S. CON. RES. 122

At the request of Ms. SNOWE, the name of the Senator from Delaware (Mr. CARPER) was added as a cosponsor of S. Con. Res. 122, A concurrent resolution expressing the sense of Congress that security, reconciliation, and prosperity for all Cypriots can be best achieved within the context of membership in the European Union which will provide significant rights and obligations for all Cypriots, and for other purposes.

S. CON. RES. 134

At the request of Mr. BAUCUS, the name of the Senator from New Hampshire (Mr. SMITH) was added as a cosponsor of S. Con. Res. 134, A concurrent resolution expressing the sense of Congress to designate the fourth Sunday of each September as ''National Good Neighbor Day''.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. FRIST (for himself and Mr. ROBERTS):

S. 2901. A bill to promote mathematics and science education through a mathematics and science partnership and through the establishment of a grant program to increase student academic achievement in mathematics and science, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Mr. FRIST. Mr. President. I rise today to introduce ''The Math and Science Education Excellence Act.'' I have worked with my colleague from Kansas, Senator ROBERTS, to make sure we do everything possible to give math and science education the attention, funding and assistance it deserves. Today, I introduce a bill to authorize programs at the National Science Foundation that will help achieve that goal.

Under the authority of the No Child Left Behind Act, NCLBA, the Department of Education is authorized to implement a Mathematics and Science Partnership Program, a program I am very interested in making sure is a success. That program is designed to improve the academic achievement of students in the areas of math and science. It will encourage States, universities, school districts and schools to work together to: 1. improve the status of math and science teaching and 2. develop more rigorous math and science curricula.

The NCLBA authorized $450 million for Fiscal Year 2002 for this program, but only $12.5 million was appropriated for 2002. That level of funding is a huge disappointment to me, and I believe it is a mistake. However, last year, NSG initiated its own Program at a level of $160 million. Because the bulk of the funding for the Math and Science program is at NSF, I believe it is appropriate, even necessary, to authorize the MSP Program at NSF as well.

This is not the preferred choice. I would prefer that we fund the program at the Department of Education. In the meantime, this bill will give us an opportunity to re-assert how important this program is.

As we all know, the No Child Left Behind Act requires that schools be determined as failing based in part on their math scores. If they are failing, there will be consequences, such as public school choice, supplemental services and eventual reorganization. That means that math teaching and math curriculum are more important than ever. And, by 2007, science assessments will be added to the mix.

So I want to be sure that we are getting these funds to our neediest schools. I worry that without more descriptive language, NSF will not focus on awarding grants to those that need it the most. I also worry that the Math and Science Partnership program is not getting the funding it needs. Reading, math's counterpart on the yearly tests, receives over $1 billion in funding. Any many other programs authorized in the No Child Left Behind Act are receiving appropriations that meet, or even exceed the authorization levels.

Not the Math and Science program. Despite the importance of math and the fact that schools will be determined as failing based on their math scores, the Math and Science Partnership Program is received a total of only $172.5 million in 2002, with only $12.5 million of those funds targeted to those based on need. $160 million from NSF and $12.5 million from the Department of Education. For 2003, the Senate Appropriations Committee recommends that only $120 million be provided for the MSP program. Why? Apparently, some $30 million in funds is left over from last year's appropriation because NSF did not believe the applications met the rigors the grant program requires.

I am very concerned that we are leaving States, schools districts, schools and students confused and bewildered due to the complicated bureaucratic process that has been created. I believe we should make sure that every dollar of the math and science partnership program money is appropriately administered to ensure results. I also believe that we should work toward appropriately funding this initiative. My amendment will accomplish those two goals.

My bill would insert the exact Math and Science Partnership language from the No Child Left Behind Act, language which we members of the HELP Committee have already agreed to, with only minor changes. That language requires targeting of the $450 million in funds to those who need it the most, and it also requires accountability.

I have also added a section requiring the NSF to provide technical assistance to those eligible applicants that request it. If the quality of the applications is not high, the NSF should help applicants develop high-quality programs. Otherwise, applicants must guess how to improve, forcing math and science education to suffer in the meantime.

The bill also authorizes $12 million for NSF to conduct and evaluate research related to the science of learning and teaching math and science. It directs NSF to develop ways to apply, duplicate and scale up the results of such research for use in low-performing elementary and secondary classrooms to improve the teaching and student achievement levels of mathematics and science. This investment will make sure that we find out the best ways to teach math and science. With that knowledge, we will have the building blocks we need to effectively argue for, and demand, more funding for the Math and Science Partnership Program.

This bill attempts to make the best out of a not ideal predicament for math and science education. I believe it is the right thing to do, and I respectfully request my fellow Senators support.

I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 2902

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the ''Mathematics and Science Education Excellence Act''.

SEC. 2. PURPOSE.

It is the purpose of this Act to—

(1) upgrade the status and stature of mathematics and science teaching as a profession by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting and advising such teachers;

(2) focus on the education of mathematics and science teachers as a career-long process that should continuously stimulate teachers' intellectual growth and upgrade teachers' knowledge and skills;

(3) bring together mathematics and science teachers in elementary schools and secondary schools with scientists, mathematicians, and engineers to increase teacher content knowledge and improve teaching skills through the use of more sophisticated laboratory space and equipment, computing facilities, libraries, and other resources that colleges and universities are more able to provide;

(4) develop more rigorous mathematics and science curricula that are aligned with challenging State academic content standards and intended to prepare students for postsecondary study in mathematics and science; and

(5) conduct and evaluate research related to the science of learning and teaching in order to develop ways in which the results of such research can be applied, duplicated, and scaled up for use in low-performing elementary schools and secondary schools to improve the teaching and student achievement levels in mathematics and science.

SEC. 3. DEFINITIONS.

In this Act:

(1) DIRECTOR.—The term ''Director'' means the Director of the National Science Foundation.

(2) ELEMENTARY SCHOOL.—The term ''elementary school'' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(3) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(4) SECONDARY SCHOOL.—The term ''secondary school'' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

SEC. 4. MATHEMATICS AND SCIENCE PARTNERSHIP.

(a) COMPETITIVE GRANT PROGRAM.—During fiscal years 2003 and 2004, the Director shall carry out a mathematics and science partnership program in accordance with the requirements of sections 2201 and 2202 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661 and 6662), by awarding competitive grants to eligible partnerships (as defined under section 2201 of such Act) in accordance with section 2202(a)(1) of such Act without regard to the amount of funds appropriated for such program under section 2203 of such Act.

(b) FORMULA GRANT PROGRAM.—During fiscal years 2005, 2006, and 2007, the Director shall carry out a mathematics and science partnership program in accordance with the requirements of sections 2201 and 2202 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661 and 6662), by awarding grants to State educational agencies in accordance with section 2202(a)(2) of such Act without regard to the amount of funds appropriated for such program under section 2203 of such Act.

(c) SHARED PLAN.—Not later than 120 days after the date of enactment of this Act, the Director and the Secretary of Education shall prepare a plan for the joint administration of this section and submit such plan to Congress for review and comment.

(d) TECHNICAL ASSISTANCE.—The Director shall provide an eligible partnership or State educational agency, at the request of the eligible partnership or State educational agency, with technical assistance in meeting any requirements of the mathematics and science partnership program carried out by the Director, including providing advice from experts on how to develop—

(1) a high-quality application for a grant or subgrant under the program; and

(2) high-quality activities from funds received from a grant or subgrant under the program.

SEC. 5. ESTABLISHMENT OF RESEARCH ON MATHEMATICS AND SCIENCE LEARNING AND EDUCATION IMPROVEMENT.

(a) ESTABLISHMENT.—From funds appropriated under subsection (g), the Director shall award grants, on a competitive basis, to eligible recipients to—

(1) conduct and evaluate research in cognitive science, education, and related fields associated with the science of learning and teaching mathematics and science; and

(2) develop ways in which the results of such research can be applied, duplicated, and scaled up for use in low-performing elementary schools and secondary schools to improve the teaching and student achievement levels in mathematics and science.

(b) ELIGIBLE RECIPIENT.—In this section, the term ''eligible recipient'' means an institution of higher education, a nonprofit organization, or a consortium of such entities.

(c) APPLICATION.—An eligible recipient desiring to receive a grant under this section shall submit an application to the Director at such time, in such manner, and accompanied by such information as the Director may require.

(d) EVALUATION.—

(1) IN GENERAL.—In evaluating the applications submitted under subsection (c), the Director shall consider, at a minimum—

(A) the ability of the eligible recipient to effectively carry out the research program and reduce the eligible recipient's results to effective educational practice;

(B) the experience of the eligible recipient in conducting research on the science of teaching and learning and the capacity of the applicant to foster new multidisciplinary collaborations; and

(C) the capacity of the eligible recipient to attract and provide adequate support for graduate students to pursue research at the intersection of educational practice and basic research on human cognition and learning.

(2) CURRENT PRACTICES.—Not less than 1 of the grants awarded by the Director under subsection (a) shall include a comprehensive evaluation of the effectiveness of current mathematics and science teaching practices.

(e) ACTIVITIES.—An eligible recipient receiving a grant under this section shall—

(1) include, in such recipient's research, the active participation of elementary school and secondary school administrators and mathematics and science teachers; and

(2) submit the results of such recipient's research to the Director.

(f) COORDINATION.—The Director shall coordinate with the Secretary of Education and the Director of the Office of Science and Technology Policy in—

(1) carrying out this section;

(2) disseminating the results of the research conducted pursuant to grants awarded under this section to elementary school teachers and secondary school teachers; and

(3) providing programming, guidance, and support to ensure that such teachers—

(A) understand the implications of the research disseminated under paragraph (1) for classroom practice; and

(B) can use the research to improve such teachers performance in the classroom.

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $12,000,000 for fiscal year 2003 and such sums as may be necessary for each of the succeeding fiscal years.

SEC. 6. DUPLICATION OF PROGRAMS.

(a) IN GENERAL.—The Director shall review the education programs of the National Science Foundation that are in operation as of the date of enactment of this Act to determine whether any of such programs duplicate the programs authorized under this Act.

(b) IMPLEMENTATION.—As programs authorized under this Act are implemented, the Director shall—

(1) terminate any existing duplicative program being carried out by the National Science Foundation or merge the existing duplicative program into a program authorized under this Act; and

(2) not establish any new program that duplicates a program that has been implemented pursuant to this Act.

(c) REPORT.—

(1) REVIEW.—The Director of the Office of Science and Technology Policy shall review the education programs of the National Science Foundation to ensure compliance with the provisions of this section.

(2) SUBMISSION.—Not later than 1 year after the date of enactment of this Act, and annually thereafter as part of the annual Office of Science and Technology Policy's budget submission to Congress, the Director of the Office of Science and Technology Policy shall complete a report on the review carried out under this subsection and shall submit the report to—

(A) the Committee on Science of the House of Representatives;

(B) the Committee on Education and the Workforce of the House of Representatives;

(C) the Committee on Appropriations of the House of Representatives;

(D) the Committee on Health, Education, Labor, and Pensions of the Senate; and

(E) the Committee on Appropriations of the Senate.

STATEMENTS ON SUBMITTED RESOLUTIONS

SENATE RESOLUTION 321—COMMEMORATING THE 30TH ANNIVERSARY OF THE FOUNDING OF THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM (AIHEC)

Mr. CAMPBELL (for himself, Mr. DORGAN, Mr. MURKOWSKI, Mr. DOMENICI, Mr. BINGAMAN, Mr. CONRAD, and Ms. STABENOW) submitted the following resolution; which was referred to the Committee on Indian Affairs:

Whereas the United States of America and Indian Tribes have a unique legal and political relationship as expressed in the U.S. Constitution, Treaties, Federal statutes and executive orders, court decisions, and course of dealing.

Whereas the United States has committed itself to national educational excellence including excellence in institutions that educate American Indian and Alaska Native children and adults.

Whereas Tribal Colleges and Universities are fully accredited community-based educational institutions devoted to the education, welfare and economic advancement of American Indian communities.

Whereas, the populations in the communities served by Tribal Colleges and Universities are among the poorest of the nation, and the services provided by the Tribal Colleges and Universities enable students to train for and obtain jobs that offer social and economic stability, and serve to reduce welfare dependence in these communities.

Whereas, Tribal Colleges and Universities are chronically underfunded, and in addition to offering their communities higher education opportunities, also function as community centers, libraries, childcare centers, tribal archives, career and business centers, economic development centers, and public meeting places.

Whereas in 1970 President Nixon issued his now-famous ''Special Message to Congress on Indian Affairs'' rejecting the failed policies of assimilation and termination and heralding the new era of Indian Self Determination.

Whereas in 1972 six Tribal Colleges established the American Indian Higher Education Consortium to empower its member institutions through collective action, construct a national support and communications network, and assist Indian communities and Native people in the field of educational achievement, while nurturing, advocating, and protecting American Indian history, culture, art and language.

Whereas The American Indian Higher Education Consortium consists of 32 Tribal Colleges and Universities located in 12 states that enroll approximately 30,000 full-and part-time students from over 250 Federally-recognized Indian Tribes.

Whereas on July 3, 2002, President Bush issued Executive Order 13270 ensuring that Tribal Colleges and Universities are more