP-
2 PLICATIONS FROM CHIEF STATE SCHOOL OFFI-
3 CER.—In the event that no eligible entity submits an
4 application to provide services under this subsection
5 to an eligible community within one year after ap-
6 propriations become available to fund such applica-
7 tion, the Secretary shall permit and encourage the
8 chief State school officer of the State in which the
9 eligible community is located to submit an applica-
10 tion under this subsection to provide services to such
11 community. Such application shall provide for the
12 carrying out of the program described in paragraphs
13 (4) through (6) by the State education agency in
14 conjunction with an eligible entity and shall other-
15 wise meet all the requirements of this subsection.

16 “(11) TECHNICAL ASSISTANCE; EVALUA-
17 TIONS.—In administering the program authorized
18 under this subsection, the Secretary shall, either di-
19 rectly or through grant or contract with an eligible
20 nonprofit agency—

21 “(A) upon request, provide technical assist-
22 ance to eligible entities to assist in the develop-
23 ment of a comprehensive plan to meet the re-
24 quirements of this subsection and in the prepa-
25 ration of applications for assistance;

1 “(B) regularly provide technical assistance
2 to learning grant institutions receiving assist-
3 ance under this subsection to assist with the de-
4 velopment and implementation of the commu-
5 nity-wide plan for educational improvement;

6 “(C) provide for an independent evaluation
7 of the activities assisted under this subsection,
8 including—

9 “(i) the impact of the America 2000
10 communities special assistance program on
11 children and families within each commu-
12 nity, including (but not limited to) effects
13 on the extent of educational achievement,
14 rates of school retention and completion,
15 and enrollment in program postsecondary
16 educational programs; and

17 “(ii) whether an intensified effort to
18 apply and utilize educational research
19 within a limited geographic area signifi-
20 cantly improves student learning and
21 achievement; and

22 “(D) plan for the expansion of the America
23 2000 communities special assistance program
24 throughout the remainder of the Nation begin-
25 ning in fiscal year 1998.

1 “(l) REGIONAL PARTNERSHIPS FOR TEACHER
2 CHANGE AGENTS.—

3 “(1) PROGRAM AUTHORIZED.—

4 “(A) The Assistant Secretary shall enter
5 into contracts with regional educational labora-
6 tories, in partnership with 1 or more institu-
7 tions of higher education in each State of its re-
8 gion, the National Diffusion Network, and
9 other entities with demonstrated experience, ex-
10 pertise, and commitment in the areas of teacher
11 research or teacher professional development,
12 such as the national research and development
13 centers, professional teacher organizations, and
14 other qualified organizations and associations,
15 in the region to carry out activities described in
16 paragraph (2).

17 “(B) The Assistant Secretary shall enter
18 into contracts under this subsection in an equi-
19 table manner and shall provide assistance on
20 the basis of the number of schools in each re-
21 gional educational laboratory region with atten-
22 tion given to populations with special needs and
23 the increased cost burden of service delivery in
24 regions of sparse population.

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

4 “(2) PROGRAM ACTIVITIES.—

5 “(A) Each regional partnership described
6 in paragraph (1)(A) entering into a contract
7 under this subsection shall carry out programs
8 of providing training to teachers relevant to the
9 needs and problems of the schools and school
10 districts where teachers, who participate in the
11 programs, serve. The purpose of such programs
12 shall be to—

13 “(i) educate teachers on how to ac-
14 quire information about education research
15 findings and best practices;

16 “(ii) provide teachers with current
17 education research and development the-
18 ory, skills, and practice as shall enable
19 them to modify, design, develop, and adapt
20 such findings and practices to effect local
21 district and classroom outcomes that im-
22 prove education;

23 “(iii) enable teachers to become ac-
24 tively involved in the applied research and
25 development process;

1 “(iv) provide teachers the ability to
2 become leaders in the utilization of applied
3 research and to become active participants
4 in the Federal research and development
5 partnership; and

6 “(v) facilitate collaboration between
7 the teacher change agent and the National
8 Diffusion Network State facilitator.

9 “(B) Teachers that participate in training
10 assisted under this subsection shall be known as
11 “teacher change agents”.

12 “(C) The program described in subpara-
13 graph (A) shall provide teacher change agents
14 with training during the summer and at such
15 other times as agreed to by the district, which
16 shall—

17 “(i) give teacher change agents knowl-
18 edge and guidance in using the existing
19 educational improvement services and re-
20 sources funded by the United States De-
21 partment of Education and other major re-
22 search organizations, including the prod-
23 ucts and work of the regional educational
24 laboratories, professional teacher organiza-
25 tions, the National Diffusion Network, in-

1 stitutions of higher education, the Edu-
2 cational Research Information Centers,
3 National Research Centers, National Re-
4 search Institutes, State Departments of
5 Education, local education agencies, and
6 other nonprofit organizations participating
7 in the improvement of education;

8 “(ii) provide teacher change agents
9 with indepth knowledge about a number of
10 products, programs, and processes devel-
11 oped by entities described in clause (i) that
12 the teacher change agents judge most rel-
13 evant to the needs of the district or dis-
14 tricts they will serve;

15 “(iii) inform teacher change agents
16 about government programs, including, but
17 not limited, to programs in government
18 agencies other than the Department of
19 Education, which offer research opportuni-
20 ties and funding; and

21 “(iv) provide teacher change agents
22 with instruction in technical assistance
23 skills in order to increase their capacity to
24 aid district and school site teacher teams
25 responsible for leading school improvement

1 activities at the district and school site
2 level.

3 “(D) The school year activities described
4 in subparagraph (A) shall provide teacher
5 change agents participating in such program
6 during the school year with—

7 “(i) opportunities to meet with other
8 teacher change agents to exchange experi-
9 ences;

10 “(ii) additional training or assistance
11 as needed or requested;

12 “(iii) updates in education research,
13 application, and findings; and

14 “(iv) opportunities to provide feedback
15 into the educational research infrastruc-
16 ture regarding needed research and ways
17 to improve the development and dissemina-
18 tion of information.

19 “(E) The regional partnership program
20 may support educational improvement and re-
21 form activities such as—

22 “(i) training in applied research meth-
23 odologies;

24 “(ii) assistance in conducting applied
25 research;

1 “(iii) teacher research sabbaticals;

2 “(iv) video conferencing for additional
3 training in order to reduce travel time and
4 expenses;

5 “(v) training in developing and imple-
6 menting effective teacher in-service train-
7 ing;

8 “(vi) training in change management,
9 including strategies for restructuring
10 schools, building local capacity, and gen-
11 erally strengthening the culture of schools
12 so that schools are conducive and support-
13 ive of change, including training in inter-
14 personal and leadership skills; and

15 “(vii) training in the appropriate use
16 of technology to assist classroom teachers.

17 “(F) TEACHER RESPONSIBILITIES.—
18 Teacher change agents shall, during the school
19 year—

20 “(i) meet with other teachers and dis-
21 trict or school site teacher teams to provide
22 other teachers with knowledge about how
23 to acquire information regarding education
24 research findings and best practices, in-
25 cluding what resources are available from

1 the Department of Education and how to
2 obtain products and technical services from
3 the Department;

4 “(ii) meet with the National Diffusion
5 Network State Facilitator to coordinate
6 and not duplicate efforts in the dissemina-
7 tion of exemplary educational programs;

8 “(iii) help interested schools identify
9 resources needed to address the school’s
10 needs and act as liaison between the school
11 and the appropriate resource entities, such
12 as regional educational laboratories, cen-
13 ters, national institutes, institutions of
14 higher education, professional teacher or-
15 ganizations, scholars, consultants, and
16 other schools and school districts that may
17 be of assistance;

18 “(iv) teach other teachers how to use
19 the products, programs, and processes in
20 which the teacher was trained pursuant to
21 paragraph (2)(C)(II);

22 “(v) work with other teachers and
23 teacher teams to adapt identified exem-
24 plary practices, programs, and research re-
25 sults to implement school site or classroom

1 improvements as desired, and provide fol-
2 low-up activities throughout a 2-year pe-
3 riod to ensure the successful adaptation
4 and implementation of such programs in
5 local schools; and

6 “(vi) inform teachers about how they
7 can obtain Federal research funding, fel-
8 lowships, and sabbaticals.

9 “(G) APPLICATION.—

10 “(i) IN GENERAL.—Each regional
11 partnership desiring a contract under this
12 subsection shall submit to the Secretary an
13 application at such time, in such manner,
14 and accompanied by such information as
15 the Assistant Secretary may reasonably re-
16 quire.

17 “(ii) CONTENTS.—Each application
18 described in clause (i) shall—

19 “(I) contain a plan acceptable to
20 affected States and local education
21 agencies for conducting the program
22 to be assisted under this section;

23 “(II) contain assurances that the
24 partnership requirements are fulfilled;

1 “(III) contain assurances that
2 both district and school site teacher
3 teams will be established to work in
4 conjunction with the teacher change
5 agent;

6 “(IV) contain a plan for the se-
7 lection of district and school site
8 teacher team participants and others
9 as deemed appropriate by the teacher
10 change agent and the regional part-
11 nership;

12 “(V) contain assurances that the
13 regional partnership, in conjunction
14 with the participating school districts,
15 shall provide each teacher change
16 agent with a stipend for the entire
17 calendar year commensurate with
18 such teacher’s salary and travel ex-
19 penses, to permit a teacher to partici-
20 pate in such program without incur-
21 ring loss of income;

22 “(VI) contain assurances that
23 each teacher change agent participat-
24 ing in the program shall receive an
25 award of not more than \$10,000 to be

1 used by such teacher during the
2 school year of such teacher's partici-
3 pation to purchase materials, support,
4 and coordinate with other teachers or
5 site teacher teams in the school dis-
6 trict;

7 “(VII) contain assurances that
8 such regional partnerships shall pro-
9 vide not more than \$5,000 to each
10 school district or group of school dis-
11 tricts having an individual from such
12 district or districts participating in
13 the program assisted under this sec-
14 tion for each of the 2 years following
15 such participation to enable such
16 school district or districts to continue
17 efforts to improve dissemination of ef-
18 fective practices and programs within
19 the district or districts;

20 “(VIII) contain assurances that
21 representatives of State educational
22 agencies, intermediate educational
23 agencies, teacher centers, teacher edu-
24 cators at institutions of higher edu-
25 cation, and school district in-service or

1 curriculum specialists will be eligible
2 to participate in the program assisted
3 under this section if such individuals
4 pay the cost of their participation;
5 and

6 “(IX) contain an assurance that
7 such regional partnership shall permit
8 a teacher to participate in the pro-
9 gram only after such partnership de-
10 termines that the teacher will be af-
11 farded a full opportunity by the dis-
12 trict to perform such teacher’s respon-
13 sibilities described in subparagraph
14 (2)(F).

15 “(3) TEACHER SELECTION AND ELIGIBILITY.—

16 “(A) NOMINATION.—Teacher participants
17 in the program assisted under this subsection
18 shall be nominated by their peers at the school
19 district level.

20 “(B) ELIGIBILITY.—Each school district
21 or group of school districts desiring to have
22 teachers from such district or districts partici-
23 pate in the program assisted under this sub-
24 section shall provide the regional partnership
25 with the names of such teachers, and an indica-

1 tion of the type of issues or problems on which
2 each such teacher would like to receive informa-
3 tion and training.

4 “(C) SELECTION.—

5 “(i) Teacher participants shall be se-
6 lected by the regional partnerships in con-
7 sultation with the State educational agen-
8 cies in the region. Teacher participants
9 shall be selected in such a manner so as to
10 ensure an equitable representation of such
11 teachers by State within the region.

12 “(ii) The number of teachers selected
13 each year shall be determined in accord-
14 ance with the amount of funding received
15 by the regional partnership.

16 “(4) INDEPENDENT EVALUATION.—

17 “(A) IN GENERAL.—The Board shall pro-
18 vide for an independent evaluation of the pro-
19 gram assisted under this subsection to deter-
20 mine the net impact and cost effectiveness of
21 the program and the reactions of teachers and
22 school districts participating in such program.

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. The Office
20 shall carry out this section acting through the Library.

21 “(b) FUNCTIONS OF LIBRARY.—The functions of the
22 Library are—

23 “(1) to provide a central location within the
24 Federal Government for information about edu-
25 cation;

1 “(2) to provide comprehensive reference services
2 on matters related to education to employees of the
3 Department of Education and its contractors and
4 grantees, other Federal employees, and members of
5 the public; and

6 “(3) to promote greater cooperation and re-
7 source sharing among providers and repositories of
8 education information in the United States.

9 “(c) ONE-STOP INFORMATION AND REFERRAL SERV-
10 ICE.—The Library shall establish and maintain a central
11 information and referral service to respond to telephonic,
12 mail and electronic and other inquiries from the public
13 concerning—

14 “(1) programs and activities of the Department
15 of Education;

16 “(2) publications produced by the Department
17 of Education and, to the extent feasible, education
18 related publications produced by the Departments of
19 Labor, Health and Human Services, and other Fed-
20 eral agencies;

21 “(3) services and resources available to the pub-
22 lic through the Office, including the ERIC Clearing-
23 houses, the research institutes, and the national edu-
24 cation dissemination system;

1 “(4) statistics and other information produced
2 by the National Center for Education Statistics; and

3 “(5) referrals to additional sources of informa-
4 tion and expertise about educational issues which
5 may be available through educational associations
6 and foundations, the private sector, colleges and uni-
7 versities, libraries and bibliographic databases.

8 The Library shall maintain and actively publicize a toll-
9 free telephone number through which public inquiries to
10 the Library may be made.

11 “(d) COMPREHENSIVE REFERENCE SERVICES.—The
12 Library shall provide for the delivery of a full range of
13 reference services on subjects related to education to em-
14 ployees of the Department and its contractors and grant-
15 ees, other Federal employees, and members of the general
16 public. Such services may include—

17 “(1) specialized subject searches;

18 “(2) search and retrieval of electronic
19 databases;

20 “(3) document delivery by mail and facsimile
21 transmission;

22 “(4) research counseling, bibliographic instruc-
23 tion, and other training services;

24 “(5) interlibrary loan services; and

1 “(6) selective dissemination of information serv-
2 ices.

3 The Library shall first give priority in the provision of
4 reference services to requests made by employees of the
5 Department.

6 “(e) COOPERATION AND RESOURCE SHARING.—The
7 Library shall promote greater cooperation and resource
8 sharing among libraries and archives with significant col-
9 lections in the area of education through such means as—

10 “(1) the establishment of information and re-
11 source sharing networks among such entities;

12 “(2) the development of a national union list of
13 education journals held by education libraries
14 throughout the United States;

15 “(3) the development of directories and indexes
16 to textbook and other specialized collections held by
17 education libraries throughout the United States;
18 and

19 “(4) cooperative efforts to preserve, maintain
20 and promote access to items of special historical
21 value or interest.

22 “(f) ADMINISTRATION.—The Library shall be admin-
23 istered by an Executive Director who shall—

1 “(1) be appointed by the Assistant Secretary
2 from among persons with significant training or ex-
3 perience in library and information science;

4 “(2) serve for a renewable term of 4 years; and

5 “(3) be paid at not less than the minimum rate
6 of basic pay payable for GS-15 of the General
7 Schedule.

8 “(g) TRANSFER OF FUNCTIONS.—There are hereby
9 transferred to the Library all functions of—

10 “(1) the Department of Education Research Li-
11 brary;

12 “(2) the Department of Education Reference
13 Section; and

14 “(3) the Department of Education Information
15 Branch.

16 “(h) COLLECTION DEVELOPMENT POLICY.—Not
17 later than 180 days after the enactment of the Edu-
18 cational Research, Development, and Dissemination Ex-
19 cellence Act, the Executive Director shall promulgate a
20 comprehensive collection development policy to govern the
21 Library’s operations, acquisitions, and services to users.
22 Such collection development policy shall—

23 “(1) be consistent with the functions of the Li-
24 brary set out in subsection (b);

1 “(2) emphasize the acquisition and maintenance
2 of a comprehensive collection of reference materials;
3 and

4 “(3) avoid unnecessary duplication by putting a
5 priority on meeting the information needs of the Li-
6 brary’s users through cooperation and resource-shar-
7 ing with other entities with significant collections in
8 the field of education.

9 “(i) ARREARAGE AND PRESERVATION.—On the basis
10 of the collection development policy promulgated under
11 subsection (h), the Executive Director shall develop a
12 multiyear plan which shall set forth goals and priorities
13 for actions needed to—

14 “(1) eliminate within 3 years the arrearage of
15 uncataloged books and other materials in the Li-
16 brary’s collections; and

17 “(2) respond effectively and systematically to
18 the preservation needs of the Library’s collections,
19 relying, whenever possible, upon cooperative efforts
20 with other institutions to preserve and maintain the
21 usability of books and materials in the Library’s col-
22 lections.”.

1 **TITLE VI—LEADERSHIP FOR**
2 **EDUCATIONAL TECHNOLOGY**

3 **SEC. 601. LEADERSHIP FOR EDUCATIONAL TECHNOLOGY.**

4 The Secretary of Education shall promote and facili-
5 tate the expansion of an improvements in the use of tech-
6 nology in education throughout the Nation. In carrying
7 out such responsibility, the Secretary shall—

8 (1) designate a single official within the De-
9 partment who shall be responsible for coordinating
10 all activities of the Department and interagency ini-
11 tiatives which relate to the use of technology in edu-
12 cation;

13 (2) ensure that each program administered by
14 the Department incorporates the full and effective
15 use of technology to achieve its objectives;

16 (3) work with the Federal Communications
17 Commission, National Science Foundation, Depart-
18 ment of Commerce and other Federal, State, and
19 local government agencies to assure that national
20 telecommunication policies address the needs and
21 goals of educational agencies;

22 (4) work with the Department of Defense and
23 other Federal agencies to facilitate the adaptation
24 and transfer of education and training software de-

1 developed by such agencies for use by educational in-
2 stitutions throughout the Nation;

3 (5) support and encourage cooperative efforts
4 to develop compatibility and other technical stand-
5 ards for technology used by educational agencies
6 through the Federal Coordinating Council for
7 Science, Engineering and Technology and other
8 means;

9 (6) promote partnerships between business and
10 education which will expand and improve the use of
11 technology in education;

12 (7) assure that there are sufficient personnel
13 with the Department with expertise in the uses and
14 applications of technology in education;

15 (8) report biennially to the appropriate author-
16 izing committees of the Congress on the activities
17 undertaken in fulfilling the requirements of this
18 paragraph; and

19 (9) in consultation with the National Science
20 Foundation, the Department of Commerce, and
21 other agencies and utilizing the advice of nationally
22 recognized experts, recommend to the President and
23 the Congress a national educational technology pol-
24 icy which will maximize the most effective uses of

- 1 educational technology to promote student learning
- 2 and school improvement.

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