

**Calendar No. 285**

103D CONGRESS  
1ST SESSION

**H. R. 856**

**AN ACT**

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

NOVEMBER 16 (legislative day, NOVEMBER 2), 1993  
Reported without amendment

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## IN THE SENATE OF THE UNITED STATES

AUGUST 4 (legislative day, JUNE 30), 1993

Received; read twice and referred to the Committee on Labor and Human Resources

NOVEMBER 16 (legislative day, NOVEMBER 2), 1993

Reported by Mr. KENNEDY, without amendment

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**AN ACT**

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

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

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

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

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

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

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

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

TITLE II—NATIONAL EDUCATIONAL RESEARCH POLICY AND  
PRIORITIES BOARD

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

TITLE III—NATIONAL RESEARCH INSTITUTES

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

TITLE IV—NATIONAL EDUCATION DISSEMINATION SYSTEM

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

TITLE V—NATIONAL LIBRARY OF EDUCATION

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

3 **SEC. 2. FINDINGS.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17 “OFFICE OF EDUCATIONAL RESEARCH AND  
18 IMPROVEMENT

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

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

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

14 “(2) MISSION OF OFFICE.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22           “(c) APPOINTMENT OF EMPLOYEES.—

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

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

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

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

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

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

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

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

11 “(d) AUTHORITY TO PUBLISH.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9           “(I) the frequency of such evaluations;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22 “(5) The term ‘development’—

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

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

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

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

13 “(A) problem analysis and diagnosis;

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

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

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

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

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

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

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

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

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

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

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

4           “(k) AUTHORIZATION OF APPROPRIATIONS.—

5           “(1) NATIONAL INSTITUTES.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5 (1) in paragraph (1)—

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

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

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

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

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

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

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

22 “(ii) have proven management ability; and

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

11         “(d) CONTENTS OF PLAN—

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

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

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

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

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

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

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

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

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

16 “(2) REPORT.—

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

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

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

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

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

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

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

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

7 “(f) STANDING SUBCOMMITTEES.—

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

18 “(2) COMPOSITION.—

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

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

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

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

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

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

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

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

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

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

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

19           “(h) MEMBERSHIP IN GENERAL.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19 “(7) the Librarian of Congress; and

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

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

25 “(n) TERMS OF OFFICE.—

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

4           “(2) EXCEPTIONS.—

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

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

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

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

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

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

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

5 “(o) MEETINGS OF BOARD.—

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

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

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

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

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

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

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

1           “NATIONAL RESEARCH INSTITUTES

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

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

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

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

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

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

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

21           “(b) DIRECTORS.—

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

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

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

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

13 “(c) AUTHORITIES AND DUTIES.—

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

18 “(A) directly;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 recently appointed assistant or associate profes-  
2 sors;

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

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

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

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

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

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

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

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

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

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

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

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

1 are adequately addressing this obvious emer-  
2 gency.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18 “(D) Indian and Alaska Native students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1           “(viii) school-based management;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16                 “(i) addresses such issues as—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 expand opportunities for lifelong  
2 learning;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13           “(i) the Office of Library Programs;

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

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

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

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

22           “(B) the National Institute for Literacy;

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

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

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

6           “(F) the National Institutes of Health;

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

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

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

13          “(J) the Department of Commerce;

14          “(K) the Department of Defense; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18 “(i) teacher isolation;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3           “(k) RESEARCH ON EDUCATIONAL TECHNOLOGY.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9           “(I) TRANSITIONAL PROVISIONS.—

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

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

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

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

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

19       “NATIONAL EDUCATION DISSEMINATION SYSTEM

20       “SEC. 405C. (a) IN GENERAL.—

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

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

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

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

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

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

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

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

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

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

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

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

22 “(b) ESTABLISHMENT OF OFFICE.—

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

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

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

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

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

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

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

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

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

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

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

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

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

19               “(D) Smartline.

20               “(E) The regional educational laboratories.

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

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

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

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

8           “(c) IDENTIFICATION OF PROGRAMS.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21 “(4) REQUIREMENTS REGARDING PANELS.—

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

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

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

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

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

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

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

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

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

6 “(B) Smartline;

7 “(C) the regional educational laboratories;

8 “(D) the National Diffusion Network;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5           “(5) COPYRIGHT PROHIBITED.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1           tive agreement with the Department of  
2           Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 “(h) REGIONAL EDUCATIONAL LABORATORIES.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4           “(G) the provision of training in—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

24                   “(A) establish a governing board that—

25                           “(i) is the sole entity that—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10           “(i) local education agencies;

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

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

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

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

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

23           “(i) local education agencies;

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

1 “(iii) public libraries;

2 “(iv) parents;

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

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

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

10 “(viii) labor organizations; and

11 “(ix) business and industry.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 “(2) PROGRAM AUTHORIZED.—

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

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

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

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

17 “(3) PROGRAM ACTIVITIES.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

20           “(iii) teacher research sabbaticals;

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

1           “(v) training in developing and imple-  
2           menting effective teacher in-service train-  
3           ing;

4           “(vi) training in change management,  
5           including strategies for restructuring  
6           schools, building local capacity, and gen-  
7           erally strengthening the culture of schools  
8           so that schools are conducive and support-  
9           ive of change, including training in inter-  
10          personal and leadership skills; and

11          “(vii) training in the appropriate use  
12          of technology to assist classroom teachers.

13          “(F)   TEACHER   RESPONSIBILITIES.—  
14          Teacher change agents shall, during the school  
15          year—

16               “(i) meet with other teachers and dis-  
17               trict or school site teacher teams to provide  
18               other teachers with knowledge about how  
19               to acquire information regarding education  
20               research findings and best practices, in-  
21               cluding what resources are available from  
22               the Department of Education and how to  
23               obtain products and technical services from  
24               the Department;

1           “(ii) meet with the National Diffusion  
2 Network State Facilitator to coordinate  
3 and not duplicate efforts in the dissemina-  
4 tion of exemplary educational programs;

5           “(iii) help interested schools identify  
6 resources needed to address the school’s  
7 needs and act as liaison between the school  
8 and the appropriate resource entities, such  
9 as regional educational laboratories, cen-  
10 ters, national institutes, institutions of  
11 higher education, professional teacher or-  
12 ganizations, scholars, consultants, and  
13 other schools and school districts that may  
14 be of assistance;

15           “(iv) teach other teachers how to use  
16 the products, programs, and processes in  
17 which the teacher was trained pursuant to  
18 paragraph (2)(C)(II);

19           “(v) work with other teachers and  
20 teacher teams to adapt identified exem-  
21 plary practices, programs, and research re-  
22 sults to implement school site or classroom  
23 improvements as desired, and provide fol-  
24 low-up activities throughout a 2-year pe-  
25 riod to ensure the successful adaptation

1 and implementation of such programs in  
2 local schools; and

3 “(vi) inform teachers about how they  
4 can obtain Federal research funding, fel-  
5 lowships, and sabbaticals.

6 “(G) APPLICATION.—

7 “(i) IN GENERAL.—Each regional  
8 partnership desiring a contract under this  
9 subsection shall submit to the Secretary an  
10 application at such time, in such manner,  
11 and accompanied by such information as  
12 the Assistant Secretary may reasonably re-  
13 quire.

14 “(ii) CONTENTS.—Each application  
15 described in clause (i) shall—

16 “(I) contain a plan acceptable to  
17 affected States and local education  
18 agencies for conducting the program  
19 to be assisted under this section;

20 “(II) contain assurances that the  
21 partnership requirements are fulfilled;

22 “(III) contain assurances that  
23 both district and school site teacher  
24 teams will be established to work in

1 conjunction with the teacher change  
2 agent;

3 “(IV) contain a plan for the se-  
4 lection of district and school site  
5 teacher team participants and others  
6 as deemed appropriate by the teacher  
7 change agent and the regional part-  
8 nership;

9 “(V) contain assurances that the  
10 regional partnership, in conjunction  
11 with the participating school districts,  
12 shall provide each teacher change  
13 agent with a stipend for the entire  
14 calendar year commensurate with  
15 such teacher’s salary and travel ex-  
16 penses, to permit a teacher to partici-  
17 pate in such program without incur-  
18 ring loss of income;

19 “(VI) contain assurances that  
20 each teacher change agent participat-  
21 ing in the program shall receive an  
22 award of not more than \$10,000 to be  
23 used by such teacher during the  
24 school year of such teacher’s partici-  
25 pation to purchase materials, support,

1 and coordinate with other teachers or  
2 site teacher teams in the school dis-  
3 trict;

4 “(VII) contain assurances that  
5 such regional partnerships shall pro-  
6 vide not more than \$5,000 to each  
7 school district or group of school dis-  
8 tricts having an individual from such  
9 district or districts participating in  
10 the program assisted under this sec-  
11 tion for each of the 2 years following  
12 such participation to enable such  
13 school district or districts to continue  
14 efforts to improve dissemination of ef-  
15 fective practices and programs within  
16 the district or districts;

17 “(VIII) contain assurances that  
18 representatives of State educational  
19 agencies, intermediate educational  
20 agencies, teacher centers, teacher edu-  
21 cators at institutions of higher edu-  
22 cation, and school district in-service or  
23 curriculum specialists will be eligible  
24 to participate in the program assisted  
25 under this section if such individuals

1 pay the cost of their participation;  
2 and

3 “(IX) contain an assurance that  
4 such regional partnership shall permit  
5 a teacher to participate in the pro-  
6 gram only after such partnership de-  
7 termines that the teacher will be af-  
8 farded a full opportunity by the dis-  
9 trict to perform such teacher’s respon-  
10 sibilities described in paragraph  
11 (3)(F).

12 “(4) TEACHER SELECTION AND ELIGIBILITY.—

13 “(A) NOMINATION.—Teacher participants  
14 in the program assisted under this subsection  
15 shall be nominated by their peers at the school  
16 district level.

17 “(B) ELIGIBILITY.—Each school district  
18 or group of school districts desiring to have  
19 teachers from such district or districts partici-  
20 pate in the program assisted under this sub-  
21 section shall provide the regional partnership  
22 with the names of such teachers, and an indica-  
23 tion of the type of issues or problems on which  
24 each such teacher would like to receive informa-  
25 tion and training.

1           “(C) SELECTION.—

2                   “(i) Teacher participants shall be se-  
3                   lected by the regional partnerships in con-  
4                   sultation with the State educational agen-  
5                   cies in the region. Teacher participants  
6                   shall be selected in such a manner so as to  
7                   ensure an equitable representation of such  
8                   teachers by State and school enrollment  
9                   within the region.

10                   “(ii) The number of teachers selected  
11                   each year shall be determined in accord-  
12                   ance with the amount of funding received  
13                   by the regional partnership.

14           “(5) INDEPENDENT EVALUATION.—

15                   “(A) IN GENERAL.—The Assistant Sec-  
16                   retary shall provide for an independent evalua-  
17                   tion of the program assisted under this sub-  
18                   section to determine the net impact and cost ef-  
19                   fectiveness of the program and the reactions of  
20                   teachers and school districts participating in  
21                   such program, including any career plan  
22                   changes of participating teachers.

23                   “(B) DATE.—The evaluation described in  
24                   subparagraph (A) shall be submitted to the

1 Congress within 6 months after the completion  
2 of the third year of the program.

3 “(C) FUNDING.—The Assistant Secretary  
4 may reserve not more than \$250,000 of the  
5 amount appropriated under section  
6 405(i)(2)(E) to carry out the evaluation de-  
7 scribed in this paragraph.”.

## 8 **TITLE V—NATIONAL LIBRARY OF** 9 **EDUCATION**

### 10 **SEC. 501. ESTABLISHMENT WITHIN OFFICE OF EDU-** 11 **CATIONAL RESEARCH AND IMPROVEMENT.**

12 Part A of the General Education Provisions Act, as  
13 amended by section 401 of this Act, is amended by insert-  
14 ing after section 405C the following new section:

15 “NATIONAL LIBRARY OF EDUCATION

16 “SEC. 405D. (a) IN GENERAL.—There is established  
17 within the Office a National Library of Education (here-  
18 after in this section referred to as the ‘Library’), which  
19 shall be maintained as a governmental activity.

20 “(b) FUNCTIONS OF LIBRARY.—The functions of the  
21 Library are—

22 “(1) to provide a central location within the  
23 Federal Government for information about edu-  
24 cation;

25 “(2) to provide comprehensive reference services  
26 on matters related to education to employees of the

1 Department of Education and its contractors and  
2 grantees, other Federal employees, and members of  
3 the public; and

4 “(3) to promote greater cooperation and re-  
5 source sharing among providers and repositories of  
6 education information in the United States.

7 “(c) ONE-STOP INFORMATION AND REFERRAL SERV-  
8 ICE.—The Library shall establish and maintain a central  
9 information and referral service to respond to telephonic,  
10 mail and electronic and other inquiries from the public  
11 concerning—

12 “(1) programs and activities of the Department  
13 of Education;

14 “(2) publications produced by the Department  
15 of Education and, to the extent feasible, education  
16 related publications produced by the Departments of  
17 Labor, Health and Human Services, and other Fed-  
18 eral agencies;

19 “(3) services and resources available to the pub-  
20 lic through the Office, including the ERIC Clearing-  
21 houses, the research institutes, and the national edu-  
22 cation dissemination system;

23 “(4) statistics and other information produced  
24 by the National Center for Education Statistics; and

1           “(5) referrals to additional sources of informa-  
2           tion and expertise about educational issues which  
3           may be available through educational associations  
4           and foundations, the private sector, colleges and uni-  
5           versities, libraries and bibliographic databases.

6 The Library shall maintain and actively publicize a toll-  
7 free telephone number through which public inquiries to  
8 the Library may be made.

9           “(d) COMPREHENSIVE REFERENCE SERVICES.—The  
10 Library shall, to the extent feasible, provide for the deliv-  
11 ery of a full range of reference services on subjects related  
12 to education to employees of the Department and its con-  
13 tractors and grantees, other Federal employees, and mem-  
14 bers of the general public. Such services may include—

15           “(1) specialized subject searches;

16           “(2) search and retrieval of electronic  
17 databases;

18           “(3) document delivery by mail and facsimile  
19 transmission;

20           “(4) research counseling, bibliographic instruc-  
21 tion, and other training services;

22           “(5) interlibrary loan services; and

23           “(6) selective dissemination of information serv-  
24 ices.

1 The Library shall first give priority in the provision of  
2 reference services to requests made by employees of the  
3 Department.

4 “(e) COOPERATION AND RESOURCE SHARING.—The  
5 Library shall promote greater cooperation and resource  
6 sharing among libraries and archives with significant col-  
7 lections in the area of education through such means as—

8 “(1) the establishment of information and re-  
9 source sharing networks among such entities;

10 “(2) the development of a national union list of  
11 education journals held by education libraries  
12 throughout the United States;

13 “(3) the development of directories and indexes  
14 to textbook and other specialized collections held by  
15 education libraries throughout the United States;  
16 and

17 “(4) cooperative efforts to preserve, maintain  
18 and promote access to items of special historical  
19 value or interest.

20 “(f) ADMINISTRATION.—The Library shall be admin-  
21 istered by an Executive Director who shall—

22 “(1) be appointed by the Assistant Secretary  
23 from among persons with significant training or ex-  
24 perience in library and information science;

25 “(2) serve for a renewable term of 5 years; and

1           “(3) be paid at not less than the minimum rate  
2 of basic pay payable for GS-15 of the General  
3 Schedule.

4           “(g) TASK FORCE.—

5           “(1) IN GENERAL.—The Assistant Secretary  
6 shall appoint a task force of librarians, scholars,  
7 teachers, parents, and school leaders (hereafter in  
8 this paragraph referred to as the ‘Task Force’) to  
9 provide advice on the establishment of the Library.

10           “(2) PREPARATION OF PLAN.—The Task Force  
11 shall prepare a workable plan to establish the Li-  
12 brary and to implement the requirements of this sec-  
13 tion.

14           “(3) CERTAIN AUTHORITIES.—The Task Force  
15 may identify other activities and functions for the  
16 Library to carry out, except that such functions  
17 shall not be carried out until the Library is estab-  
18 lished and has implemented the requirements of this  
19 section.

20           “(4) REPORT.—The Task Force shall prepare  
21 and submit to the Assistant Secretary not later than  
22 6 months after the first meeting of the Task Force  
23 a report on the activities of the Library.

24           “(h) TRANSFER OF FUNCTIONS.—There are hereby  
25 transferred to the Library all functions of—

1           “(1) the Department of Education Research Li-  
2       brary;

3           “(2) the Department of Education Reference  
4       Section; and

5           “(3) the Department of Education Information  
6       Branch.

7       “(i) COLLECTION DEVELOPMENT POLICY.—Not later  
8       than 180 days after the enactment of the Educational Re-  
9       search, Development, and Dissemination Excellence Act,  
10      the Assistant Secretary shall promulgate a comprehensive  
11      collection development policy to govern the Library’s oper-  
12      ations, acquisitions, and services to users. Such collection  
13      development policy shall—

14           “(1) be consistent with the functions of the Li-  
15      brary set out in subsection (b);

16           “(2) emphasize the acquisition and maintenance  
17      of a comprehensive collection of reference materials;  
18      and

19           “(3) avoid unnecessary duplication by putting a  
20      priority on meeting the information needs of the Li-  
21      brary’s users through cooperation and resource-shar-  
22      ing with other entities with significant collections in  
23      the field of education.

24       “(j) ARREARAGE AND PRESERVATION.—On the basis  
25      of the collection development policy promulgated under

