

(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 accom-

panied 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

fully recognized and integrated into the American family of institutions of higher education.

Whereas tribal Colleges and Universities provide access to information technology critical to full participation in America's economic, political and social life, bridging great distances and transforming learning environment.

Whereas, Tribal Colleges and Universities and their Native communities continue to play an integral role in American Indian education including in assisting in the implementation of the No Child Left Behind Act of 2002. Now, therefore, be it

Resolved, that the Senate of the United States recognizes the essential role Tribal Colleges and Universities play in American Indian communities, honors the vision and commitment of the founders of the American Indian Higher Education Consortium, and celebrates 30 successful years of implementing that vision for the benefit of American Indian peoples across the United States.

Mr. CAMPBELL. Mr. President, I am pleased to be joined today by Senators DORGAN, MURKOWSKI, DOMENICI, BINGAMAN, CONRAD and STABENOW in submitting a resolution to commemorate the establishment of the American Indian Higher Education Consortium that took place in the fall of 1972.

In the late 1960s Indian people began to realize that their futures depended more on their own keen insights, beliefs and actions than on those of the Federal Government or other communities.

This phenomenon was assisted in 1970 when President Nixon issued his "Special Message to Congress on Indian Affairs" which rejected the tried and failed policies of assimilation and termination. Nixon's message launched the era of Indian Self Determination with a renewed focus on local, tribal decision making and economic self sufficiency.

In 1972 six Indian tribal colleges joined forces to form the American Indian Higher Education Consortium, AIHEC, with the goal of creating a network of tribally-controlled institutions of higher education.

The founders of the AIHEC envisioned that through collective action, they could better assist Indian communities and Native people in the field of education and vocational education.

Thirty years later, the American Indian Higher Education Consortium has grown to include 32 Tribal Colleges and Universities located in 12 States with an enrollment of 30,000 students from over 250 federally recognized Indian Tribes.

Tribal Colleges and Universities provide quality higher education to Indian students and have become the "hubs" of a sort for accessing state-of-the-art information technology. It is important to realize that in addition to providing educational opportunities for their communities, these institutions function as community centers, libraries, childcare centers, tribal archives, career and business centers, economic development centers and public meeting places.

The communities served by Tribal Colleges and Universities are among

the poorest in the Nation. The training and education provided by Tribal Colleges and Universities allows Native students to prepare for and obtain jobs that offer a decent salary with benefits, and help reduce the trap of dependency that has befallen so many Native people.

On July 3, 2002 President Bush issued Executive Order 13270 recognizing the enduring contributions of Indian Tribal Colleges and Universities and hailing their success on a wide range of issues.

I urge my colleagues to join me in supporting this resolution which recognizes the critical role Tribal Colleges and Universities play in American Indian communities, honors the vision and commitment of the founders of the American Indian Higher Education Consortium, and celebrates 30 successful years of implementing that vision for the benefit of American Indian peoples across the United States.

SENATE RESOLUTION 320—HONORING THE VALLEY SPORTS AMERICAN LITTLE LEAGUE BASEBALL TEAM FROM LOUISVILLE, KENTUCKY FOR WINNING THE 2002 LITTLE LEAGUE BASEBALL WORLD SERIES

Mr. BUNNING (for himself and Mr. MCCONNELL) submitted the following resolution; which was considered and agreed to:

Whereas on August 25, 2002 the Valley Sports American little League baseball team from Louisville, Kentucky won the Little League Baseball World Series;

Whereas this is the first time a Kentucky team has won the Little League Baseball World Series in the 56-year history of the series;

Whereas the Valley Sports team had an impressive and overall undefeated record of 24 wins and 0 losses, including 4 victories in the playoffs, and winning the championship game;

Whereas the Valley Sports team players, Aaron Alvey, Justin Elkins, Ethan Henry, Alex Hornback, Wes Jenkins, Casey Jordan, Shane Logsdon, Blaine Madden, Zach Osborne, Jake Remines, Josh Robinson and Wes Walden, showed tremendous dedication and sportsmanship throughout the season toward the goal of winning the Little League baseball world championship;

Whereas the Valley Sports team was managed by Troy Osborne, and coached by Keith Elkins and Dan Roach, who all demonstrated professionalism and respect for their players and the game of baseball;

Whereas the Valley Sports team fans from Kentucky showed enthusiasm, support and courtesy for the game of baseball, and all the players and coaches;

Whereas in the 56th Little League Baseball World Series championship game the Valley Sports American baseball team faced the Sendai Higashi Japanese baseball team and came away victorious by a score of 1-0: Now, therefore, be it

Resolved, that the Senate honors the Valley Sports American Little League baseball team from Louisville, Kentucky for winning the 2002 Little League World Series Championship.

AMENDMENTS SUBMITTED AND PROPOSED

SA 4472. Mr. BYRD proposed an amendment to the bill H.R. 5093, making appropria-

tions for the Department of the Interior and related agencies for the fiscal year ending September 30, 2003, and for other purposes.

SA 4473. Mr. BYRD (for himself and Mr. BURNS) proposed an amendment to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra.

SA 4474. Mr. BYRD proposed an amendment to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra.

SA 4475. Mr. BYRD proposed an amendment to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra.

SA 4476. Mrs. HUTCHISON submitted an amendment intended to be proposed by her to the bill H.R. 5093, supra; which was ordered to lie on the table.

SA 4477. Mr. CRAPO submitted an amendment intended to be proposed to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra; which was ordered to lie on the table.

SA 4478. Mr. CRAPO submitted an amendment intended to be proposed to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra; which was ordered to lie on the table.

SA 4479. Mr. SMITH, of New Hampshire (for himself, Ms. STABENOW, Mr. LEVIN, and Mr. KERRY) submitted an amendment intended to be proposed to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra; which was ordered to lie on the table.

SA 4480. Mr. BYRD (for himself, Mr. BURNS, Mr. STEVENS, Mr. REID, Mr. DOMENICI, Mrs. MURRAY, Mr. CRAIG, Mr. WYDEN, Mr. KYL, Mr. BAUCUS, and Mr. CAMPBELL) proposed an amendment to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra.

SA 4481. Mr. DASCHLE (for himself, Mr. BAUCUS, Mr. JOHNSON, Mr. HARKIN, Mrs. CARNAHAN, Mr. BURNS, Mr. DORGAN, Mr. NELSON, of Nebraska, Ms. STABENOW, Mr. LEVIN, Mrs. CLINTON, Mrs. LINCOLN, Mr. CONRAD, Mr. WELLSTONE, Mr. DAYTON, Mr. SCHUMER, Mr. REID, Mr. BYRD, Mr. EDWARDS, Mr. HATCH, Mr. BINGAMAN, Mr. CLELAND, and Mr. ENZI) proposed an amendment to amendment SA 4472 proposed by Mr. BYRD to the bill H.R. 5093, supra.

SA 4482. Mr. MURKOWSKI submitted an amendment intended to be proposed by him to the bill H.R. 5005, to establish the Department of Homeland Security, and for other purposes; which was ordered to lie on the table.

SA 4483. Mr. MURKOWSKI submitted an amendment intended to be proposed by him to the bill H.R. 5005, supra; which was ordered to lie on the table.

SA 4484. Mr. MURKOWSKI submitted an amendment intended to be proposed by him to the bill H.R. 5005, supra; which was ordered to lie on the table.

SA 4485. Mr. MURKOWSKI submitted an amendment intended to be proposed to amendment SA 4467 submitted by Mr. LIEBERMAN and intended to be proposed to the bill H.R. 5005, supra; which was ordered to lie on the table.

SA 4486. Mr. WELLSTONE proposed an amendment to amendment SA 4471 proposed by Mr. LIEBERMAN to the bill H.R. 5005, supra.

SA 4487. Ms. SNOWE submitted an amendment intended to be proposed to amendment SA 4471 proposed by Mr. LIEBERMAN to the bill H.R. 5005, supra; which was ordered to lie on the table.

SA 4488. Ms. SNOWE submitted an amendment intended to be proposed to amendment SA 4471 proposed by Mr. LIEBERMAN to the bill H.R. 5005, supra; which was ordered to lie on the table.

SA 4489. Ms. SNOWE submitted an amendment intended to be proposed to amendment SA 4471 proposed by Mr. LIEBERMAN to the