

Union Calendar No. 120

103D CONGRESS
1ST SESSION

H. R. 856

[Report No. 103-209]

A BILL

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

AUGUST 2, 1993

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

Union Calendar No. 120103^D CONGRESS
1ST SESSION**H. R. 856****[Report No. 103-209]**

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

AUGUST 2, 1993

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in italic]

[For text of introduced bill, see copy of bill as introduced on February 4, 1993]

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,*

1 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

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

5 (b) *TABLE OF CONTENTS.*—The table of contents for
 6 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Findings.

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

Sec. 101. General provisions.

Sec. 102. Assistant Secretary for Educational Research and Improvement.

Sec. 103. Savings provision.

Sec. 104. Existing grants and contracts.

*TITLE II—NATIONAL EDUCATIONAL RESEARCH POLICY AND
 PRIORITIES BOARD*

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

TITLE III—NATIONAL RESEARCH INSTITUTES

Sec. 301. Establishment within Office of Educational Research and Improvement.

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.

7 **SEC. 2. FINDINGS.**

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

10 (1) A majority of public schools in the United
 11 States are failing to adequately prepare their stu-
 12 dents. To achieve the national education goals set
 13 forth by the President and the governors of the States,
 14 an overwhelming campaign for educational improve-

1 *ment must be mounted in order to set in motion*
2 *many strategies and models designed to encourage*
3 *and support school restructuring. The Federal Gov-*
4 *ernment must support an extensive program of edu-*
5 *cational research, development, dissemination, rep-*
6 *lication and assistance to identify and support the*
7 *best responses for the challenges ahead. A significant*
8 *investment in attaining a deeper understanding of the*
9 *processes of learning and schooling and developing*
10 *new ideas holds the best hope of making a substantial*
11 *difference to the lives of every school and student in*
12 *the United States. The Office of Educational Research*
13 *and Improvement of the Department of Education*
14 *should be at the center of this campaign in order to*
15 *coordinate such efforts.*

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

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

24 *(B) 2 out of every 5 children in need of re-*
25 *mediation;*

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

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

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

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

21 (5) Nationwide model programs and reliable
22 interventions should be demonstrated and replicated,
23 and for such purposes, programs should be established
24 to conduct research and evaluations, and to dissemi-
25 nate information.

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

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

12 (8) *Existing research and development entities*
13 *should adopt expanded, proactive roles and new insti-*
14 *tutions must be created to promote knowledge develop-*
15 *ment necessary to accelerate the application of re-*
16 *search knowledge to high priority areas.*

17 (9) *Greater use should be made of existing tech-*
18 *nologies in efforts to improve the Nation's educational*
19 *system, including efforts to disseminate research find-*
20 *ings.*

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

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

3 *(11) The coordination of the mission of the Office*
4 *of Educational Research and Improvement with that*
5 *of other components of the Department of Education*
6 *is critical. It must improve the coordination of the*
7 *educational research, development, and dissemination*
8 *function with those of other Federal agencies.*

9 ***TITLE I—GENERAL PROVISIONS***
10 ***REGARDING OFFICE OF EDU-***
11 ***CATIONAL RESEARCH AND IM-***
12 ***PROVEMENT***

13 ***SEC. 101. GENERAL PROVISIONS.***

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

16 *“OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT*

17 *“SEC. 405. (a) DECLARATION OF POLICY REGARDING*
18 *EDUCATIONAL OPPORTUNITY.—*

19 *“(1) IN GENERAL.—The Congress declares it to*
20 *be the policy of the United States to provide to every*
21 *individual an equal opportunity to receive an edu-*
22 *cation of high quality regardless of race, color, reli-*
23 *gion, sex, age, disability, national origin, or social*
24 *class. Although the American educational system has*
25 *pursued this objective, it has not attained the objec-*
26 *tive. Inequalities of opportunity to receive high qual-*

1 *ity education remain pronounced. To achieve the goal*
2 *of quality education requires the continued pursuit of*
3 *knowledge about education through research, develop-*
4 *ment, improvement activities, data collection, syn-*
5 *thesis, technical assistance, and information dissemi-*
6 *nation. While the direction of American education re-*
7 *mains primarily the responsibility of State and local*
8 *governments, the Federal Government has a clear re-*
9 *responsibility to provide leadership in the conduct and*
10 *support of scientific inquiry into the educational*
11 *process.*

12 *“(2) MISSION OF OFFICE.—*

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

16 *“(i) expanding fundamental knowledge*
17 *and understanding of education;*

18 *“(ii) promoting excellence and equity*
19 *in education; and*

20 *“(iii) monitoring the state of edu-*
21 *cation.*

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

1 “(b) *PURPOSE AND STRUCTURE OF OFFICE.*—

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

8 “(2) *ADMINISTRATIVE STRUCTURE.*—*The Office*
9 *shall be administered by the Assistant Secretary and*
10 *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 Library of Education es-*
19 *tablished 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 pro-*
3 *visions of this section, seek to improve education in*
4 *the United States through concentrating the resources*
5 *of the Office on the following priority research and*
6 *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 elementary*
11 *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 Assistant Secretary may*
21 *appoint, for terms not to exceed three years (without*
22 *regard to the provisions of title 5 of the United States*
23 *Code governing appointment in the competitive serv-*
24 *ice) and may compensate (without regard to the pro-*
25 *visions of chapter 51 and subchapter III of chapter 53*

1 *of such title relating to classification and General*
2 *Schedule pay rates) such scientific or technical em-*
3 *ployees of the Office as the Assistant Secretary consid-*
4 *ers necessary to accomplish its functions, provided*
5 *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 at GS-15, as deter-
14 mined in accordance with section 5376 of title 5,
15 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 employees
24 of the Office.

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

9 “(d) *AUTHORITY TO PUBLISH.*—

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

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

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

22 “(B) *provide other offices of the Department*
23 *with an opportunity to comment upon any re-*
24 *port or publication prior to its publication when*

1 *its contents relate to matters for which such of-*
2 *fice has responsibility.*

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

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

12 “(2) *a description of the activities carried out by*
13 *and through the national education dissemination*
14 *system established by section 405C during the fiscal*
15 *years for which such report is prepared and any rec-*
16 *ommendations and comments regarding such activi-*
17 *ties as the Assistant 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 years 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 description of the coordination activities
2 undertaken pursuant to section 405(f) during the fis-
3 cal years for which such report is prepared;

4 “(5) recommendations for legislative and admin-
5 istrative changes necessary to improve the coordina-
6 tion of all educational research, development, and dis-
7 semination activities carried out within the Federal
8 Government, particularly within the priority research
9 and development needs identified in section 405(b)(3);
10 and

11 “(6) such additional comments, recommenda-
12 tions, and materials as the Assistant Secretary con-
13 siders appropriate.

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

22 “(1) minimize duplication in education research,
23 development, and dissemination carried out by the
24 Federal Government;

1 “(2) maximize the value of the total Federal in-
2 vestment in education research, development, and dis-
3 semination; and

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

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

17 “(h) *STANDARDS FOR CONDUCT AND EVALUATION OF*
18 *RESEARCH.*—

19 “(1) *IN GENERAL.*—*In consultation with the*
20 *Board, the Assistant Secretary shall develop such*
21 *standards as may be necessary to govern the conduct*
22 *and evaluation of all research, development, and dis-*
23 *semination activities carried out by the Office to as-*
24 *sure that such activities meet the highest standards of*
25 *professional excellence. In developing such standards,*

1 *the Assistant Secretary shall review the procedures*
2 *utilized by the National Institutes of Health, the Na-*
3 *tional Science Foundation, and other Federal agen-*
4 *cies engaged in research and development and shall*
5 *also actively solicit recommendations from the Na-*
6 *tional Academy of Sciences, the American Edu-*
7 *cational Research Association and members of the*
8 *general public.*

9 *“(2) CONTENTS OF STANDARDS.—Such stand-*
10 *ards shall at a minimum—*

11 *“(A) require that a system of peer review be*
12 *utilized by the Office—*

13 *“(i) in reviewing and evaluating all*
14 *applications for grants and cooperative*
15 *agreements and bids for those contracts*
16 *which exceed \$100,000;*

17 *“(ii) in evaluating and assessing the*
18 *performance of all recipients of grants from*
19 *and cooperative agreements and contracts*
20 *with the Office; and*

21 *“(iii) in reviewing and designating ex-*
22 *emplary and promising programs in ac-*
23 *cordance with section 405C(d);*

24 *“(B)(i) specify the composition of peer re-*
25 *view panels, the criteria for the selection of mem-*

1 *bers of such panels, and describe the means by*
2 *which potential members shall be identified so as*
3 *to assure that such panels are broadly represent-*
4 *ative of individuals with expertise in matters*
5 *relevant to the purposes of each such panel;*

6 “(ii) *prohibit the consideration of partisan*
7 *affiliation in the selection of any member of a*
8 *peer review panel;*

9 “(iii) *describe the general procedures which*
10 *shall be used by each peer review panel in its op-*
11 *erations;*

12 “(iv) *prohibit the participation by a mem-*
13 *ber of a peer review panel in the review of any*
14 *application in which such member has any fi-*
15 *nancial interest; and*

16 “(v) *require that transcripts, minutes, and*
17 *other documents made available to or prepared*
18 *for or by a peer review panel will be available*
19 *for public inspection to the extent consistent with*
20 *the Freedom of Information Act, the Federal Ad-*
21 *visory Committee Act, the Privacy Act, and*
22 *other laws;*

23 “(C)(i) *describe the procedures which shall*
24 *be utilized in evaluating applications for grants,*

1 *proposed cooperative agreements, and contract*
2 *bids;*

3 “(ii) *specify the criteria and factors which*
4 *shall be considered in making such evaluations;*
5 *and*

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

13 “(D)(i) *describe the procedures which shall*
14 *be utilized in reviewing educational programs*
15 *which have been identified by or submitted to the*
16 *Secretary for evaluation in accordance with sec-*
17 *tion 405C(d); and*

18 “(ii) *specify the criteria which shall be used*
19 *in recommending programs as exemplary and*
20 *promising; and*

21 “(E)(i) *require that the performance of all*
22 *recipients of grants from and contracts and co-*
23 *operative agreements with the Office shall be pe-*
24 *riodically evaluated, both during and at the con-*
25 *clusion of their receipt of assistance;*

1 “(ii) describe the procedures and means by
2 which such evaluations shall be undertaken, in-
3 cluding—

4 “(I) the frequency of such evaluations;

5 “(II) the criteria, outcome measures,
6 and other factors which shall be taken into
7 account; and

8 “(III) measures to assure that on-site
9 evaluations of performance shall be utilized
10 to the extent appropriate and whenever
11 practicable; and

12 “(iii) provide that the results of such eval-
13 uations shall be taken into account prior to any
14 decision to continue, renew, or provide new fund-
15 ing to the entity being reviewed.

16 “(3) PUBLICATION AND PROMULGATION OF
17 STANDARDS.—

18 “(A) The Assistant Secretary shall publish
19 proposed standards—

20 “(i) which meet the requirements of
21 subparagraphs (A), (B), and (C) of para-
22 graph (2) not later than 1 year after the
23 date of the enactment of the Educational
24 Research, Development, and Dissemination
25 Excellence Act;

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

4 “(iii) which meet the requirements of
5 subparagraph (E) of paragraph (2) not
6 later than 3 years after such date;

7 “(B) Following the publication of such pro-
8 posed standards, the Assistant Secretary shall so-
9 licit comments from interested members of the
10 public with respect to such proposed standards
11 for a period of not more than 120 days. After
12 giving due consideration to any comments which
13 may have been received, the Assistant Secretary
14 shall transmit such standards to the Board for
15 its review and approval.

16 “(C) Upon the approval of the Board, the
17 Assistant Secretary shall transmit final stand-
18 ards to the Secretary which meet the require-
19 ments of the particular subparagraphs of para-
20 graph (2) for which they were developed. Such
21 standards shall be binding upon all activities
22 carried out with funds appropriated under sec-
23 tion 405.

1 “(i) *ADDITIONAL RESPONSIBILITIES OF THE ASSISTANT SECRETARY.*—In carrying out the activities and programs of the Office, the Assistant Secretary shall—

4 “(1) *be guided by the Research Priorities Plan developed by the Board;*

6 “(2) *ensure that there is broad and regular public and professional involvement from the educational field in the planning and carrying out of the Office’s activities, including establishing teacher advisory boards for any program office, program or project of the Office as the Assistant Secretary deems necessary;*

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

15 “(4) *ensure that all statistics and other data collected and reported by the Office shall be collected, cross-tabulated, analyzed, and reported by sex within race or ethnicity and socioeconomic status whenever feasible (and when such data collection or analysis is not feasible, ensure that the relevant report or document includes an explanation as to why such data collection or analysis is not feasible).*

23 “(j) *DEFINITIONS.*—For purposes of this section and 24 *sections 405A through 405D:*

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

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

11 “(3) The term ‘Board’ means the National Edu-
12 cational Research Policy and Priorities Board.

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

18 “(5) The term ‘development’—

19 “(A) means the systematic use, adaptation,
20 and transformation of knowledge and under-
21 standing gained from research to create alter-
22 natives, policies, products, methods, practices, or
23 materials which can contribute to the improve-
24 ment of educational practice; and

1 “(B) includes the design and development of
2 prototypes and the testing of such prototypes for
3 the purposes of establishing their feasibility, reli-
4 ability, and cost-effectiveness.

5 “(6) The term ‘technical assistance’ means the
6 provision of external assistance to facilitate the adop-
7 tion or application of the knowledge gained from edu-
8 cational research and development and includes—

9 “(A) problem analysis and diagnosis;

10 “(B) assistance in finding, selecting, or de-
11 signing suitable solutions and approaches to
12 problems;

13 “(C) training in the installation and imple-
14 mentation of products, programs, policies, prac-
15 tices, or technologies; and

16 “(D) such other assistance as may be nec-
17 essary to encourage the adoption or application
18 of such knowledge.

19 “(7) The term ‘dissemination’ means the transfer
20 of knowledge and products gained through research
21 and includes—

22 “(A) the use of communication techniques to
23 increase awareness of such knowledge and prod-
24 ucts;

1 “(B) the provision of comparative and eval-
2 uative information necessary to enable educators,
3 school administrators, and others to assess and
4 make informed judgments about the relevance
5 and usefulness of such knowledge and products
6 in specific settings; and

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

11 “(8) The term ‘national education dissemination
12 system’ means the activities carried out by the Office
13 of Reform Assistance and Dissemination established
14 by section 405C.

15 “(9) The term ‘Office’ means the Office of Edu-
16 cational Research and Improvement established in
17 section 209 of the Department of Education Organi-
18 zation Act.

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

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

24 “(k) AUTHORIZATION OF APPROPRIATIONS.—

25 “(1) NATIONAL INSTITUTES.—

1 “(A) For the purpose of carrying out section
2 405B, there is authorized to be appropriated
3 \$37,000,000 for fiscal year 1994.

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

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

17 “(D) For the purpose of carrying out the
18 provisions of section 405B relating to the Na-
19 tional Institute for Innovation in Educational
20 Governance, Finance, Policy-Making, and Man-
21 agement, there are authorized to be appropriated
22 \$20,000,000 for fiscal year 1995, and such sums
23 as are necessary for each of fiscal years 1996 and
24 1997.

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

8 “(F) For the purpose of carrying out the
9 provisions of section 405B relating to the Na-
10 tional Institute of Postsecondary Education, Li-
11 braries, and Lifelong Learning, there are author-
12 ized to be appropriated \$20,000,000 for fiscal
13 year 1995, and such sums as are necessary for
14 each of fiscal years 1996 and 1997.

15 “(2) NATIONAL EDUCATION DISSEMINATION SYS-
16 TEM.—

17 “(A)(i) For the purpose of carrying out sub-
18 sections (b)(2) through (g) of section 405C, there
19 are authorized to be appropriated \$22,000,000
20 for fiscal year 1994, and such sums as are nec-
21 essary for each of the fiscal years 1995 through
22 1997.

23 “(ii) Of the amount appropriated under
24 clause (i) for any fiscal year, the Secretary shall
25 make available not less than \$7,175,000 to carry

1 out subsection (f) of section 405C (relating to
2 clearinghouses).

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

15 “(C) For the purpose of carrying out sub-
16 section (j) of section 405C (relating to the teacher
17 research dissemination network) there are au-
18 thorized to be appropriated \$30,000,000 for fis-
19 cal year 1994, and such sums as are necessary
20 for each of the fiscal years 1995 through 1997.

21 “(D) For the purpose of carrying out sub-
22 section (i) of section 405C (relating to the Goals
23 2000 Community Partnerships program), there
24 are authorized to be appropriated \$30,000,000
25 for fiscal year 1994, \$50,000,000 for fiscal year

1 1995, and such sums as are necessary for each
2 of the fiscal years 1996 and 1997.

3 “(3) NATIONAL EDUCATIONAL RESEARCH POLICY
4 AND PRIORITIES BOARD.—Of the amounts appro-
5 priated under paragraphs (1) and (2) for any fiscal
6 year, the Secretary shall make available 2 percent of
7 such amounts, or \$1,000,000, whichever is less, to the
8 Board for the purpose of carrying out section 405A.

9 “(4) ALLOCATIONS FOR GRANTS, COOPERATIVE
10 AGREEMENTS, AND CONTRACTS.—Of the amounts ap-
11 propriated under paragraph (1) or (2) for any fiscal
12 year, not less than 95 percent shall be expended to
13 carry out the purposes described in such paragraphs
14 through grants, cooperative agreements, or contracts.

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

20 “(6) GRANT AUTHORIZED.—From the amounts
21 appropriated under paragraph (1) for fiscal year
22 1995, the Secretary is authorized, in accordance with
23 the provisions of this paragraph, to award a grant of
24 not more than \$5,000,000 to a public or private insti-
25 tution, agency or organization for a period not to ex-

1 “(A) appointed by the President, by and with
2 the consent of the Senate; and

3 “(B) selected in consultation with the National
4 Educational Research Policy and Priorities Board
5 from among individuals who—

6 “(i) are distinguished educational research-
7 ers;

8 “(ii) have proven management ability; and

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

11 **SEC. 103. SAVINGS PROVISION.**

12 Notwithstanding any other provision of law, contracts
13 for the regional educational laboratories, education re-
14 sources information clearinghouses and research and devel-
15 opment centers assisted under section 405 of the General
16 Education Provisions Act on the date of the enactment of
17 this Act shall remain in effect until the termination date
18 of such contracts.

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

20 Notwithstanding any other provision of law, grants
21 and contracts for the research and development centers as-
22 sisted under section 405 of the General Education Provi-
23 sions Act on the date of enactment of this Act shall remain
24 in effect until the termination date of such grants or con-
25 tracts, as the case may be, except that such grants and con-

1 *tracts may be extended to implement the provisions of this*
 2 *Act.*

3 **TITLE II—NATIONAL EDU-**
 4 **CATIONAL RESEARCH POLICY**
 5 **AND PRIORITIES BOARD**

6 **SEC. 201. ESTABLISHMENT WITHIN OFFICE OF EDU-**
 7 **CATIONAL RESEARCH AND IMPROVEMENT.**

8 *Part A of the General Education Provisions Act (20*
 9 *U.S.C. 1221e et seq.) is amended by inserting after section*
 10 *405 the following new section:*

11 *“NATIONAL EDUCATIONAL RESEARCH POLICY AND*
 12 *PRIORITIES BOARD*

13 *“SEC. 405A. (a) IN GENERAL.—There is established*
 14 *within the Office a National Educational Research Policy*
 15 *and Priorities Board (hereafter in this section referred to*
 16 *as the ‘Board’).*

17 *“(b) FUNCTIONS.—It shall be the responsibility of the*
 18 *Board, acting through the Assistant Secretary—*

19 *“(1) to determine priorities that should guide the*
 20 *work of the Office and provide guidance to the Con-*
 21 *gress in its oversight of the Office;*

22 *“(2) to review and approve standards for the*
 23 *conduct and evaluation of all research, development,*
 24 *and dissemination carried out under the auspices of*
 25 *the Office pursuant to sections 405 through 405C; and*

1 “(3) to regularly review, evaluate, and publicly
2 comment upon, the implementation of its rec-
3 ommended priorities and policies by the Department
4 and the Congress.

5 “(c) *RESEARCH PRIORITIES PLAN.*—In cooperation
6 with the Assistant Secretary, the Board shall—

7 “(1) survey and assess the state of knowledge in
8 education research, development and dissemination to
9 identify disciplines and areas of inquiry within the
10 priority research, development and dissemination
11 needs identified in section 405(b)(3) in which the
12 state of knowledge is insufficient and which warrant
13 further investigation, taking into account the views of
14 both education researchers and practicing educators;

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

18 “(3) actively solicit recommendations from edu-
19 cation researchers, teachers, school administrators,
20 cultural leaders, parents, and others throughout the
21 Nation through such means as periodic regional fo-
22 rums;

23 “(4) provide recommendations for the develop-
24 ment, maintenance, and assurance of a strong infra-

1 *structure for education, research, and development in*
2 *the United States; and*

3 *“(5) on the basis of such recommendations, de-*
4 *velop a research priorities program which shall rec-*
5 *ommend priorities for the investment of the resources*
6 *of the Office over the next 5-, 10-, and 15-year peri-*
7 *ods, including as priorities those areas of inquiry in*
8 *which further research, development and dissemina-*
9 *tion—*

10 *“(A) is necessary to attain the goals for the*
11 *improvement of education identified in para-*
12 *graph (2);*

13 *“(B) promises to yield the greatest practical*
14 *benefits to teachers and other educators in terms*
15 *of improving education; and*

16 *“(C) will not be undertaken in sufficient*
17 *scope or intensity by the other Federal and non-*
18 *Federal entities engaged in education research*
19 *and development.*

20 *“(d) CONTENTS OF PLAN—*

21 *“(1) IN GENERAL.—The research and priorities*
22 *plan described in subsection (c) shall, at a mini-*
23 *mum—*

24 *“(A) set forth specific objectives which can*
25 *be expected to be achieved as a result of a Fed-*

1 *eral investment in the priorities set forth in the*
2 *plan;*

3 *“(B) include recommendations with respect*
4 *to research and development on cross-cutting is-*
5 *ssues which should be carried out jointly by 2 or*
6 *more of the research institutes; and*

7 *“(C) include an evaluative summary of the*
8 *educational research and development activities*
9 *undertaken by the Federal Government during*
10 *the preceding 2 fiscal years which shall de-*
11 *scribe—*

12 *“(i) what has been learned as a result*
13 *of such activities;*

14 *“(ii) how such new knowledge or un-*
15 *derstanding extends or otherwise relates to*
16 *what had been previously known or under-*
17 *stood;*

18 *“(iii) the implications of such new*
19 *knowledge or understanding for educational*
20 *practice and school reform; and*

21 *“(iv) any development, reform, and*
22 *other assistance activities which have uti-*
23 *lized such knowledge or understanding and*
24 *the effects of such efforts.*

25 *“(2) REPORT.—*

1 “(A) Not later than 6 months after the first
2 meeting of the Board and October 1 of every sec-
3 ond year thereafter, the Assistant Secretary shall
4 publish a report specifying the proposed research
5 priorities of the Office and allow a 60-day period
6 beginning on the date of the publication of the
7 report for public comment and suggestions.

8 “(B) Not later than 90 days after the expi-
9 ration of the 60-day period referred to in sub-
10 paragraph (A), the Assistant Secretary shall sub-
11 mit to the President and the Congress a report
12 specifying the research priorities of the Office
13 and any public comment and suggestions ob-
14 tained under such subparagraph.

15 “(e) *ADDITIONAL RESPONSIBILITIES OF THE*
16 *BOARD.*—It shall also be the responsibility of the Board
17 to—

18 “(1) provide advice and assistance to the Assist-
19 ant Secretary in carrying out the coordination activi-
20 ties described in section 405;

21 “(2) make recommendations to the Assistant Sec-
22 retary of persons qualified to fulfill the responsibil-
23 ities of the Director for each research institute estab-
24 lished by section 405B after making special efforts to
25 identify qualified women and minorities and solicit-

1 *ing and giving due consideration to recommendations*
2 *from professional associations and interested members*
3 *of the public;*

4 *“(3) advise and make recommendations to the*
5 *President with respect to individuals who are quali-*
6 *fied to fulfill the responsibilities of the Assistant Sec-*
7 *retary for the Office of Educational Research and Im-*
8 *provement; and*

9 *“(4) review and approve standards for the con-*
10 *duct and evaluation of research developed by the As-*
11 *stant Secretary pursuant to subsection (h) of section*
12 *405.*

13 *“(f) STANDING SUBCOMMITTEES.—*

14 *“(1) ESTABLISHMENT; FUNCTIONS.—The Board*
15 *shall establish a standing subcommittee for each of the*
16 *Institutes established by subsection (a) of section*
17 *405B and for the Office of Reform Assistance and*
18 *Dissemination established by subsection (b) of section*
19 *405C which shall advise, assist, consult with and*
20 *make recommendations to the Assistant Secretary, the*
21 *Board, the Director of such entity and the Congress*
22 *on matters related to the activities carried out by and*
23 *through such entities.*

24 *“(2) COMPOSITION.—*

1 “(A) *Each standing subcommittee shall con-*
2 *sist of 3 members of the Board and 6 additional*
3 *individuals appointed by the Board who have*
4 *significant experience in and knowledge of the*
5 *disciplines relevant to the purposes of the entity*
6 *for which the subcommittee is established.*

7 “(B) *The Board shall assure that the mem-*
8 *bership of each subcommittee includes both edu-*
9 *cational researchers and persons who are knowl-*
10 *edgeable about the research, development and dis-*
11 *semination needs of practitioners, including*
12 *classroom teachers, school administrators, and*
13 *members of State or local boards of education.*

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

16 “(1) *shall, without regard to the provisions of*
17 *title 5, United States Code, relating to the appoint-*
18 *ment and compensation of officers or employees of the*
19 *United States, appoint a director to be paid at a rate*
20 *not to exceed the rate of basic pay payable for level*
21 *V of the Executive Schedule who shall assist in carry-*
22 *ing out and managing the activities of the Board and*
23 *perform such other functions the Board determines to*
24 *be necessary and appropriate;*

1 “(2) shall hire its own staff through routine gov-
2 ernment procedures;

3 “(3) may arrange for the detail of staff personnel
4 and utilize the services and facilities of any agency
5 of the Federal Government;

6 “(4) may enter into contracts, or make other ar-
7 rangements as may be necessary to carry out its func-
8 tions;

9 “(5) may review any grant, contract, or coopera-
10 tive agreement made or entered into by the Office;

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

15 “(7) may convene workshops and conferences,
16 collect data, and establish subcommittees which may
17 be composed of members of the Board and nonmember
18 consultants (including employees of the Department)
19 with expertise in the particular area addressed by
20 such subcommittees; and

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

24 “(h) MEMBERSHIP IN GENERAL.—

1 “(1) *QUALIFICATIONS.*—The members of the
2 Board shall be eminent persons who, by virtue of
3 their training, experience, and background, are excep-
4 tionally qualified to appraise the educational research
5 and development effort of the Nation and to establish
6 policies and priorities to govern future Federal invest-
7 ment in educational research, development, and dis-
8 semination.

9 “(2) *BROAD REPRESENTATION.*—Due consider-
10 ation shall be given to the gender, race, and ethnicity
11 of appointees to assure that the Board is broadly rep-
12 resentative of the diversity of the Nation.

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

16 “(4) *CONFLICT OF INTEREST.*—A voting member
17 of the Board shall be considered a special Government
18 employee for the purposes of the Ethics in Govern-
19 ment Act of 1978.

20 “(i) *SECRETARIAL APPOINTMENTS.*—The Board shall
21 consist of 18 members appointed by the Secretary. Of the
22 members of the Board—

23 “(1) seven shall be appointed from among re-
24 searchers in the field of education who have been nom-
25 inated by the National Academy of Sciences and the

1 *National Academy of Education (giving due consider-*
2 *ation to recommendations made by the American*
3 *Educational Research Association), including persons*
4 *who are among the leading authorities on early child-*
5 *hood education and the education of at-risk students;*

6 “(2) five shall be outstanding field-based profes-
7 *sional educators;*

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

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

11 “(5) one shall be a member of a State or local
12 *board of education or Bureau of Indian Affairs-fund-*
13 *ed school board;*

14 “(6) one shall be a professional librarian, school
15 *library media specialist, library administrator, or li-*
16 *brary science educator;*

17 “(7) one shall be a parent with extensive experi-
18 *ence in promoting parental involvement in education;*
19 *and*

20 “(8) one shall be an individual from business
21 *and industry with significant experience in promot-*
22 *ing private sector involvement in education.*

23 “(j) *REQUIREMENTS FOR NOMINATIONS BY THE NA-*
24 *TIONAL ACADEMY OF SCIENCES AND THE NATIONAL ACAD-*
25 *EMY OF EDUCATION.—*

1 “(1) *IN GENERAL.*—*In making nominations for*
2 *the members of the Board described in subsection*
3 *(i)(1), the National Academy of Sciences and the Na-*
4 *tional Academy of Education—*

5 “(A) *may not nominate any individual who*
6 *is an elected officer or employee of such organi-*
7 *zations; and*

8 “(B) *shall each nominate not less than 5 in-*
9 *dividuals for each of the positions on the Board*
10 *for which such organization has responsibility*
11 *for making nominations.*

12 “(2) *REQUEST FOR ADDITIONAL NOMINATIONS.*—
13 *In the event that the Secretary determines that none*
14 *of the individuals nominated by the National Acad-*
15 *emy of Sciences or the National Academy of Edu-*
16 *cation meets the qualifications for membership on the*
17 *Board specified in subsection (i), the Secretary may*
18 *request that such organization make additional nomi-*
19 *nations.*

20 “(k) *NOMINATIONS FOR BOARD MEMBERSHIP.*—*Prior*
21 *to appointing any member of the Board, the Secretary shall*
22 *actively solicit and give due consideration to recommenda-*
23 *tions of persons qualified for membership on the board from*
24 *the National Education Association, the American Federa-*
25 *tion of Teachers, the National Parent-Teachers Association,*

1 *the American Library Association, the American Associa-*
2 *tion of School Administrators, the National Association of*
3 *State Boards of Education, the National Indian School*
4 *Board Association, the Association of Community Tribal*
5 *Schools, the National Indian Education Association, and*
6 *other education-related organizations and interested mem-*
7 *bers of the public.*

8 “(1) *EX OFFICIO MEMBERS.*—*The ex officio, nonvoting*
9 *members of the Board shall include the Assistant Secretary*
10 *and may also include—*

11 “(1) *the Director of Research for the Department*
12 *of Defense;*

13 “(2) *the Director of Research for the Department*
14 *of Labor;*

15 “(3) *the Director of the National Science Foun-*
16 *dation;*

17 “(4) *the Director of the National Institutes of*
18 *Health;*

19 “(5) *the chair of the National Endowment for the*
20 *Arts;*

21 “(6) *the chair of the National Endowment for the*
22 *Humanities;*

23 “(7) *the Librarian of Congress; and*

24 “(8) *the Director of the Office of Indian Edu-*
25 *cation Programs of the Department of the Interior.*

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

4 “(n) TERMS OF OFFICE.—

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

8 “(2) EXCEPTIONS.—

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

16 “(B) The terms of office of the members of
17 the Board who first take office after the date of
18 the enactment of the Educational Research, De-
19 velopment, and Dissemination Excellence Act
20 shall, as designated by a random selection proc-
21 ess at the time of appointment, be as follows:

22 “(i) 2 years for each of 6 members of
23 the Board.

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

1 “(iii) 5 years for each of 6 members of
2 the Board.

3 “(3) PROHIBITION ON CERTAIN CONSECUTIVE
4 TERMS.—An individual who has been a member of
5 the Board for 10 consecutive years shall thereafter be
6 ineligible for appointment during the 5-year period
7 beginning on the date of the expiration of the 10th
8 year.

9 “(o) MEETINGS OF BOARD.—

10 “(1) INITIAL MEETING.—The Secretary shall en-
11 sure that the first meeting of the Board is held not
12 later than May 15, 1994.

13 “(2) SUBSEQUENT MEETINGS.—The Board shall
14 meet quarterly, at the call of the Chair, and when at
15 least one-third of the members of the Board make a
16 written request to meet.

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

19 “(4) OPEN MEETINGS.—The Government in the
20 Sunshine Act (5 U.S.C. 552b) shall apply to meetings
21 of the Board.”.

1 **TITLE III—NATIONAL RESEARCH**
2 **INSTITUTES**

3 **SEC. 301. ESTABLISHMENT WITHIN OFFICE OF EDU-**
4 **CATIONAL RESEARCH AND IMPROVEMENT.**

5 *Part A of the General Education Provisions Act, as*
6 *amended by section 201 of this Act, is amended by inserting*
7 *after section 405A the following new section:*

8 *“NATIONAL RESEARCH INSTITUTES*

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

10 *In order to fulfill the research and development purposes*
11 *of the Office, and to carry out, in accordance with the*
12 *standards established by the Board, a program of high-qual-*
13 *ity and rigorously evaluated research and development that*
14 *is capable of improving Federal, State, Indian tribal, and*
15 *local education policies and practices, there are established*
16 *within the Office the following institutes:*

17 *“(1) The National Institute for the Education of*
18 *At-Risk Students.*

19 *“(2) The National Institute for Innovation in*
20 *Educational Governance, Finance, Policy-Making,*
21 *and Management.*

22 *“(3) The National Institute for Early Childhood*
23 *Development and Education.*

24 *“(4) The National Institute on Student Achieve-*
25 *ment.*

1 “(5) *The National Institute on Postsecondary*
2 *Education, Libraries, and Lifelong Education.*

3 “(b) *DIRECTORS.*—

4 “(1) *IN GENERAL.*—*Each Institute established by*
5 *subsection (a) shall be headed by a Director who shall*
6 *be appointed by the Assistant Secretary from among*
7 *persons who have significant experience and expertise*
8 *in the disciplines relevant to the purposes of such In-*
9 *stitute. Prior to making such appointment, the Assist-*
10 *ant Secretary shall solicit and give due consideration*
11 *to recommendations made by the Board of persons*
12 *qualified to fulfill the position.*

13 “(2) *TERM OF OFFICE.*—*The Director of each In-*
14 *stitute shall serve for a renewable term of 3 years.*

15 “(3) *REPORTING.*—*Each Director shall report*
16 *directly to the Assistant Secretary regarding the ac-*
17 *tivities of the Institute and shall work with the other*
18 *directors to promote research syntheses across the In-*
19 *stitutes.*

20 “(c) *AUTHORITIES AND DUTIES.*—

21 “(1) *IN GENERAL.*—*The Assistant Secretary is*
22 *authorized to conduct research, development, dem-*
23 *onstration, and evaluation activities to carry out the*
24 *purposes for which such Institute was established—*

25 “(A) *directly;*

1 “(B) through grants, contracts, and cooper-
2 ative agreements with institutions of higher edu-
3 cation, regional educational laboratories, public
4 and private organizations, institutions, agencies,
5 and individuals, which may include—

6 “(i) grants to support research and de-
7 velopment centers which are—

8 “(I) awarded competitively for a
9 period of not less than 6 and not more
10 than 10 years;

11 “(II) funded at not less than
12 \$2,000,000 annually in order to sup-
13 port a full range of basic research, ap-
14 plied research and dissemination ac-
15 tivities, which may also include devel-
16 opment activities; and

17 “(III) established by institutions
18 of higher education, by institutions of
19 higher education in consortium with
20 public agencies or private nonprofit or-
21 ganizations, or by interstate agencies
22 established by compact which operate
23 subsidiary bodies established to conduct
24 postsecondary educational research and
25 development;

1 “(ii) public-private research partner-
2 ships established by a State or local edu-
3 cation agency, Bureau of Indian Affairs-
4 funded school, or tribal department of edu-
5 cation, in concert with a private organiza-
6 tion and a team of educational researchers,
7 for which the Federal share shall be limited
8 to not more than 50 percent of the total
9 costs of the project;

10 “(iii) meritorious unsolicited proposals
11 for educational research and related activi-
12 ties;

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

16 “(v) dissertation grants, awarded for a
17 period of not more than 2 years and in a
18 total amount not to exceed \$20,000 to grad-
19 uate students in the sciences, humanities,
20 and the arts to support research by such
21 scholars in the field of education;

22 “(C) through the provision of technical as-
23 sistance; and

24 “(D) through the award of fellowships to
25 support graduate study in educational research

1 *by qualified African-American, Hispanic, Amer-*
2 *ican Indian and Alaska Native, and other indi-*
3 *viduals from groups which have been tradition-*
4 *ally underrepresented in the field of educational*
5 *research which shall—*

6 *“(i) be awarded on the basis of merit*
7 *for a period of 3 years; and*

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

15 *“(2) SCOPE AND FOCUS OF ACTIVITIES.—In car-*
16 *rying out the purposes for which each Institute is es-*
17 *tablished, the Assistant Secretary shall—*

18 *“(A) maintain an appropriate balance be-*
19 *tween applied and basic research;*

20 *“(B) significantly expand the role of field-*
21 *initiated research in meeting the Nation’s edu-*
22 *cation research and development needs by reserv-*
23 *ing not less than 15 percent of the amounts*
24 *available to each Institute in any fiscal year to*

1 *support field-initiated research described in*
2 *clauses (iii) through (v) of paragraph (1);*

3 “(C) *provide for and maintain a stable*
4 *foundation of long-term research and develop-*
5 *ment on core issues and concerns conducted*
6 *through university-based research and develop-*
7 *ment centers by reserving not less than one-third*
8 *of the amounts available to each Institute in any*
9 *fiscal year to support such research and develop-*
10 *ment centers;*

11 “(D) *support and provide research informa-*
12 *tion that leads to policy formation for State leg-*
13 *islatures, State and local boards of education*
14 *and other policy and governing bodies, to assist*
15 *such entities in identifying and developing effec-*
16 *tive policies to promote student achievement and*
17 *school improvement; and*

18 “(E) *coordinate the Institute’s activities*
19 *with the activities of the regional educational*
20 *laboratories and with other educational service*
21 *organizations in designing the Institute’s re-*
22 *search agenda and projects in order to increase*
23 *the responsiveness of such Institute to the needs*
24 *of teachers and the educational field and to bring*
25 *research findings directly into schools to ensure*

1 *greatest access at the local level to the latest re-*
2 *search developments.*

3 “(3) *REQUIREMENTS REGARDING FINANCIAL AS-*
4 *SISTANCE.—No grant, contract, or cooperative agree-*
5 *ment may be made under this section unless—*

6 “(A) *sufficient notice of the availability of,*
7 *and opportunity to compete for, assistance has*
8 *first been provided to potential applicants*
9 *through notice published in the Federal Register*
10 *or other appropriate means;*

11 “(B) *it has been evaluated through peer re-*
12 *view in accordance with the standards developed*
13 *pursuant to subsection (h) of section 405;*

14 “(C) *it will be evaluated in accordance with*
15 *the standards developed pursuant to subsection*
16 *(h) of section 405;*

17 “(D) *in the case of a grant, contract, or co-*
18 *operative agreement which exceeds \$500,000 for*
19 *a single fiscal year or \$1,000,000 for more than*
20 *one fiscal year, the Secretary has complied with*
21 *the requirements of paragraph (4); and*

22 “(E) *in the case of a grant, contract, or co-*
23 *operative agreement to support a research and*
24 *development center, all applications for such as-*
25 *istance have been evaluated by independent ex-*

1 *perts according to standards and criteria which*
2 *include—*

3 “(i) *whether applicants have assembled*
4 *a critical mass of high quality researchers*
5 *sufficient to achieve the mission of the cen-*
6 *ter;*

7 “(ii) *whether the proposed organiza-*
8 *tional structure and arrangements will fa-*
9 *facilitate achievement of the mission of the*
10 *center;*

11 “(iii) *whether there is a substantial*
12 *staff commitment to the work of the center;*

13 “(iv) *whether the directors and staff*
14 *will devote adequate time to center activi-*
15 *ties; and*

16 “(v) *review of the contributions of pri-*
17 *mary researchers (other than researchers at*
18 *the proposed center) to evaluate the appro-*
19 *priateness of such primary researcher’s ex-*
20 *periences and expertise in the context of the*
21 *proposed center activities, and the adequacy*
22 *of such primary researcher’s time commit-*
23 *ment to achievement of the mission of the*
24 *center.*

1 “(4) *BOARD REVIEW OF CERTAIN PROPOSED*
2 *GRANT AND CONTRACT ACTIONS.*—*The Assistant Sec-*
3 *retary may not solicit any contract bid or issue a re-*
4 *quest for proposals or applications for any grant or*
5 *cooperative agreement the amount of which exceeds*
6 *\$500,000 in any single fiscal year or which exceeds*
7 *an aggregate amount of \$1,000,000 for more than one*
8 *fiscal year unless the Board has had an opportunity*
9 *to review such proposed grant, contract, or coopera-*
10 *tive agreement action and to provide written com-*
11 *ments to the Assistant Secretary with respect to*
12 *whether—*

13 “(A) *the purposes and scope of the proposed*
14 *action are consistent with the Research Priorities*
15 *Plan; and*

16 “(B) *the methodology and approach of the*
17 *proposed action are sound and adequate to*
18 *achieve its stated objectives.*

19 “(5) *HISTORICALLY UNDERUTILIZED RESEARCH-*
20 *ERS AND INSTITUTIONS.*—*The Assistant Secretary*
21 *shall establish and maintain initiatives and pro-*
22 *grams to increase the participation in the activities*
23 *of each Institute of groups of researchers and institu-*
24 *tions that have been historically underutilized in Fed-*
25 *eral educational research activities, including—*

1 “(A) researchers who are women, African-
2 American, Hispanic, American Indian and
3 Alaska Native, or other ethnic minorities;

4 “(B) promising young or new researchers in
5 the field, such as postdoctoral students and re-
6 cently appointed assistant or associate profes-
7 sors;

8 “(C) historically black colleges and univer-
9 sities, tribally controlled community colleges,
10 and other institutions of higher education with
11 large numbers of minority students;

12 “(D) institutions of higher education located
13 in rural areas; and

14 “(E) institutions and researchers located in
15 States and regions of the Nation which have his-
16 torically received the least Federal support for
17 educational research and development.

18 “(6) *ADDITIONAL AUTHORITIES.*—*The Assistant*
19 *Secretary—*

20 “(A) may obtain (in accordance with sec-
21 tion 3109 of title 5 but without regard to the
22 limitation in such section on the period of serv-
23 ice) the services of experts or consultants with
24 scientific or professional qualifications in the

1 *disciplines relevant to the purposes of such Insti-*
2 *tute;*

3 *“(B) may use, with their consent, the serv-*
4 *ices, equipment, personnel, information, and fa-*
5 *cilities of other Federal, State, or local public*
6 *agencies, with or without reimbursement there-*
7 *for;*

8 *“(C) may accept voluntary and uncompen-*
9 *sated services; and*

10 *“(D) may accept unconditional gifts made*
11 *to the Office to support its activities.*

12 *“(d) NATIONAL INSTITUTE FOR THE EDUCATION OF*
13 *AT-RISK STUDENTS.—*

14 *“(1) FINDINGS.—The Congress finds as follows:*

15 *“(A) The rate of decline in our urban*
16 *schools is escalating at a rapid pace. Student*
17 *performance in most inner city schools grows*
18 *worse each year. At least half of all students en-*
19 *tering ninth grade fail to graduate 4 years later*
20 *and many more students from high-poverty back-*
21 *grounds leave school with skills that are inad-*
22 *equated for today’s workplace. In 1988 the average*
23 *National Assessment of Educational Progress*
24 *(NAEP) reading score of white 17 year-olds was*
25 *approximately 20 points higher than that of Af-*

1 *rican-American 17 year-olds and 25 points high-*
2 *er than that of Hispanic 17 year-olds. None of*
3 *the existing Federal educational research and de-*
4 *velopment programs are adequately addressing*
5 *this obvious emergency.*

6 “(B) Rural schools enroll a disproportion-

7 *ately large share of the Nation’s poor and at-risk*
8 *students and yet often lack the means to address*
9 *effectively the needs of these children. Intensive*
10 *efforts must be made to overcome the problems of*
11 *geographic isolation, declining population, inad-*
12 *equately financial resources and other impedi-*
13 *ments to the educational success of children re-*
14 *siding in rural areas.*

15 “(C) By the year 2000, an estimated 3.4

16 *million school age children with limited English*
17 *language proficiency will be entering the school*
18 *system. The Federal Government must develop*
19 *effective policies and programs to address the*
20 *educational needs of this growing population of*
21 *children who are at increased risk for edu-*
22 *cational failure.*

23 “(D) An educational emergency exists in

24 *those urban and rural areas where there are*
25 *large concentrations of children who live in pov-*

1 *erty. The numbers of educationally disadvan-*
2 *tagged children will substantially increase by the*
3 *year 2020, when the number of impoverished*
4 *children alone will be 16.5 million, a 33 percent*
5 *increase over the 12.4 million children in pov-*
6 *erty in 1987.*

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

24 *“(F) Minority scholars as well as institu-*
25 *tions and groups that have been historically com-*

1 *mitted to the improvement of the education of at-*
2 *risk students need to be more fully mobilized in*
3 *the effort to develop a new generation of pro-*
4 *grams, models, practices, and schools capable of*
5 *responding to the urgent needs of students who*
6 *are educationally at-risk.*

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

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

23 *“(i) methods of instruction and edu-*
24 *cational practices (including community*

1 *services) which improve the achievement*
2 *and retention of at-risk students;*

3 “(ii) means by which parents and com-
4 munity resources and institutions (includ-
5 ing cultural institutions) can be utilized to
6 support and improve the achievement of at-
7 risk students;

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

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

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

17 “(vi) methods of assessing the achieve-
18 ment of students which are sensitive to cul-
19 tural differences, provide multiple methods
20 of assessing student learning, support stu-
21 dent acquisition of higher order capabilities,
22 and enable identification of the effects of in-
23 equalities in the resources available to sup-
24 port the learning of children throughout the
25 Nation; and

1 “(B) maximize the participation of those
2 schools and institutions of higher education that
3 serve the greatest number of at-risk students in
4 inner city and rural areas, and on Indian res-
5 ervations, including model collaborative pro-
6 grams between schools and schools systems, insti-
7 tutions of higher education, cultural institutions,
8 and community organizations.

9 “(3) COMPREHENSIVE RESEARCH PROGRAM.—
10 The Institute shall support a diverse and comprehen-
11 sive program of research and development which shall
12 include research related to the educational needs of—

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

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

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

19 “(D) Indian and Alaska Native students.

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

1 *controlled community colleges, tribal departments of*
2 *education, and others with expertise in the needs of*
3 *Indian and Native Alaska students.*

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

7 “(1) FINDINGS.—The Congress finds as follows:

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

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

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

19 “(B) New approaches are needed in the gov-
20 ernance and management of elementary and sec-
21 ondary education with the United States at the
22 State, local, school building and classroom level.

23 “(C) Not enough is known about the effects
24 of various systems of school governance and
25 management on student achievement to provide

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

3 “(D) *A concentrated Federal effort is needed*
4 *to support research, development, demonstration,*
5 *and evaluation of approaches to school govern-*
6 *ance, finance and management which promise to*
7 *improve education equity and excellence through-*
8 *out the Nation.*

9 “(2) *PURPOSE.—It shall be the purpose of the*
10 *National Institute on Innovation in Educational*
11 *Governance, Finance, Policy-Making, and Manage-*
12 *ment to carry out a coordinated and comprehensive*
13 *program of research and development to provide non-*
14 *partisan, research-based leadership to the Nation as it*
15 *seeks to improve student achievement through school*
16 *restructuring and 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, fi-*
20 *nance, policy-making, and management at the*
21 *State, local, tribal, school building and classroom*
22 *level which promise to improve educational eq-*
23 *uity and excellence, such as—*

24 “(i) *open enrollment programs, magnet*
25 *schools and other systems through which*

1 *parents may select the public schools and*
2 *educational programs in which their chil-*
3 *dren are enrolled;*

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

9 “(iii) *effective approaches to organiz-*
10 *ing learning;*

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

15 “(v) *effective approaches to organizing,*
16 *structuring, and financing vocational edu-*
17 *cation;*

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

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

24 “(viii) *school-based management;*

1 “(ix) the restructuring of school finance
2 systems at the State and local level to pro-
3 mote greater equity in the distribution of
4 resources for education and to maximize the
5 allocation of such resources to support di-
6 rect learning;

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

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

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

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

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

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

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

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

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

21 “(1) FINDINGS.—The Congress finds as follows:

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

24 “(B) Despite efforts to expand and improve
25 preschool programs, many children still reach

1 *school age unprepared to benefit from formal*
2 *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 re-*
6 *ducing later expenditures on a wide variety of*
7 *health, developmental, and educational problems*
8 *that often interfere with learning. Long-term*
9 *studies of the benefits of preschool education have*
10 *a demonstrated return on investment ranging*
11 *from three to six dollars for every one dollar*
12 *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 In-*
19 *stitute for Early Childhood Development and Edu-*
20 *cation is to carry out a comprehensive program of re-*
21 *search and development to provide nonpartisan, re-*
22 *search-based leadership to the Nation as it seeks to*
23 *improve early childhood development and education.*
24 *Such program shall identify, develop, evaluate, and*

1 *assist others to replicate sound policies and practices*
2 *that may include—*

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

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

9 “(C) *training and preparation of teachers*
10 *and other professional and paraprofessional pre-*
11 *school and child care workers;*

12 “(D) *the structure and environment of early*
13 *childhood education and child care settings*
14 *which lead to improved social and educational*
15 *development;*

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

19 “(F) *effective learning methods and curricu-*
20 *lum for early childhood learning, including ac-*
21 *cess to current materials in libraries;*

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

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

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

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

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

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

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

25 “(1) FINDINGS.—The Congress finds as follows:

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

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

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

18 “(D) *Despite progress in narrowing the*
19 *gaps, the differences in performance between*
20 *white students and their minority counterparts*
21 *remain unacceptably large. While progress has*
22 *been made in reducing the gender gap in mathe-*
23 *matics, it still remains at higher levels of prob-*
24 *lem solving. Too little progress has been made in*

1 *reducing gender performance gaps favoring*
2 *males in science and females in writing.*

3 “(2) *PURPOSE.*—*The purpose of the National In-*
4 *stitute on Student Achievement is to carry out a co-*
5 *ordinated and comprehensive program of research*
6 *and development to provide research-based leadership*
7 *to the Nation as it seeks to improve student achieve-*
8 *ment in English, mathematics, science, history, geog-*
9 *raphy, and other subject areas and across the bound-*
10 *aries of the subject areas. Such program shall—*

11 “(A) *identify, develop, and evaluate innova-*
12 *tive and exemplary methods to improve student*
13 *knowledge at all levels in English, mathematics,*
14 *science, history, geography, civics and govern-*
15 *ment, foreign languages, arts and humanities,*
16 *economics, and other subject areas, such as—*

17 “(i) *student learning and assessment*
18 *in various subject matters;*

19 “(ii) *the effects of organizational pat-*
20 *terns on the delivery of instruction, includ-*
21 *ing issues of grouping and tracking,*
22 *ungraded classrooms, and on the effects of*
23 *various pedagogies, including the issues of*
24 *technology in education;*

1 “(iii) the best methods of teacher prep-
2 aration;

3 “(iv) methods to improve the process of
4 reading, the craft of writing, the growth of
5 reasoning skills, and the development of in-
6 formation-finding skills;

7 “(v) enabling students to develop high-
8 er order thinking skills;

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

11 “(vii) curriculum, instruction, and as-
12 sessment, in vocational education;

13 “(viii) the impact and effectiveness of
14 Federal, State, and local efforts to provide
15 gender-fair educational opportunities to ele-
16 mentary and secondary students; and

17 “(ix) programs, policies, approaches
18 which promote gender equity in elementary
19 and secondary education;

20 “(B) conduct basic and applied research in
21 the areas of human learning, cognition, and per-
22 formance, including research and development on
23 the education contexts which promote excellence
24 in learning and instruction, and motivational
25 issues which provide a key to learning;

1 “(C) identify, develop, and evaluate pro-
2 grams designed to enhance academic achievement
3 and narrow racial and gender performance gaps
4 in a variety of subject areas, including research
5 and development on methods of involving parents
6 in their children’s education and ways to involve
7 business, industry and other community part-
8 ners in promoting excellence in schools; and

9 “(D) include a comprehensive, coordinated
10 program of research and development in the area
11 of assessment which—

12 “(i) addresses such issues as—

13 “(I) the validity, reliability, gen-
14 eralizability, fairness, costs, relative
15 merits, and most appropriate uses of
16 various approaches and methods of as-
17 sessing student learning and achieve-
18 ment;

19 “(II) methods and approaches to
20 assessing student opportunities to learn
21 (including the quality of instruction
22 and the availability of resources nec-
23 essary to support learning) and evalu-
24 ating the quality of school environ-
25 ment;

1 “(III) the design, development,
2 evaluation, and validation of model
3 performance-based and other alter-
4 native or innovative formats or uses of
5 assessments;

6 “(IV) the impact of high-stakes
7 uses of assessment on student perform-
8 ance and motivation, narrowing of
9 curriculum, teaching practices, and
10 test integrity;

11 “(V) the fairness and impact of
12 various methods of assessment on chil-
13 dren of different races, ethnicities, gen-
14 der, socioeconomic status, English lan-
15 guage proficiencies, and children with
16 other special needs;

17 “(VI) standards of performance,
18 quality, and validity for various meth-
19 ods of assessment and the means by
20 which such standards should be devel-
21 oped;

22 “(VII) current and emerging test-
23 ing practices of State and local edu-
24 cation agencies within the United
25 States, as well as other nations;

1 “(VIII) the diverse effects, both in-
2 tended and unintended, of assessments
3 as actually used in the schools, includ-
4 ing effects on curriculum and instruc-
5 tion, effects on equity in the allocation
6 of resources and opportunities, effects
7 on equity of outcomes, effects on other
8 procedures and standards for judging
9 students and practitioners and possible
10 inflation of test scores;

11 “(IX) identifying and evaluating
12 how students with limited English lan-
13 guage proficiency and students with
14 disabilities are included and accommo-
15 dated in the various assessment pro-
16 grams of State and local education
17 agencies; and

18 “(X) the feasibility and validity
19 of comparing or equating the results of
20 different assessments;

21 “(ii) reflects recommendations made by
22 the National Education Goals Panel (pro-
23 vided such panel has been authorized by
24 law);

1 “(iii) complies with the ‘Standards for
2 Educational and Psychological Tests’ devel-
3 oped by the American Psychological Asso-
4 ciation, the National Council on Measure-
5 ment in Education, and the American Edu-
6 cational Research Association;

7 “(iv) is consistent with the ‘Criteria
8 for Evaluation of Student Assessment Sys-
9 tems’ developed by the National Forum on
10 Assessment; and

11 “(v) complies with the ‘Code of Fair
12 Testing Practices in Education’ developed
13 by the Joint Committee on Testing Prac-
14 tices.

15 For purposes of this subparagraph, the term ‘develop-
16 ment’ means the development of prototypes for the
17 purposes of research and evaluation.

18 “(h) NATIONAL INSTITUTE FOR POSTSECONDARY EDU-
19 CATION, LIBRARIES, AND LIFELONG LEARNING.—

20 “(1) FINDINGS.—The Congress finds as follows:

21 “(A) The American system of postsecondary
22 education is foremost in the world in its achieve-
23 ment of both academic excellence and equity in
24 access, but maintaining that preeminence re-
25 quires renewed efforts to strengthen the quality of

1 *postsecondary education. Disappointing student*
2 *performance on achievement tests and licensure*
3 *examinations, declining rates of persistence and*
4 *completion among minorities, and other trou-*
5 *bling trends in the quality of postsecondary edu-*
6 *cation must be addressed by the Nation as part*
7 *of its overall drive to improve American edu-*
8 *cation.*

9 *“(B) The need to improve our Nation’s eco-*
10 *nomic productivity to meet the competitive chal-*
11 *lenges of a new, international economy, coupled*
12 *with high levels of mobility in the United States*
13 *labor market and demographic changes in the*
14 *workforce, now demands more and higher quality*
15 *programs of learning and training in the Amer-*
16 *ican workplace.*

17 *“(C) The more than 1,000,000 men and*
18 *women incarcerated in the Nation’s prisons and*
19 *jails are among the most severely educationally*
20 *disadvantaged in the United States, with high*
21 *rates of functional illiteracy and extremely low*
22 *levels of educational attainment. Since an esti-*
23 *mated 90 percent of these individuals are ex-*
24 *pected to be released by the end of the decade, the*
25 *Nation must act to assure that our correctional*

1 *system has the means to equip these Americans*
2 *with the knowledge and skills they will need to*
3 *participate productively in our society.*

4 “(D) *The development of a ‘Nation of Stu-*
5 *dents’ capable of and committed to the pursuit*
6 *of formal and informal lifelong learning is essen-*
7 *tial to sustain both national and individual eco-*
8 *nomics success and to provide a nurturing envi-*
9 *ronment in which all children and youth can*
10 *learn and achieve. Historically the most effective*
11 *community resource for lifelong learning, the Na-*
12 *tion’s public library system must expand and re-*
13 *structure its delivery of services to take full ad-*
14 *vantage of the potential of new information tech-*
15 *nologies to meet the needs of learning commu-*
16 *nities.*

17 “(2) *PURPOSE.—The purpose of the National In-*
18 *stitute for Postsecondary Education, Libraries, and*
19 *Lifelong Learning is to promote greater coordination*
20 *of Federal research and development on issues related*
21 *to adult learning and to carry out a program of re-*
22 *search and development in adult learning to provide*
23 *nonpartisan, research-based leadership to the Nation*
24 *as it seeks to improve libraries, postsecondary edu-*

1 *cation, and lifelong learning throughout the United*
2 *States. Such program—*

3 *“(A) shall promote greater coordination, co-*
4 *operation, and interaction among entities within*
5 *the Federal Government which support research*
6 *and development related to postsecondary edu-*
7 *cation, libraries, and lifelong learning;*

8 *“(B) shall enable greater collaboration*
9 *among entities within the Federal Government*
10 *which support research and development related*
11 *to postsecondary education, libraries, and life-*
12 *long learning by supporting research and devel-*
13 *opment projects which are carried out jointly by*
14 *such entities;*

15 *“(C) shall support research and develop-*
16 *ment in those areas of postsecondary education,*
17 *libraries, and lifelong learning which are not*
18 *being addressed sufficiently by other entities*
19 *within the Federal Government;*

20 *“(D) may include basic and applied re-*
21 *search, development, replication, and evaluation*
22 *activities in such areas as—*

23 *“(i) methods of assessing and evaluat-*
24 *ing individual, program, and institutional*
25 *performance;*

1 “(ii) the uses and applications of new
2 technologies to improve program effective-
3 ness and enhance student learning;

4 “(iii) practices, policies, and programs
5 which address the unique needs of adult
6 learners, including—

7 “(I) institutional and classroom
8 policies and practices at the post-
9 secondary level necessary to improve
10 matriculation, persistence, achievement
11 and graduation by students who are
12 economically disadvantaged, ethnic
13 and racial minorities, women, older,
14 working, and who have children;

15 “(II) instructional practices and
16 programs which are effective in correc-
17 tional settings;

18 “(III) new models of service deliv-
19 ery for public library systems which
20 expand opportunities for lifelong learn-
21 ing;

22 “(IV) effective programs and ap-
23 proaches which promote greater access
24 to and success by minorities in post-
25 secondary programs which prepare

1 *them for scientific, technical, teaching,*
2 *and health career fields;*

3 *“(V) effective approaches to work-*
4 *based learning; and*

5 *“(VI) the most effective training*
6 *methods for adults to upgrade edu-*
7 *cation and vocational skills;*

8 *“(iv) the effectiveness of Historically*
9 *Black Colleges and Universities, Tribally-*
10 *Controlled Indian Community Colleges,*
11 *women’s colleges, and other special mission*
12 *institutions in fulfilling their mission of*
13 *providing access and equal opportunity in*
14 *higher education;*

15 *“(v) the quality of higher education at*
16 *all levels and the roles and responsibilities*
17 *of regional and national accrediting agen-*
18 *cies in assuring the quality and relevance of*
19 *academic goals and objectives established by*
20 *institutions of higher education;*

21 *“(vi) approaches to improving the pro-*
22 *ductivity of colleges, community colleges,*
23 *universities, and other postsecondary insti-*
24 *tutions;*

1 “(vii) financial barriers to postsecond-
2 ary educational opportunity, including—

3 “(I) the role of Federal programs
4 authorized under title IV of the Higher
5 Education Act and State grant and
6 work programs in mitigating such bar-
7 riers;

8 “(II) the impact of the rising total
9 cost of postsecondary education on ac-
10 cess to higher education; and

11 “(III) the extent and impact of
12 student reliance on loans to meet the
13 costs of higher education;

14 “(viii) opportunities for adults to con-
15 tinue their education beyond higher edu-
16 cation and graduate school, in the context of
17 lifelong learning and information-finding
18 skills; and

19 “(ix) preparing students for a lifetime
20 of work, the ability to adapt through re-
21 training to the changing needs of the work
22 force and the ability to learn new tasks.

23 “(3) INVOLVEMENT OF CERTAIN AGENCIES AND
24 ORGANIZATIONS.—In promoting coordination and
25 collaboration on research and development on issues

1 *related to postsecondary education, libraries, and life-*
2 *long learning, the Institute shall, as appropriate, seek*
3 *the involvement of—*

4 *“(A) within the Department of Education—*

5 *“(i) the Office of Library Programs;*

6 *“(ii) the Office of Correctional Edu-*
7 *cation;*

8 *“(iii) the Office of Vocational and*
9 *Adult Education;*

10 *“(iv) the National Institute on Disabil-*
11 *ity and Rehabilitation Research; and*

12 *“(v) the Office of Postsecondary Edu-*
13 *cation;*

14 *“(B) the National Institute for Literacy;*

15 *“(C) the National Board for Professional*
16 *Teaching Standards;*

17 *“(D) the Employment and Training Ad-*
18 *ministration of the Department of Labor;*

19 *“(E) the Administration for Children and*
20 *Families within the Department of Health and*
21 *Human Services;*

22 *“(F) the National Institutes of Health;*

23 *“(G) the National Endowment for Human-*
24 *ities;*

25 *“(H) the National Endowment for the Arts;*

1 “(I) the Bureau of Prisons of the Depart-
2 ment of Justice;

3 “(J) the Department of Commerce;

4 “(K) the Department of Defense; and

5 “(L) the Office of Indian Education Pro-
6 grams of the Department of the Interior.

7 “(4) In addition to the responsibilities described
8 in paragraph (2), the Assistant Secretary shall ensure
9 that the activities of the existing National Center on
10 Literacy are fully coordinated with those of the Na-
11 tional Institute for Literacy.

12 “(i) COORDINATION OF RESEARCH ON CROSS-CUTTING
13 ISSUES.—The Assistant Secretary shall promote the coordi-
14 nation of research and development activities among the In-
15 stitutes established by subsection (a) to investigate those
16 cross-cutting disciplines and areas of inquiry, such as as-
17 sessment, the use of technology and the training of teachers
18 and school administrators, which are relevant to the mis-
19 sions of more than one of the Institutes. Such activities
20 shall—

21 “(1) address cross-cutting disciplines and areas
22 of inquiry which have been proposed by the Assistant
23 Secretary and are consistent with the research prior-
24 ities identified by the Board;

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

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

4 “(B) the National Center for Education
5 Statistics; or

6 “(C) any research and development entity
7 administered by other offices of the Department
8 of Education or by any other Federal agency or
9 Department; and

10 “(3) meet all the standards set by the Assistant
11 Secretary and the Board for other research and devel-
12 opment conducted by the Office.

13 “(j) PROGRAM ON TEACHING AND TEACHER EDU-
14 CATION.—

15 “(1) IN GENERAL.—The Assistant Secretary, in
16 accordance with the requirements of this subsection,
17 shall undertake a comprehensive, coordinated pro-
18 gram of research in the area of teaching, teacher edu-
19 cation, and professional development.

20 “(2) CERTAIN PURPOSES OF PROGRAM.—In car-
21 rying out the program established under paragraph
22 (1), the Assistant Secretary shall conduct, directly or
23 through grants and contracts, basic and applied re-
24 search and analytical activities to further knowledge
25 about, make recommendations, and improve—

1 “(A) the ability of classroom teachers and
2 schools to assist new and diverse populations of
3 students in successfully assimilating into the
4 classroom environment;

5 “(B) the working conditions of teachers and
6 other educational practitioners, which may in-
7 clude such topics as—

8 “(i) teacher isolation;

9 “(ii) professional resources available to
10 teachers;

11 “(iii) continuing educational and pro-
12 fessional opportunities available to teachers;

13 “(iv) physical facilities and equipment,
14 such as office space, telephone, computer ac-
15 cess, and fax machines and television cable
16 access available to teachers in the work en-
17 vironment;

18 “(v) opportunities for teachers to share
19 information and resources with other teach-
20 ers and education professionals;

21 “(vi) opportunities for advanced learn-
22 ing experience; and

23 “(vii) the reduction of stress in the
24 teaching profession;

1 “(C) institutional program renewal and in-
2 struction;

3 “(D) restructuring of State certification of
4 teachers and teacher education standards; and

5 “(E) assisting in the development of teacher
6 certification standards by Indian tribal depart-
7 ments of education.

8 “(3) CERTAIN ACTIVITIES.—In carrying out the
9 program established under paragraph (1), the Assist-
10 ant Secretary—

11 “(A) shall work with institutions of higher
12 education engaged in the preparation of teachers
13 and professional organizations of teacher edu-
14 cators and practitioners to encourage institu-
15 tional program renewal and restructuring;

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

18 “(i) effective and reflective teaching for
19 the preparation and continuing education
20 of teachers;

21 “(ii) the use of computing and multi-
22 made technology to advance the understand-
23 ing and abilities of teacher educators and
24 classroom teachers;

1 “(iii) the development and appraisal of
2 curriculum and curriculum materials for
3 the initial and continuing education of
4 teachers and teacher educators; and

5 “(iv) strengthening the evaluation and
6 dissemination of information on programs
7 for continuing professional education and
8 renewal of those who educate teachers for
9 initial or advanced licensure or certifi-
10 cation; and

11 “(C) shall work with the national regional
12 education laboratories, the ERIC clearinghouses,
13 national education research library, and the Na-
14 tional Center for Education Statistics to maxi-
15 mize information available, to prevent unneces-
16 sary duplication of efforts and resources, and to
17 ensure the results of the centers’ work are widely
18 available.

19 “(k) RESEARCH ON EDUCATIONAL TECHNOLOGY.—
20 The Assistant Secretary shall undertake a comprehensive,
21 coordinated program of research and development in the
22 area of the uses and applications of technology in education.
23 Such program—

24 “(1) may support basic and applied research
25 and development, analysis, evaluation in the area of

1 *the uses and applications of technology to education,*
2 *including—*

3 “(A) *the capabilities of current and emerg-*
4 *ing technologies and their possible uses in edu-*
5 *cation;*

6 “(B) *the uses and applications of tech-*
7 *nology—*

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

10 “(ii) *to educate more effectively at-risk*
11 *students and other students with special*
12 *needs;*

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

15 “(iv) *to improve the assessment of stu-*
16 *dent learning and achievement;*

17 “(v) *to deliver preservice and inservice*
18 *training for teachers, librarians, and school*
19 *administrators; and*

20 “(vi) *to deliver and improve profes-*
21 *sional development and continuing edu-*
22 *cation programs;*

23 “(C) *the cost and educational effectiveness of*
24 *technologies used in education;*

1 “(D) effective models and approaches for
2 providing the preservice and inservice training
3 and technical assistance necessary to enable
4 teachers, librarians, and school administrators,
5 cultural organizations, and others to use tech-
6 nology effectively in education;

7 “(E) the identification of barriers to greater
8 use of technologies in education and potential
9 approaches to eradicating or mitigating such
10 barriers;

11 “(F) methods and approaches which can be
12 utilized by teachers, school administrators, and
13 education policymakers, and educational pro-
14 grams in cultural institutions to evaluate the
15 quality and most appropriate uses of software
16 and other technologies designed for use in edu-
17 cation; and

18 “(G) approaches to organizing and manag-
19 ing schools and classrooms to make the most ef-
20 fective use of technology in education; and

21 “(2) shall be coordinated with related research
22 and development activities undertaken by the Office of
23 Special Education Programs, the National Science
24 Foundation, the Department of Defense, and other
25 Federal agencies.

1 “(1) *TRANSITIONAL PROVISIONS.*—

2 “(1) *TEMPORARY REORGANIZATIONS.*—Upon the
3 enactment of the *Educational Research, Development*
4 and *Dissemination Excellence Act*, the Secretary shall
5 reorganize the research and development functions
6 and activities of the Office into administrative units
7 the purposes of which shall be the same as those for
8 each of the national research institutes established in
9 subsection (a). Such administrative units shall be re-
10 sponsible for planning and providing for the estab-
11 lishment of such institutes and shall cease to exist on
12 the dates upon which each of the relevant institutes
13 is established. The provisions of subsection (c) (relat-
14 ing to authorities and duties) shall apply to all ac-
15 tivities undertaken by each such administrative unit.

16 “(2) *DATES FOR ESTABLISHMENT OF INSTI-*
17 *TUTES.*—The National Institute for the Education of
18 At-Risk Students, the National Institute for Innova-
19 tion in Educational Governance, Finance, Policy-
20 Making, and Management, the National Institute for
21 Early Childhood Development and Education, the
22 National Institute on Student Achievement, and the
23 National Institute on Postsecondary Education, Li-
24 braries, and Lifelong Learning shall each be estab-
25 lished effective October 1, 1994.”

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 inserting*
8 *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 follows:*

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

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

1 “(C) All current resources within the Office,
2 the Department, and other agencies that can help
3 accomplish this goal should be coordinated by the
4 Assistant Secretary so as to form a systematic
5 process to accomplish these objectives.

6 “(D) Education research has the capacity to
7 improve teaching and learning in our Nation’s
8 schools, however, teachers need training in the
9 developmental skills necessary to translate re-
10 search into practice and to allow them to become
11 a cadre of knowledgeable practitioners and lead-
12 ers in educational improvement.

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

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

22 “(A) create a national system of dissemina-
23 tion, development, and educational improvement
24 in order to create, adapt, identify, validate, and
25 disseminate to educators, parents, and policy-

1 *makers those educational programs that have po-*
2 *tential or have been shown to improve edu-*
3 *cational opportunities for all students; and*

4 *“(B) empower and increase the capacity of*
5 *teachers to participate in the research and devel-*
6 *opment process.*

7 *“(3) DEFINITION OF EDUCATIONAL PROGRAM.—*
8 *For the purposes of this section, the term ‘educational*
9 *program’ includes educational policies, research find-*
10 *ings, practices, and products.*

11 *“(b) ESTABLISHMENT OF OFFICE.—*

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

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

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

23 *“(B) based solely on the educational merits*
24 *and promise of such programs, select those to be*
25 *designated as exemplary or promising;*

1 “(C) provide technical and financial assist-
2 ance to individuals and organizations in the
3 process of developing promising educational pro-
4 grams in the priority areas identified in section
5 405(b)(3), but who might not, without such as-
6 sistance, be able to complete necessary develop-
7 ment and assessment activities;

8 “(D) nationally disseminate information re-
9 garding the exemplary and promising programs
10 to educators, parents, and policymakers through
11 a variety of means, including existing Depart-
12 ment activities, education associations and net-
13 works, and communication technologies;

14 “(E) provide training and technical assist-
15 ance regarding the implementation and adoption
16 of such exemplary and promising programs by
17 interested entities; and

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

23 “(3) *ADDITIONAL DUTIES.*—The Dissemination
24 Office shall carry out and contain the following func-
25 tions and activities:

1 “(A) A process for the identification of edu-
2 cational programs that work.

3 “(B) The educational resources information
4 clearinghouses.

5 “(C) Dissemination through new tech-
6 nologies.

7 “(D) Smartline.

8 “(E) The regional educational laboratories.

9 “(F) Teacher Research Dissemination Net-
10 work.

11 “(G) The Goals 2000 Community Partner-
12 ships Program.

13 “(H) The existing National Diffusion Net-
14 work and its Developer-Demonstrator and State
15 Facilitator projects.

16 “(I) Such other programs or entities the
17 Secretary determines are consistent with the pur-
18 poses for which the Dissemination Office is es-
19 tablished.

20 “(c) IDENTIFICATION OF PROGRAMS.—

21 “(1) IN GENERAL.—The Assistant Secretary
22 shall establish a process through which successful edu-
23 cational programs are actively sought out for possible
24 dissemination through the national educational dis-

1 *semination system. Such process shall, at a mini-*
2 *mum, have the capability to—*

3 “(A) *work closely with the research insti-*
4 *tutes, centers, regional educational laboratories,*
5 *the National Diffusion Network and its Devel-*
6 *oper-Demonstrator and State Facilitator*
7 *projects, learning grant institutions established*
8 *under the Goals 2000 Community Partnerships*
9 *Program, department-supported technical assist-*
10 *ance providers, and other entities to identify suc-*
11 *cessful educational programs at the regional,*
12 *State, local, or classroom level;*

13 “(B) *review successful educational programs*
14 *supported by the Department through all of its*
15 *programs, including Chapter 1, Even Start,*
16 *Drug-Free Schools and Communities Act of*
17 *1986, the Individuals With Disabilities Edu-*
18 *cation Act, Bilingual Education, Indian Edu-*
19 *cation, the Women’s Educational Equity Act,*
20 *and Adult and Vocational Education;*

21 “(C) *through cooperative agreements, review*
22 *for possible inclusion in the system educational*
23 *programs administered by the Departments of*
24 *Health and Human Services (particularly the*
25 *Head Start program), Labor and Defense, the*

1 *National Science Foundation, the Department of*
2 *the Interior (particularly the Office of Indian*
3 *Education Programs), and any other appro-*
4 *priate Federal agency; and*

5 *“(D) provide for an active outreach effort to*
6 *identify successful educational programs through*
7 *cooperative arrangements with State and local*
8 *education agencies, teachers and teacher organi-*
9 *zations, curriculum associations, foundations,*
10 *private schools, institutions of higher education,*
11 *and other entities that could enhance the ability*
12 *of the Secretary to identify programs for possible*
13 *inclusion in the dissemination system.*

14 *“(2) PRIORITY PROGRAMS.—In carrying out this*
15 *subsection, the Secretary shall place a priority on*
16 *identifying programs, products, and practices related*
17 *to the priority research and development needs identi-*
18 *fied in section 405(b)(3).*

19 *“(d) DESIGNATION OF EXEMPLARY AND PROMISING*
20 *PROGRAMS.—*

21 *“(1) IN GENERAL.—The Assistant Secretary, in*
22 *consultation with the Board, shall establish 1 or more*
23 *panels of appropriately qualified experts and practi-*
24 *tioners to—*

1 “(A) evaluate educational programs that
2 have been identified by the Secretary under sub-
3 section (c) or that have been submitted to the
4 Secretary for such evaluation by some other indi-
5 vidual or organization; and

6 “(B) recommend to the Secretary programs
7 that should be designated as exemplary or prom-
8 ising educational programs.

9 “(2) CONSIDERATIONS IN MAKING RECOMMENDA-
10 TIONS.—In determining whether an educational pro-
11 gram should receive a recommendation under para-
12 graph (1), a panel established under such paragraph
13 shall consider—

14 “(A) whether, based on empirical data,
15 which may include but shall not be limited to
16 test results, the program is effective and should
17 thus be designated as exemplary and dissemi-
18 nated through the national dissemination sys-
19 tem; or

20 “(B) whether there is sufficient evidence to
21 lead a panel of experts and practitioners to be-
22 lieve that the program shows promise for im-
23 proving student achievement and should thus be
24 designated as promising and disseminated

1 *through the national dissemination system while*
2 *it continues to be evaluated.*

3 “(3) *REQUIREMENT REGARDING APPROVAL OF*
4 *PROGRAMS.—In seeking out programs for approval*
5 *under paragraph (2), the Assistant Secretary shall*
6 *seek programs that may be implemented at the State,*
7 *local, and classroom level.*

8 “(4) *REQUIREMENTS REGARDING PANELS.—*

9 “(A) *A panel shall not eliminate a program*
10 *from consideration under this subsection based*
11 *solely on the fact that it does not have one spe-*
12 *cific type of supporting data, such as test scores.*

13 “(B) *The Assistant Secretary may not des-*
14 *ignate a program as exemplary or promising*
15 *unless a panel established under paragraph (1)*
16 *has recommended that the program be so des-*
17 *ignated.*

18 “(C) *The Secretary shall establish such pan-*
19 *els under paragraph (1) as may be necessary to*
20 *ensure that each program identified or submitted*
21 *for evaluation is evaluated.*

22 “(D) *Not less than two-thirds of the mem-*
23 *bership of a panel established under paragraph*
24 *(1) shall consist of individuals who are not offi-*
25 *cers or employees of the United States. Members*

1 *of panels under paragraph (1) who are not em-*
2 *ployees of the United States shall receive com-*
3 *ensation for each day engaged in carrying out*
4 *the duties of the panel as well as compensation*
5 *for their expenses.*

6 “(e) *DISSEMINATION OF EXEMPLARY AND PROMISING*
7 *PROGRAMS.—*

8 “(1) *IN GENERAL.—In order to ensure that pro-*
9 *grams identified as exemplary or promising are*
10 *available for adoption by the greatest number of*
11 *teachers, schools, local and State education agencies,*
12 *and Bureau of Indian Affairs-funded schools, the As-*
13 *stant Secretary shall utilize the capabilities of—*

14 “(A) *the education resources information*
15 *clearinghouses;*

16 “(B) *Smartline;*

17 “(C) *the regional educational laboratories;*

18 “(D) *the National Diffusion Network;*

19 “(E) *entities established under the Goals*
20 *2000 Community Partnerships Program;*

21 “(F) *department-supported technical assist-*
22 *ance providers;*

23 “(G) *the National Library of Education;*

24 *and*

1 “(H) other public and private nonprofit en-
2 tities, including existing education associations
3 and networks, that have the capability to assist
4 educators in adopting exemplary and promising
5 programs.

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

9 “(A) kept apprised of the availability of
10 specific programs for dissemination;

11 “(B) provided technical assistance, if nec-
12 essary, to carry out this dissemination function;
13 and

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

16 “(f) EDUCATION RESOURCES INFORMATION CLEAR-
17 INGHOUSES.—

18 “(1) IN GENERAL.—The Assistant Secretary
19 shall establish a system of 16 education resource in-
20 formation clearinghouses having, at a minimum, the
21 functions and scope of work as the clearinghouses had
22 on the date of the enactment of the Educational Re-
23 search, Development, and Dissemination Excellence
24 Act.

1 “(2) *ADDITIONAL FUNCTIONS.*—*In addition to*
2 *those functions already being carried out by the clear-*
3 *inghouses, such clearinghouses may—*

4 “(A) *periodically produce interpretive sum-*
5 *maries, digests, and syntheses of the results and*
6 *findings of education-related research and devel-*
7 *opment; and*

8 “(B) *contain and make available to users*
9 *information concerning those programs des-*
10 *ignated as exemplary and promising under sub-*
11 *section (c).*

12 “(3) *COORDINATION OF ACTIVITIES.*—*The Assist-*
13 *ant Secretary shall assure that the functions and ac-*
14 *tivities of such clearinghouses are coordinated with*
15 *the activities of the research institutes, the regional*
16 *educational laboratories, learning grant institutions,*
17 *other clearinghouses supported by the Department, the*
18 *National Diffusion Network, and other appropriate*
19 *entities within the Office and the Department.*

20 “(4) *SPECIAL RESPONSIBILITIES OF THE SEC-*
21 *RETARY.*—*To assure that the information provided*
22 *through such clearinghouses is fully comprehensive,*
23 *the Secretary shall—*

24 “(A) *require that all reports, studies, and*
25 *other resources produced directly or by grant or*

1 *contract with the Department of Education are*
2 *made available to clearinghouses;*

3 *“(B) establish cooperative agreements with*
4 *the Departments of Defense, Health and Human*
5 *Services, Interior, and other Federal agencies to*
6 *assure that all education-related reports, studies,*
7 *and other resources produced directly or by grant*
8 *or contract with the Federal Government are*
9 *made available to such clearinghouses; and*

10 *“(C) devise an effective system for maximiz-*
11 *ing the identification, synthesis, and dissemina-*
12 *tion of information related to the needs of Indian*
13 *and Alaska Native children.*

14 *“(5) COPYRIGHT PROHIBITED.—*

15 *“(A) No clearinghouse or other entity re-*
16 *ceiving assistance under this subsection may*
17 *copyright or otherwise charge a royalty or other*
18 *fee that—*

19 *“(i) is for the use or redissemination of*
20 *any database, index, abstract, report, or*
21 *other information produced with assistance*
22 *under this subsection; and*

23 *“(ii) exceeds the incremental cost of*
24 *disseminating such information.*

1 “(B) For purposes of subparagraph (A), the
2 incremental cost of dissemination does not in-
3 clude any portion of the cost of collecting, orga-
4 nizing, or processing the information which is
5 disseminated.

6 “(g) DISSEMINATION THROUGH NEW TECH-
7 NOLOGIES.—

8 “(1) IN GENERAL.—The Assistant Secretary is
9 authorized to award grants or contracts in accordance
10 with this subsection to support the development of
11 materials, programs, and resources which utilize new
12 technologies and techniques to synthesize and dissemi-
13 nate research and development findings and other in-
14 formation which can be used to support educational
15 improvement.

16 “(2) SOURCES OF MATERIALS AND RESEARCH
17 ABOUT TEACHING AND LEARNING FOR IMPROVING NA-
18 TIONWIDE EDUCATION (SMARTLINE).—

19 “(A) ELECTRONIC NETWORK.—The Assist-
20 ant Secretary, acting through the Office of Re-
21 form Assistance and Dissemination, shall estab-
22 lish and maintain an electronic network which
23 shall, at a minimum, link—

24 “(i) each office of the Department of
25 Education;

1 “(ii) the research institutes established
2 by section 405B;

3 “(iii) the National Center for Edu-
4 cation Statistics;

5 “(iv) the National Library of Edu-
6 cation; and

7 “(v) entities engaged in research, devel-
8 opment, dissemination, and technical assist-
9 ance under grant, contract, or cooperative
10 agreement with the Department of Edu-
11 cation.

12 “(B) CERTAIN REQUIREMENTS FOR NET-
13 WORK.—The network described in subparagraph
14 (A) shall—

15 “(i) to the extent feasible, build upon
16 existing national, regional, and State elec-
17 tronic networks and support video,
18 telecomputing, and interactive communica-
19 tions;

20 “(ii) at a minimum, have the capabil-
21 ity to support electronic mail and file
22 transfer services;

23 “(iii) be linked to and accessible to
24 other users, including State and local edu-
25 cation agencies, institutions of higher edu-

1 *cation, museums, libraries, and others*
2 *through the Internet and the National Re-*
3 *search and Education Network; and*

4 *“(iv) be provided at no cost (excluding*
5 *the costs of necessary hardware) to the con-*
6 *tractors and grantees described in clause (v)*
7 *of subparagraph (A) and to educational in-*
8 *stitutions accessing such network through*
9 *the Internet and the National Research and*
10 *Education Network.*

11 *“(C) INFORMATION RESOURCES.—The As-*
12 *stant Secretary, acting through the Office of*
13 *Reform Assistance and Dissemination, may*
14 *make available through the network described in*
15 *subparagraph (A)—*

16 *“(i) information about grant and con-*
17 *tract assistance available through the de-*
18 *partment;*

19 *“(ii) an annotated directory of current*
20 *research and development activities and*
21 *projects being undertaken with the assist-*
22 *ance of the Department;*

23 *“(iii) information about publications*
24 *published by the Department and, to the ex-*

1 *tent feasible, the full text of such publica-*
2 *tions;*

3 “(iv) *statistics and data published by*
4 *the National Center for Education Statis-*
5 *tics;*

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

8 “(vi) *a directory of other education-re-*
9 *lated electronic networks and databases, in-*
10 *cluding information about the means by*
11 *which they may be accessed;*

12 “(vii) *a descriptive listing of materials*
13 *and courses of instruction provided by tele-*
14 *communications partnerships assisted under*
15 *the Star Schools program;*

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

18 “(ix) *education-related software (in-*
19 *cluding video) which is in the public do-*
20 *main;*

21 “(x) *a listing of instructional mate-*
22 *rials available through telecommunications*
23 *to local education agencies through the Pub-*
24 *lic Broadcasting Service and State edu-*
25 *cational television networks; and*

1 “(xi) such other information and re-
2 sources the Assistant Secretary considers
3 useful and appropriate.

4 “(D) EVALUATIONS REGARDING OTHER
5 FUNCTIONS OF NETWORK.—The Assistant Sec-
6 retary shall also undertake projects to test and
7 evaluate the feasibility of using the network de-
8 scribed in subparagraph (A) for—

9 “(i) the submission of applications for
10 assistance to the Department; and

11 “(ii) the collection of data and other
12 statistics through the National Center for
13 Education Statistics.

14 “(E) TRAINING AND TECHNICAL ASSIST-
15 ANCE.—The Assistant Secretary, acting through
16 the Office of Reform Assistance and Dissemina-
17 tion, shall—

18 “(i) provide such training and tech-
19 nical assistance as may be necessary to en-
20 able the contractors and grantees described
21 in clause (v) of subparagraph (A) to par-
22 ticipate in the electronic network described
23 in such subparagraph; and

24 “(ii) work with the National Science
25 Foundation to provide, upon request, assist-

1 *ance to State and local education agencies,*
2 *the Department of the Interior's Office of*
3 *Indian Education Programs, tribal depart-*
4 *ments of education, State library agencies,*
5 *libraries, museums, and other educational*
6 *institutions in obtaining access to the*
7 *Internet and the National Research and*
8 *Education Network.*

9 “(h) *REGIONAL EDUCATIONAL LABORATORIES.*—

10 “(1) *REGIONAL EDUCATIONAL LABORATORIES.*—
11 *The Assistant Secretary shall enter into contracts*
12 *with public or private nonprofit entities to establish*
13 *a networked system of 10 regional educational labora-*
14 *tories which serve the needs of each region of the Na-*
15 *tion in accordance with the provisions of this sub-*
16 *section. For the purposes of this subsection, the term*
17 *‘region’ means 1 of the 10 geographic regions set forth*
18 *in section 2(a) of part 707 of title 34, Code of Federal*
19 *Regulations (34 CFR 707.2(a)), as published in num-*
20 *ber 157 of volume 53 of the Federal Register on Au-*
21 *gust 15, 1988.*

22 “(2) *DUTIES.*—*Each regional educational lab-*
23 *oratory receiving assistance under this subsection*
24 *shall, with such assistance, assist State education*
25 *agencies, intermediate education agencies, local school*

1 *districts, and schools funded by the Bureau of Indian*
2 *Affairs in implementing broad-based, systemic school*
3 *improvement strategies through the use of applied re-*
4 *search and development activities. The regional edu-*
5 *cational laboratories shall support such system-wide*
6 *reform efforts through—*

7 *“(A) the development of a plan for identify-*
8 *ing needs and for serving the needs of the region*
9 *by conducting a continuing survey of the edu-*
10 *cational needs, strengths and weaknesses within*
11 *the region, including a process of open hearings*
12 *to solicit the views of schools, teachers, adminis-*
13 *trators, parents, local educational agencies, li-*
14 *brarians, and State educational agencies within*
15 *the region;*

16 *“(B) the dissemination of information about*
17 *programs designated as exemplary and promis-*
18 *ing under subsection (c) and other appropriate*
19 *programs and practices;*

20 *“(C) the provision of support and technical*
21 *assistance in—*

22 *“(i) replicating and adapting such ex-*
23 *emplary and promising practices;*

24 *“(ii) the development of high-quality,*
25 *challenging curriculum frameworks;*

1 “(iii) the development of valid, reliable,
2 fair systems of assessment which are based
3 upon State, local, or Bureau of Indian Af-
4 fairs-funded school curriculum frameworks
5 and reflect recent advances in the field of
6 educational assessment;

7 “(iv) the improvement of professional
8 development strategies to assure that all
9 teachers are prepared to teach a challenging
10 curriculum;

11 “(v) expanding and improving the use
12 of technology in education to improve teach-
13 ing and learning;

14 “(vi) the development of alternatives
15 for restructuring school finance systems to
16 promote greater equity in the distribution of
17 resources; and

18 “(vii) the development of alternative
19 administrative structures which are more
20 conducive to planning, implementing, and
21 sustaining school reform and improved edu-
22 cational outcomes;

23 “(D) the development of educational pro-
24 grams and practices that address State, regional,

1 *or Indian tribal needs in relating to their school*
2 *reform efforts;*

3 “(E) *facilitating communication between*
4 *educational experts, school officials, and teachers,*
5 *parents, and librarians, to enable such individ-*
6 *uals to assist schools to develop a plan to meet*
7 *the national education goals;*

8 “(F) *bringing teams of experts together to*
9 *develop and implement school improvement*
10 *plans and strategies;*

11 “(G) *the provision of training in—*

12 “(i) *the field of education research and*
13 *related areas;*

14 “(ii) *the use of new educational meth-*
15 *ods; and*

16 “(iii) *the use of information-finding*
17 *methods, practices, techniques, and products*
18 *developed in connection with such training*
19 *for which the regional educational labora-*
20 *tory shall be authorized to support intern-*
21 *ships and fellowships and to provide sti-*
22 *pendents; and*

23 “(H) *the provision of support and technical*
24 *assistance (upon their request) to State*

1 *facilitators funded through the National Diffu-*
2 *sion Network.*

3 “(3) *NETWORKING.*—*In order to improve the ef-*
4 *iciency and effectiveness of the regional laboratories,*
5 *the governing boards of the ten regional laboratories*
6 *shall establish and maintain a network to—*

7 “(A) *share information about the activities*
8 *each is carrying out;*

9 “(B) *plan joint activities that would meet*
10 *the needs of multiple regions;*

11 “(C) *create a strategic plan for the develop-*
12 *ment of activities undertaken by the laboratories*
13 *to reduce redundancy and increase collaboration*
14 *and resource-sharing in such activities; and*

15 “(D) *otherwise devise means by which the*
16 *work of the individual laboratories could serve*
17 *national, as well as regional, needs.*

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

21 “(A) *Collaborate with the Institutes estab-*
22 *lished under section 405B in order to—*

23 “(i) *maximize the use of research con-*
24 *ducted through the Institutes in the work of*
25 *such laboratory;*

1 “(ii) keep the Institutes apprised of the
2 work of the regional educational labora-
3 tories in the field; and

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

6 “(B) Consult with the State educational
7 agencies and library agencies in the region in
8 developing the plan for serving the region.

9 “(C) Develop strategies to utilize schools as
10 critical components in reforming education and
11 revitalizing rural communities in the United
12 States.

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

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

1 “(5) *CERTAIN REQUIREMENTS.*—*In carrying out*
2 *its responsibilities, each regional educational labora-*
3 *tory shall—*

4 “(A) *establish a governing board that—*

5 “(i) *is the sole entity that—*

6 “(I) *guides and directs the labora-*
7 *tory in carrying out the provisions of*
8 *this subsection and satisfying the terms*
9 *and conditions of the contract award;*
10 *and*

11 “(II) *determines the regional*
12 *agenda of the laboratory, consistent*
13 *with the priority research and develop-*
14 *ment needs identified in section*
15 *405(b)(3); and*

16 “(ii) *reflects a balanced representation*
17 *of the States in the region, as well as the in-*
18 *terests and concerns of regional constitu-*
19 *encies;*

20 “(B) *comply with the standards established*
21 *by the Assistant Secretary and the Board under*
22 *section 405A;*

23 “(C) *coordinate its activities, collaborate,*
24 *and regularly exchange information with the in-*
25 *stitutes established under section 405C, the Na-*

1 *tional Diffusion Network, and its Developer*
2 *Demonstrator and State Facilitator projects,*
3 *learning grant institutions and district edu-*
4 *cation agents assisted under subsection (i), the*
5 *ERIC Clearinghouses, and other entities engages*
6 *in technical assistance and dissemination activi-*
7 *ties which are supported by other Offices of the*
8 *Department of Education; and*

9 “(D) *allocate its resources to and within*
10 *each State in a manner which reflects the need*
11 *for assistance, taking into account such factors*
12 *as the proportion of economically disadvantaged*
13 *students, the increased cost burden of service de-*
14 *livery in areas of sparse populations, and any*
15 *special initiatives being undertaken by State, in-*
16 *termediate, local education agencies, or Bureau*
17 *of Indian Affairs-funded schools which may re-*
18 *quire special assistance from the laboratory.*

19 “(6) *EVALUATIONS.—The Assistant Secretary*
20 *shall provide for periodic, independent evaluations of*
21 *each of the laboratories in carrying out the duties de-*
22 *scribed in paragraph (1) in accordance with the*
23 *standards developed by the Assistant Secretary and*
24 *the Board and transmit the results of such evalua-*
25 *tions to the relevant committees of the Congress, the*

1 *Board, and the appropriate regional educational lab-*
2 *oratory board.*

3 “(7) *INVITATION REGARDING COMPETITION FOR*
4 *AWARDS OF ASSISTANCE.—Prior to awarding a grant*
5 *or entering into a contract under this section, the Sec-*
6 *retary shall invite applicants, including the existing*
7 *regional educational laboratories, to compete for such*
8 *award through notice in the Federal Register and in*
9 *the publication of the Department of Commerce*
10 *known as the Commerce Business Daily.*

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

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

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

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

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

24 “(10) *ADVANCE PAYMENT SYSTEM.—Each re-*
25 *gional educational laboratory shall participate in the*

1 *advance payment system at the Department of Edu-*
2 *cation.*

3 “(i) *GOALS 2000 COMMUNITY PARTNERSHIPS PRO-*
4 *GRAM.—*

5 “(1) *PURPOSE.—The purpose of the Goals 2000*
6 *Community Partnerships program is to improve the*
7 *quality of learning and teaching in the Nation’s most*
8 *impoverished urban and rural communities by sup-*
9 *porting sustained collaborations between universities,*
10 *schools, businesses, and communities which apply and*
11 *utilize the results of educational research and develop-*
12 *ment.*

13 “(2) *GRANTS FOR GOALS 2000 COMMUNITY PART-*
14 *NERSHIPS.—The Assistant Secretary is authorized to*
15 *make grants to eligible entities to support the estab-*
16 *lishment of Learning Grant Institutions and District*
17 *Education Agents and the activities authorized under*
18 *this subsection within eligible communities.*

19 “(3) *DEFINITION OF ELIGIBLE ENTITY AND ELI-*
20 *GIBLE COMMUNITY.—For the purposes of this sub-*
21 *section:*

22 “(A) *The term ‘eligible entity’ includes any*
23 *institution of higher education, regional edu-*
24 *cation laboratory, National Diffusion Network*
25 *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 edu-*
5 *cational needs of at-risk students; and*

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

10 *“(B) The term ‘eligible community’ means a*
11 *unit of general purpose local government (such*
12 *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) in which not less than one-half of*
21 *the school-age children have family incomes*
22 *which are below the poverty line, as deter-*
23 *mined by the 1990 United States Census,*
24 *participation in the National School Lunch*

1 *program, or other current, reliable data*
2 *concerning family income.*

3 “(4) *GOALS 2000 COMMUNITY PARTNERSHIPS.*—
4 *Each learning grant institution receiving assistance*
5 *under this subsection shall establish a Goals 2000*
6 *community partnership to carry out the activities au-*
7 *thorized under this subsection. Such partnership—*

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

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

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

22 “(5) *COMPREHENSIVE GOALS 2000 PLAN.*—*Each*
23 *Goals 2000 Community Partnership shall develop a*
24 *comprehensive plan for assuring educational success*

1 *and high achievement for all students in the commu-*
2 *nity. Each such plan shall—*

3 *“(A) adopt the 6 national educational goals;*

4 *“(B) identify additional needs and goals for*
5 *educational improvement within the community;*

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

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

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

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

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

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

1 “(i) disseminating information
2 throughout the community about exemplary
3 and promising educational programs, prac-
4 tices, products, and policies;

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

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

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

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

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

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

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

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

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

1 “(iv) programs to enhance teaching
2 and classroom management skills, including
3 school-based management skills, of novice,
4 prospective, and experienced teachers;

5 “(C) promoting the development of an inte-
6 grated system of service delivery to children from
7 birth through age 18 and their families by facili-
8 tating linkages and cooperation among—

9 “(i) local education agencies;

10 “(ii) health and social services agencies
11 and providers;

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

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

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

18 “(D) mobilizing the resources of the commu-
19 nity in support of student learning and high
20 achievement by facilitating effective partnerships
21 and collaboration among—

22 “(i) local education agencies;

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

25 “(iii) public libraries;

1 “(iv) parents;

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

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

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

9 “(viii) labor organizations; and

10 “(ix) business and industry.

11 “(7) *ADDITIONAL REQUIREMENTS.*—In carrying
12 out its responsibilities under this subsection, each
13 partnership receiving assistance under this subsection
14 shall—

15 “(A) appoint a District Education Agent
16 who shall be responsible, on a full-time basis, for
17 directing the implementation of the community-
18 wide plan. Such individual shall have signifi-
19 cant experience and expertise in the field of edu-
20 cation in—

21 “(i) addressing the needs of at-risk stu-
22 dents; and

23 “(ii) conducting educational research
24 and promoting the application of the results
25 of such research to educational practice;

1 “(B) provide for such other professional and
2 support personnel as may be necessary to imple-
3 ment the community-wide plan under the direc-
4 tion of the District Education Agent; and

5 “(C) coordinate its activities and work co-
6 operatively with the National Diffusion Network
7 State facilitators, regional laboratories, and
8 other components of the Office to utilize most ef-
9 fectively Federal research, development, and dis-
10 semination resources in implementing the com-
11 munity-wide plan.

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

18 “(A) include a comprehensive plan for meet-
19 ing the objectives and requirements of this sub-
20 section; and

21 “(B) provide evidence of support for the ap-
22 plication from local elected officials, the State
23 education agency, the local education agency,
24 parents, local community leaders, businesses, and
25 other appropriate organizations.

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

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

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

15 “(C) *an amount equal to not less than*
16 *\$1,000,000 per year.*

17 “(10) *LIMITATION OF ONE GRANT PER CONGRES-*
18 *SIONAL DISTRICT.*—*Not more than one grant shall be*
19 *awarded within a single congressional district.*

20 “(11) *TECHNICAL ASSISTANCE; EVALUATIONS.*—
21 *In administering the program authorized under this*
22 *subsection, the Assistant Secretary shall, either di-*
23 *rectly or through grant or contract with an eligible*
24 *nonprofit agency—*

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

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

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

14 “(i) the impact of the Goals 2000 Com-
15 munity Partnerships program on children
16 and families within each community, in-
17 cluding (but not limited to) effects on the
18 extent of educational achievement, rates of
19 school retention and completion, and enroll-
20 ment in program postsecondary educational
21 programs; and

22 “(ii) whether an intensified effort to
23 apply and utilize educational research with-
24 in a limited geographic area significantly

1 *improves student learning and achievement;*
2 *and*

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

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

9 “(1) *FINDINGS.—The Congress finds that—*

10 “(A) *education research, including research*
11 *funded by the Office, is not having the impact on*
12 *the Nation’s schools that such research should;*

13 “(B) *relevant education research and result-*
14 *ing solutions are not being adequately dissemi-*
15 *nated to the teachers that need such research and*
16 *solutions;*

17 “(C) *there are not enough linkages between*
18 *the research and development centers assisted*
19 *under this section, the regional educational lab-*
20 *oratories described in subsection (k), the Na-*
21 *tional Diffusion Network State facilitators, the*
22 *Education Resources Information Clearing-*
23 *houses, and the public schools, to ensure that re-*
24 *search on effective practice is disseminated and*
25 *technical assistance provided to all teachers;*

1 “(D) the average teacher has almost no time
2 to plan or engage in a professional dialogue with
3 such teacher’s peers about strategies for improv-
4 ing learning;

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

7 “(F) teachers have little control over what
8 in-service education teachers will be offered; and

9 “(G) individual teachers are not encouraged
10 to move beyond the walls of their classrooms to
11 identify and use outside resources.

12 “(2) PROGRAM AUTHORIZED.—

13 “(A) The Assistant Secretary shall enter
14 into contracts with regional educational labora-
15 tories, in partnership with 1 or more institu-
16 tions of higher education in each State of its re-
17 gion, the National Diffusion Network, and other
18 entities with demonstrated experience, expertise,
19 and commitment in the areas of teacher research
20 or teacher professional development, such as the
21 national research and development centers, pro-
22 fessional teacher organizations, and other quali-
23 fied organizations and associations, in the region
24 to carry out activities described in paragraph
25 (3).

1 “(B) *The Assistant Secretary shall enter*
2 *into contracts under this subsection in an equi-*
3 *table manner and shall provide assistance on the*
4 *basis of the number of schools, teachers, and stu-*
5 *dents in each regional educational laboratory re-*
6 *gion with attention given to populations with*
7 *special needs and the increased cost burden of*
8 *service delivery in regions of sparse population.*

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

11 “(3) *PROGRAM ACTIVITIES.—*

12 “(A) *Each regional partnership described in*
13 *paragraph (2)(A) entering into a contract under*
14 *this subsection shall carry out programs of pro-*
15 *viding training to teachers relevant to the needs*
16 *and problems of the schools and school districts*
17 *where teachers, who participate in the programs,*
18 *serve. The purpose of such programs shall be*
19 *to—*

20 “(i) *educate teachers on how to acquire*
21 *information about education research find-*
22 *ings and best practices;*

23 “(ii) *provide teachers with current*
24 *education research and development theory,*
25 *skills, and practice as shall enable them to*

1 *modify, design, develop, and adapt such*
2 *findings and practices to effect local district*
3 *and classroom outcomes that improve edu-*
4 *cation;*

5 “(iii) *enable teachers to become ac-*
6 *tively involved in the applied research and*
7 *development process;*

8 “(iv) *provide teachers the ability to be-*
9 *come leaders in the utilization of applied*
10 *research and to become active participants*
11 *in the Federal research and development*
12 *partnership;*

13 “(v) *enhance the ability of teachers to*
14 *evaluate and choose effective education pro-*
15 *grams and curricula; and*

16 “(vi) *facilitate collaboration between*
17 *the teacher change agent and the National*
18 *Diffusion Network State facilitator.*

19 “(B) *Teachers that participate in training*
20 *assisted under this subsection shall be known as*
21 *‘teacher change agents’.*

22 “(C) *The program described in subpara-*
23 *graph (A) shall provide teacher change agents*
24 *with training during the summer and at such*

1 *other times as agreed to by the district, which*
2 *shall—*

3 “(i) *give teacher change agents knowl-*
4 *edge and guidance in using the existing*
5 *educational improvement services and re-*
6 *sources funded by the United States Depart-*
7 *ment of Education and other major research*
8 *organizations, including the products and*
9 *work of the regional educational labora-*
10 *tories, professional teacher organizations,*
11 *the National Diffusion Network, institutions*
12 *of higher education, the Educational Re-*
13 *search Information Centers, National Re-*
14 *search Centers, National Research Insti-*
15 *tutes, State Departments of Education, local*
16 *education agencies, and other nonprofit or-*
17 *ganizations participating in the improve-*
18 *ment of education;*

19 “(ii) *provide teacher change agents*
20 *with indepth knowledge about a number of*
21 *products, programs, and processes developed*
22 *by entities described in clause (i) that the*
23 *teacher change agents judge most relevant to*
24 *the needs of the district or districts they will*
25 *serve;*

1 “(iii) inform teacher change agents
2 about government programs, including, but
3 not limited, to programs in government
4 agencies other than the Department of Edu-
5 cation, which offer research opportunities,
6 fellowships, and funding; and

7 “(iv) provide teacher change agents
8 with instruction in technical assistance
9 skills in order to increase their capacity to
10 aid district and school site teacher teams re-
11 sponsible for leading school improvement
12 activities at the district and school site
13 level.

14 “(D) The school year activities described in
15 subparagraph (A) shall provide teacher change
16 agents participating in such program during the
17 school year with—

18 “(i) opportunities to meet with other
19 teacher change agents to exchange experi-
20 ences;

21 “(ii) additional training or assistance
22 as needed or requested;

23 “(iii) updates in education research,
24 application, and findings; and

1 “(iv) opportunities to provide feedback
2 into the educational research infrastructure
3 regarding needed research and ways to im-
4 prove the development and dissemination of
5 information.

6 “(E) The regional partnership program
7 may support educational improvement and re-
8 form activities such as—

9 “(i) training in applied research meth-
10 odologies;

11 “(ii) assistance in conducting applied
12 research;

13 “(iii) teacher research sabbaticals;

14 “(iv) video conferencing for additional
15 training in order to reduce travel time and
16 expenses;

17 “(v) training in developing and imple-
18 menting effective teacher in-service training;

19 “(vi) training in change management,
20 including strategies for restructuring
21 schools, building local capacity, and gen-
22 erally strengthening the culture of schools so
23 that schools are conducive and supportive of
24 change, including training in interpersonal
25 and leadership skills; and

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

3 “(F) TEACHER RESPONSIBILITIES.—Teach-
4 er change agents shall, during the school year—

5 “(i) meet with other teachers and dis-
6 trict or school site teacher teams to provide
7 other teachers with knowledge about how to
8 acquire information regarding education re-
9 search findings and best practices, includ-
10 ing what resources are available from the
11 Department of Education and how to ob-
12 tain products and technical services from
13 the Department;

14 “(ii) meet with the National Diffusion
15 Network State Facilitator to coordinate and
16 not duplicate efforts in the dissemination of
17 exemplary educational programs;

18 “(iii) help interested schools identify
19 resources needed to address the school’s
20 needs and act as liaison between the school
21 and the appropriate resource entities, such
22 as regional educational laboratories, centers,
23 national institutes, institutions of higher
24 education, professional teacher organiza-
25 tions, scholars, consultants, and other

1 *schools and school districts that may be of*
2 *assistance;*

3 “(iv) *teach other teachers how to use*
4 *the products, programs, and processes in*
5 *which the teacher was trained pursuant to*
6 *paragraph (2)(C)(II);*

7 “(v) *work with other teachers and*
8 *teacher teams to adapt identified exemplary*
9 *practices, programs, and research results to*
10 *implement school site or classroom improve-*

11 *ments as desired, and provide follow-up ac-*
12 *tivities throughout a 2-year period to ensure*
13 *the successful adaptation and implementa-*
14 *tion of such programs in local schools; and*

15 “(vi) *inform teachers about how they*
16 *can obtain Federal research funding, fellow-*
17 *ships, and sabbaticals.*

18 “(G) *APPLICATION.—*

19 “(i) *IN GENERAL.—Each regional*
20 *partnership desiring a contract under this*
21 *subsection shall submit to the Secretary an*
22 *application at such time, in such manner,*
23 *and accompanied by such information as*
24 *the Assistant Secretary may reasonably re-*
25 *quire.*

1 “(ii) *CONTENTS.*—*Each application*
2 *described in clause (i) shall—*

3 “(I) *contain a plan acceptable to*
4 *affected States and local education*
5 *agencies for conducting the program to*
6 *be assisted under this section;*

7 “(II) *contain assurances that the*
8 *partnership requirements are fulfilled;*

9 “(III) *contain assurances that*
10 *both district and school site teacher*
11 *teams will be established to work in*
12 *conjunction with the teacher change*
13 *agent;*

14 “(IV) *contain a plan for the selec-*
15 *tion of district and school site teacher*
16 *team participants and others as*
17 *deemed appropriate by the teacher*
18 *change agent and the regional partner-*
19 *ship;*

20 “(V) *contain assurances that the*
21 *regional partnership, in conjunction*
22 *with the participating school districts,*
23 *shall provide each teacher change agent*
24 *with a stipend for the entire calendar*
25 *year commensurate with such teacher’s*

1 salary and travel expenses, to permit a
2 teacher to participate in such program
3 without incurring loss of income;

4 “(VI) contain assurances that
5 each teacher change agent participat-
6 ing in the program shall receive an
7 award of not more than \$10,000 to be
8 used by such teacher during the school
9 year of such teacher’s participation to
10 purchase materials, support, and co-
11 ordinate with other teachers or site
12 teacher teams in the school district;

13 “(VII) contain assurances that
14 such regional partnerships shall pro-
15 vide not more than \$5,000 to each
16 school district or group of school dis-
17 tricts having an individual from such
18 district or districts participating in
19 the program assisted under this section
20 for each of the 2 years following such
21 participation to enable such school dis-
22 trict or districts to continue efforts to
23 improve dissemination of effective
24 practices and programs within the dis-
25 trict or districts;

1 “(VIII) contain assurances that
2 representatives of State educational
3 agencies, intermediate educational
4 agencies, teacher centers, teacher edu-
5 cators at institutions of higher edu-
6 cation, and school district in-service or
7 curriculum specialists will be eligible
8 to participate in the program assisted
9 under this section if such individuals
10 pay the cost of their participation; and

11 “(IX) contain an assurance that
12 such regional partnership shall permit
13 a teacher to participate in the program
14 only after such partnership determines
15 that the teacher will be afforded a full
16 opportunity by the district to perform
17 such teacher’s responsibilities described
18 in paragraph (3)(F).

19 “(4) TEACHER SELECTION AND ELIGIBILITY.—

20 “(A) NOMINATION.—Teacher participants
21 in the program assisted under this subsection
22 shall be nominated by their peers at the school
23 district level.

24 “(B) ELIGIBILITY.—Each school district or
25 group of school districts desiring to have teachers

1 *from such district or districts participate in the*
2 *program assisted under this subsection shall pro-*
3 *vide the regional partnership with the names of*
4 *such teachers, and an indication of the type of*
5 *issues or problems on which each such teacher*
6 *would like to receive information and training.*

7 “(C) *SELECTION.—*

8 “(i) *Teacher participants shall be se-*
9 *lected by the regional partnerships in con-*
10 *sultation with the State educational agen-*
11 *cies in the region. Teacher participants*
12 *shall be selected in such a manner so as to*
13 *ensure an equitable representation of such*
14 *teachers by State and school enrollment*
15 *within the region.*

16 “(ii) *The number of teachers selected*
17 *each year shall be determined in accordance*
18 *with the amount of funding received by the*
19 *regional partnership.*

20 “(5) *INDEPENDENT EVALUATION.—*

21 “(A) *IN GENERAL.—The Assistant Secretary*
22 *shall provide for an independent evaluation of*
23 *the program assisted under this subsection to de-*
24 *termine the net impact and cost effectiveness of*
25 *the program and the reactions of teachers and*

1 *school districts participating in such program,*
2 *including any career plan changes of participat-*
3 *ing teachers.*

4 “(B) *DATE.*—*The evaluation described in*
5 *subparagraph (A) shall be submitted to the Con-*
6 *gress within 6 months after the completion of the*
7 *third year of the program.*

8 “(C) *FUNDING.*—*The Assistant Secretary*
9 *may reserve not more than \$250,000 of the*
10 *amount appropriated under section 405(i)(2)(E)*
11 *to carry out the evaluation described in this*
12 *paragraph.”.*

13 ***TITLE V—NATIONAL LIBRARY OF***
14 ***EDUCATION***

15 ***SEC. 501. ESTABLISHMENT WITHIN OFFICE OF EDU-***
16 ***CATIONAL RESEARCH AND IMPROVEMENT.***

17 *Part A of the General Education Provisions Act, as*
18 *amended by section 401 of this Act, is amended by inserting*
19 *after section 405C the following new section:*

20 *“NATIONAL LIBRARY OF EDUCATION*

21 *“SEC. 405D. (a) IN GENERAL.—There is established*
22 *within the Office a National Library of Education (here-*
23 *after in this section referred to as the ‘Library’), which shall*
24 *be maintained as a governmental activity.*

25 *“(b) FUNCTIONS OF LIBRARY.—The functions of the*
26 *Library are—*

1 “(1) to provide a central location within the
2 Federal Government for information about education;

3 “(2) to provide comprehensive reference services
4 on matters related to education to employees of the
5 Department of Education and its contractors and
6 grantees, other Federal employees, and members of the
7 public; and

8 “(3) to promote greater cooperation and resource
9 sharing among providers and repositories of edu-
10 cation information in the United States.

11 “(c) ONE-STOP INFORMATION AND REFERRAL SERV-
12 ICE.—The Library shall establish and maintain a central
13 information and referral service to respond to telephonic,
14 mail, and electronic and other inquiries from the public
15 concerning—

16 “(1) programs and activities of the Department
17 of Education;

18 “(2) publications produced by the Department of
19 Education and, to the extent feasible, education relat-
20 ed publications produced by the Departments of
21 Labor, Health and Human Services, and other Fed-
22 eral agencies;

23 “(3) services and resources available to the pub-
24 lic through the Office, including the ERIC Clearing-

1 *houses, the research institutes, and the national edu-*
2 *cation dissemination system;*

3 “(4) *statistics and other information produced*
4 *by the National Center for Education Statistics; and*

5 “(5) *referrals to additional sources of informa-*
6 *tion and expertise about educational issues which*
7 *may be available through educational associations*
8 *and foundations, the private sector, colleges and uni-*
9 *versities, libraries and bibliographic databases.*

10 *The Library shall maintain and actively publicize a toll-*
11 *free telephone number through which public inquiries to the*
12 *Library may be made.*

13 “(d) *COMPREHENSIVE REFERENCE SERVICES.—The*
14 *Library shall, to the extent feasible, provide for the delivery*
15 *of a full range of reference services on subjects related to*
16 *education to employees of the Department and its contrac-*
17 *tors and grantees, other Federal employees, and members*
18 *of the general public. Such services may include—*

19 “(1) *specialized subject searches;*

20 “(2) *search and retrieval of electronic databases;*

21 “(3) *document delivery by mail and facsimile*
22 *transmission;*

23 “(4) *research counseling, bibliographic instruc-*
24 *tion, and other training services;*

25 “(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 ref-*
4 *erence services to requests made by employees of the Depart-*
5 *ment.*

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; and*

18 “(4) *cooperative efforts to preserve, maintain*
19 *and promote access to items of special historical value*
20 *or interest.*

21 “(f) *ADMINISTRATION.—The Library shall be adminis-*
22 *tered by an Executive Director who shall—*

23 “(1) *be appointed by the Assistant Secretary*
24 *from among persons with significant training or ex-*
25 *perience in library and information science;*

1 “(2) *serve for a renewable term of 5 years; and*

2 “(3) *be paid at not less than the minimum rate*
3 *of basic pay payable for GS-15 of the General Sched-*
4 *ule.*

5 “(g) *TASK FORCE.—*

6 “(1) *IN GENERAL.—The Assistant Secretary*
7 *shall appoint a task force of librarians, scholars,*
8 *teachers, parents, and school leaders (hereafter in this*
9 *paragraph referred to as the ‘Task Force’) to provide*
10 *advice on the establishment of the Library.*

11 “(2) *PREPARATION OF PLAN.—The Task Force*
12 *shall prepare a workable plan to establish the Library*
13 *and to implement the requirements of this section.*

14 “(3) *CERTAIN AUTHORITIES.—The Task Force*
15 *may identify other activities and functions for the Li-*
16 *brary to carry out, except that such functions shall*
17 *not be carried out until the Library is established and*
18 *has implemented the requirements of this section.*

19 “(4) *REPORT.—The Task Force shall prepare*
20 *and submit to the Assistant Secretary not later than*
21 *6 months after the first meeting of the Task Force a*
22 *report on the activities of the Library.*

23 “(h) *TRANSFER OF FUNCTIONS.—There are hereby*
24 *transferred to the Library all functions of—*

1 “(1) the Department of Education Research Li-
2 brary;

3 “(2) the Department of Education Reference Sec-
4 tion; and

5 “(3) the Department of Education Information
6 Branch.

7 “(i) COLLECTION DEVELOPMENT POLICY.—Not later
8 than 180 days after the enactment of the Educational Re-
9 search, Development, and Dissemination Excellence Act, the
10 Assistant Secretary shall promulgate a comprehensive col-
11 lection development policy to govern the Library’s oper-
12 ations, acquisitions, and services to users. Such collection
13 development policy shall—

14 “(1) be consistent with the functions of the Li-
15 brary set out in subsection (b);

16 “(2) emphasize the acquisition and maintenance
17 of a comprehensive collection of reference materials;
18 and

19 “(3) avoid unnecessary duplication by putting a
20 priority on meeting the information needs of the Li-
21 brary’s users through cooperation and resource-shar-
22 ing with other entities with significant collections in
23 the field of education.

24 “(j) ARREARAGE AND PRESERVATION.—On the basis
25 of the collection development policy promulgated under sub-

1 *section (h), the Executive Director shall develop a multiyear*
2 *plan which shall set forth goals and priorities for actions*
3 *needed to—*

4 “(1) *eliminate within 3 years the arrearage of*
5 *uncataloged books and other materials in the Li-*
6 *brary’s collections; and*

7 “(2) *respond effectively and systematically to the*
8 *preservation needs of the Library’s collections, rely-*
9 *ing, whenever possible, upon cooperative efforts with*
10 *other institutions to preserve and maintain the*
11 *usability of books and materials in the Library’s col-*
12 *lections.”.*

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