

Rush Holt NS-12

(Original Signature of Member)

111TH CONGRESS
2D SESSION

H. R.

To establish a national leadership initiative to promote and coordinate knowledge utilization in education to increase student achievement consistent with the objectives of the Elementary and Secondary Education Act of 1965, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Mr. HOLT introduced the following bill; which was referred to the Committee on _____

A BILL

To establish a national leadership initiative to promote and coordinate knowledge utilization in education to increase student achievement consistent with the objectives of the Elementary and Secondary Education Act of 1965, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Knowledge and Inno-
5 vation for the Next Generation of Learning Act of 2010".

1 **SEC. 2. FINDINGS.**

2 The Congress finds the following:

3 (1) Historically, the United States has under-
4 invested in education research and development de-
5 spite evidence that scientifically validated innova-
6 tions in teaching and learning can result in signifi-
7 cant improvements in student achievement and suc-
8 cess.

9 (2) When understood as systematic innovation,
10 research and development can spur education im-
11 provement in scalable and sustainable ways.

12 (3) Education research and development should
13 be part of a strategy for innovation and ongoing im-
14 provement within individual classrooms, schools, and
15 other learning environments, as well as within spe-
16 cialized research and development units.

17 (4) The active involvement of teachers, prin-
18 cipals, local educational agency administrators, and
19 State school officers in knowledge and innovation ac-
20 tivities is essential to the effective application of re-
21 search-based knowledge to policy and practice.

22 (5) More instructional activities and practices
23 supported by scientifically valid research need to be
24 developed to meet the current and expected demands
25 of educators in schools.

1 (6) National leadership is needed to provide
2 targeted initiatives, collaboration, and coordination
3 of innovative best practices in teaching and learning
4 to ensure that classroom educators have access to,
5 and effectively use practices supported by, scientifi-
6 cally valid research.

7 **SEC. 3. PURPOSES.**

8 The purposes of this Act are to promote and coordi-
9 nate the use of research-based knowledge to assess, accel-
10 erate, expand, and sustain innovation to increase student
11 achievement. To assist the Federal Government in achiev-
12 ing this purpose, this Act does the following:

13 (1) Establishes the National Center for Knowl-
14 edge Use within the Institute of Education Sciences
15 to administer knowledge use and innovation pro-
16 grams that develop and bring to scale successful
17 educational practices that are based on scientifically
18 valid research.

19 (2) Creates a Developing What Works Venture
20 Fund for the fast development of scientifically valid
21 research innovations to solve persistent problems of
22 instructional practice in schools.

23 (3) Establishes and supports a National Knowl-
24 edge Officer Program of Chief Knowledge Officers to
25 help schools collect, translate, and apply the best

1 available empirical evidence for solving problems of
2 instructional practice to increase student achieve-
3 ment.

4 (4) Creates the National Leadership Office for
5 Research to Innovation to strengthen coordination
6 across the Department of Education and other Fed-
7 eral departments and agencies to ensure that edu-
8 cational practices, policies, and investments based on
9 scientifically valid research are brought to scale.

10 **SEC. 4. NATIONAL CENTER FOR KNOWLEDGE USE.**

11 (a) ESTABLISHMENT.—The Secretary of Education
12 shall establish a National Center for Knowledge Use with-
13 in the Institute of Education Sciences.

14 (b) COMMISSIONER.—The National Center for
15 Knowledge Use shall be headed by a Commissioner who
16 shall have a high level of expertise in the use of knowledge
17 to foster innovation, including promoting the effective im-
18 plementation of the results of research in the classroom
19 and managing large institutions or consortia that conduct
20 a broad array of research applications. The Commissioner
21 shall be appointed by, and report to, the Director of the
22 Institute of Education Sciences. The Commissioner is au-
23 thorized—

24 (1) to select, appoint, and employ such officers
25 and employees as may be necessary to carry out the

1 functions of the National Center for Knowledge Use;
2 and

3 (2) to disseminate widely information on sci-
4 entifically valid research, statistics, and evaluation
5 on education to State educational agencies, local
6 educational agencies, institutions of higher edu-
7 cation, the public, the media, voluntary organiza-
8 tions, professional associations, and other constitu-
9 encies, especially with respect to information relating
10 to—

11 (A) reading, mathematics, science, and for-
12 eign languages;

13 (B) closing the achievement gap between
14 high-performing students and low-performing
15 students;

16 (C) educational practices that improve aca-
17 demic achievement and promote learning; and

18 (D) education technology, including soft-
19 ware.

20 (c) OVERALL MISSION.—The Commissioner of the
21 National Center for Knowledge Use shall foster and sup-
22 port the use and application of scientifically valid research
23 to develop and disseminate innovative practices and poli-
24 cies—

1 (1) to promote quality and integrity through
2 the use of accepted practices of scientific inquiry to
3 obtain knowledge and understanding of the validity
4 of education theories, practices, or conditions;

5 (2) to promote scientifically valid research find-
6 ings that can be applied to improve academic in-
7 struction and lifelong learning; and

8 (3) to provide to educational institutions tech-
9 nical assistance related to paragraphs (1) and (2).

10 (d) SPECIFIC DUTIES.—The Commissioner of the
11 National Center for Knowledge Use—

12 (1) shall carry out sections 5 and 6;

13 (2) shall administer the regional educational
14 laboratories;

15 (3) shall administer the National Library of
16 Education (established in section 172(d) of the Edu-
17 cation Sciences Reform Act of 2002 (20 U.S.C.
18 9562(d)); and

19 (4) shall administer the Educational Resources
20 Information Center Clearinghouses (established
21 under section 941(f) of the Educational Research,
22 Development, Dissemination, and Improvement Act
23 of 1994 (20 U.S.C. 6041(f)).

24 (e) GRANTS, CONTRACTS, AND COOPERATIVE
25 AGREEMENTS.—The Commissioner of the National Cen-

1 ter for Knowledge Use, directly or through grants, con-
2 tracts, or cooperative agreements—

3 (1) shall promote the use of scientifically valid
4 research to develop innovative solutions to persistent
5 problems of instructional practice;

6 (2) shall support and promote the effective co-
7 ordination of current federally supported educational
8 research-based programs, including active participa-
9 tion in inter-agency or intra-agency research
10 projects; and

11 (3) shall promote the use and application of re-
12 search and development to improve instructional
13 practice in the classroom.

14 **SEC. 5. DEVELOPING WHAT WORKS VENTURE FUND.**

15 (a) **ESTABLISHMENT.**—The Commissioner of the Na-
16 tional Center for Knowledge Use shall establish a program
17 to be known as the “Developing What Works Venture
18 Fund” under which the Commissioner shall make competi-
19 tive grants to eligible entities that develop scientifically
20 valid research to foster school improvement. The purpose
21 of such grants shall be to develop, bring to scale, and dis-
22 seminate the use of scientifically valid research innova-
23 tions in education.

24 (b) **ELIGIBLE ENTITIES.**—In this section, the term
25 “eligible entity”—

1 (1) means an organization, institution, agency,
2 or institution of higher education (or partnership of
3 such institutions) that has demonstrated expertise in
4 the use of research-based knowledge to foster inno-
5 vation in education; and

6 (2) includes existing federally supported knowl-
7 edge and innovation programs, such as regional edu-
8 cational laboratories, national research and develop-
9 ment centers, comprehensive centers and consortia,
10 national clearinghouses, and other entities involved
11 in research, development, dissemination, technical
12 assistance, and evaluation.

13 (c) USE OF FUNDS.—The Commissioner of the Na-
14 tional Center for Knowledge Use may not make a grant
15 to an eligible entity under this section unless the entity
16 agrees to use the grant for one or more of the following:

17 (1) Developing innovative curricular and in-
18 structional tools using scientifically valid research
19 for addressing persistent problems of practice in
20 schools.

21 (2) Targeting efforts to classroom educators
22 working with subgroups whose test scores indicate
23 that those subgroups need improvement under the
24 adequate yearly progress calculation required by the
25 Elementary and Secondary Education Act of 1965,

1 including economically disadvantaged students, stu-
2 dents from major racial and ethnic groups, students
3 with disabilities, and students with limited English
4 proficiency.

5 (3) Supporting efforts to identify, develop, and
6 disseminate promising practices in the implementa-
7 tion of education innovation that are supported by
8 scientifically valid research, including those practices
9 developed by the regional educational laboratories,
10 national research and development centers, com-
11 prehensive centers and consortia, national clearing-
12 houses, and other entities involved in research, de-
13 velopment, dissemination, technical assistance, and
14 evaluation related to instructional practice.

15 (4) Promoting entrepreneurship to develop for
16 consumers new solutions, innovations, and choices in
17 education for consumers that are supported by sci-
18 entifically valid research.

19 (5) Developing networked communities of
20 knowledge for sharing and disseminating promising
21 practices and innovations.

22 (d) APPLICATIONS.—To seek a grant under this sec-
23 tion, an eligible entity shall submit to the Commissioner
24 of the National Center for Knowledge Use an application

1 at such time and in such manner as the Commissioner
2 may require.

3 (e) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this section
5 200,000,000 for fiscal year 2011 and such sums as may
6 be necessary for each of the 4 succeeding fiscal years.

7 **SEC. 6. CHIEF KNOWLEDGE OFFICER PROGRAM.**

8 (a) ESTABLISHMENT.—The Commissioner of the Na-
9 tional Center for Knowledge Use shall establish a program
10 of multi-year grants to State educational agencies to es-
11 tablish a Chief Knowledge Officer Program. Award
12 amounts under the program shall be determined based on
13 the percentage of funds received by a State under part
14 A of title I of the Elementary and Secondary Education
15 Act of 1965 (20 U.S.C. 6311 et seq.).

16 (b) MISSION.—The mission of the Chief Knowledge
17 Officer Program shall be to enable local educational agen-
18 cies and schools to work in collaboration with entities
19 knowledgeable about education research to address prob-
20 lems of instructional practice in chronically low-per-
21 forming schools. The program shall involve a corps of
22 Chief Knowledge Officers, each of whom shall be employed
23 by a State educational agency and whose duty it shall be
24 to connect educators and administrators with high-quality,
25 evidence-based, relevant solutions for the most critical

1 problems of practice in local educational agencies and
2 chronically low-performing schools. The number of Chief
3 Knowledge Officers per State may vary depending on the
4 number of chronically low-performing schools served by
5 the State educational agency.

6 (c) DUTIES.—A Chief Knowledge Officer shall—

7 (1) conduct analyses to better inform teachers
8 and school administrators about the empirical evi-
9 dence available to solve problems of educational
10 practice to increase student achievement;

11 (2) research the problems of practice that pre-
12 vent students from passing State examinations and
13 making academic progress that have been identified
14 in the local educational agency at issue, using sci-
15 entifically validated research;

16 (3) contribute as State education agency leader-
17 ship develops programs, policies, or strategies for
18 using research on successful educational practices;

19 (4) participate in a national network of Chief
20 Knowledge Officers;

21 (5) develop effective induction and ongoing pro-
22 fessional development experiences for teachers;

23 (6) support innovations in curricula;

24 (7) foster the effective use of technology-based
25 applications in classrooms;

1 (8) contribute to professional performance as-
2 assessment systems that focus on the most important
3 competencies for student success and provide useful
4 feedback to facilitate instructional improvements;
5 and

6 (9) communicate complex research findings to
7 an audience of non-specialists.

8 (d) APPLICATIONS.—A State education agency desir-
9 ing to receive a grant under this section shall submit an
10 application to the Commissioner at such a time, in such
11 a manner, and containing such information as the Com-
12 missioner may require. Such an application shall include—

13 (1) a list of the low-performing schools that will
14 be targeted for support by means of services of Chief
15 Knowledge Officers;

16 (2) how Chief Knowledge Officers will be re-
17 cruited, selected, and trained;

18 (3) a description of the nature of services to be
19 provided in the designated schools, such as com-
20 bining resources into school support teams, and pro-
21 viding on-line “ask the expert” advice;

22 (4) how the Chief Knowledge Officers will col-
23 laborate with local educational agencies and entities
24 knowledgeable about education research;

1 (5) how the State education agency shall issue
2 progress reports to the Department;

3 (6) how the State education agency shall evalu-
4 ate the effectiveness of the services provided.

5 (e) AUTHORIZATION OF APPROPRIATIONS.—There
6 are authorized to be appropriated to carry out this section
7 \$50,000,000 for fiscal year 2011 and such sums as may
8 be necessary for each of the 4 succeeding fiscal years.

9 **SEC. 7. THE NATIONAL LEADERSHIP OFFICE FOR RE-**
10 **SEARCH TO INNOVATION.**

11 (a) ESTABLISHMENT.—The Secretary shall establish
12 in the Department of Education a National Leadership
13 Office for Research to Innovation.

14 (b) DIRECTOR.—

15 (1) IN GENERAL.—The National Leadership
16 Office for Research to Innovation shall be headed by
17 a Director appointed by the Secretary.

18 (2) EXPERTISE.—The Director shall be an ex-
19 pert in the effective use of scientifically valid re-
20 search, including—

21 (A) promoting the effective implementation
22 of the results of research in the classroom; and

23 (B) managing large institutions or con-
24 sortia that conduct a broad array of research
25 applications.

1 (3) OFFICERS AND EMPLOYEES.—The Director
2 is authorized to select, appoint, and employ such of-
3 ficers and employees as may be necessary to carry
4 out the functions of the National Leadership Office
5 for Research to Innovation.

6 (c) FUNCTIONS.—The Director of the National Lead-
7 ership Office for Research to Innovation—

8 (1) shall ensure that educational practices, poli-
9 cies, and investments based on scientifically valid re-
10 search are brought to scale and fully coordinated
11 across the Department and other Federal depart-
12 ment and agencies;

13 (2) shall encourage the use of new technologies
14 in appropriate research-based efforts in education;

15 (3) shall support the effective coordination of
16 current federally supported education research pro-
17 grams including the regional educational labora-
18 tories, the university-based research and develop-
19 ment centers, comprehensive assistance centers, na-
20 tional clearinghouses, and other entities involved in
21 education-related research, information dissemina-
22 tion, and technical assistance;

23 (4) shall submit to the Congress and the Sec-
24 retary a biennial report containing—

1 (A) an analysis of the state of knowledge
2 and innovation in education practice;

3 (B) an assessment of the efforts to in-
4 crease the use of education practices supported
5 by scientifically valid research; and

6 (C) recommendations for changes in poli-
7 cies to further promote progress in knowledge
8 and innovation in education; and

9 (5) shall promote coordination among Federal
10 departments and agencies administering research-
11 based education programs and services by means of
12 an inter-agency task force comprised of the following
13 members:

14 (A) Relevant assistant secretaries in the
15 Department of Education.

16 (B) The Director of the Institute of Edu-
17 cation Sciences.

18 (C) The Commissioner of the National
19 Center for Knowledge Use.

20 (D) The Director of the National Science
21 Foundation.

22 (E) The Director of the National Institute
23 for Child Health and Human Development.

24 (F) Other members designated by the Sec-
25 retary.

1 **SEC. 8. DEFINITIONS.**

2 In this Act:

3 (1) **CHIEF KNOWLEDGE OFFICER.**—The term
4 “Chief Knowledge Officer” means a professional
5 who—

6 (A) has—

7 (i) previous teaching or research expe-
8 rience and an advanced degree with a con-
9 centration in research analysis or research
10 design;

11 (ii) prior experience in a State edu-
12 cational agency, local educational agency,
13 school network, or state agency setting; or

14 (iii) prior for-profit, non-profit, or
15 public sector consulting experience; and

16 (B) has—

17 (i) a strong background in quan-
18 titative analysis;

19 (ii) extensive experience in managing
20 projects;

21 (iii) excellent interpersonal skills; and

22 (iv) the ability to communicate com-
23 plex research findings to an audience of
24 non-specialists.

25 (2) **COMPREHENSIVE CENTER.**—The term
26 “comprehensive center” means an entity established

1 under section 203 of the Educational Technical As-
2 sistance Act of 2002 (20 U.S.C. 9602).

3 (3) ENTITIES KNOWLEDGEABLE ABOUT EDU-
4 CATION RESEARCH.—The term “entities knowledge-
5 able about education research” means the following:

6 (A) The Institute of Education Sciences.

7 (B) National research and development
8 centers.

9 (C) Regional educational laboratories.

10 (D) Comprehensive centers.

11 (E) Other designated Federal, State, and
12 local sources and providers of educational inno-
13 vation and improvement.

14 (4) KNOWLEDGE USE.—The term “knowledge
15 use”—

16 (A) means the interactive processes involv-
17 ing research, development, dissemination, tech-
18 nical assistance, and evaluation in which re-
19 search-based knowledge is applied to improving
20 instructional practice; and

21 (B) includes activities essential to school
22 improvement, such as—

23 (i) development and evaluation of
24 practical applications of research, such as

1 procedures, policies, practices, programs,
2 materials, and training;

3 (ii) the use of research-based technical
4 assistance and professional development
5 for policymakers, practitioners, and other
6 stakeholders;

7 (iii) collection and dissemination of in-
8 formation, data, and statistics related to
9 education and methods of instruction;

10 (iv) initiatives for building linkages
11 among research, policy, and practice in
12 education; and

13 (v) an infrastructure for increasing
14 capacity for the use of instructional re-
15 search and its applications.

16 (5) NATIONAL RESEARCH AND DEVELOPMENT
17 CENTER.—The term “national research and develop-
18 ment center” means a research and development
19 center supported under section 133(c) of the Edu-
20 cational Sciences Reform Act of 2002 (20 U.S.C.
21 9533(c)).

22 (6) REGIONAL EDUCATIONAL LABORATORY.—
23 The term “regional educational laboratory” means
24 an entity established under section 174 of the Edu-

1 cational Sciences Reform Act of 2002 (20 U.S.C.
2 9564).

3 (7) SCIENTIFICALLY VALID RESEARCH.—The
4 term “scientifically valid research” has the meaning
5 given such term in section 200 of the Higher Edu-
6 cation Act of 1965 (20 U.S.C. 1021).

7 (8) SECRETARY.—The term “Secretary” means
8 the Secretary of Education.