

care, they are not simply defrauding the Social Security Trust Funds—they are harming the very people that Social Security was designed to help.

Our bill would help prevent the misuse of beneficiaries' funds and would make it easier for beneficiaries to be compensated in the event that their funds are misappropriated. Our bill would require SSA to re-issue benefit payments to beneficiaries in all cases in which "fee-for-service" representative payees have misused the funds entrusted to their care; strengthen the requirements fee-for-service organizations must meet in order to act as a representative payee; prohibit organizations from receiving fees for serving as a representative payee for any month in which that organization is found to have misused beneficiaries' funds; and finally, treat any misused benefits as an overpayment to the representative payee and, therefore, allow SSA to use the collection tools at its disposal to recover such overpayments.

I want to thank my colleagues again for this bipartisan effort and I urge my colleagues to join us as cosponsors of this important legislation.

A TRIBUTE IN THE MEMORY OF
MARSHA CORPREW OF OAKLAND,
CALIFORNIA

HON. BARBARA LEE

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Ms. LEE. Mr. Speaker, I rise with a great sense of loss as I pay tribute to Ms. Marsha Corprew, a prominent Oaklander and educational leader, who left us on July 3, 2000 at the age of 51.

Ms. Corprew was a resident of the West Oakland community for all her life. After graduating from Oakland public schools, Ms. Corprew attended Merritt Community College and California State University, Hayward. She completed her class work at the University of Hawaii and the University of California, Berkeley. After her years of education, Ms. Corprew returned to the community and through the course of her life, she donated a generous amount of time and energy to keeping her community alive.

After her education, Ms. Corprew went on to teach and counsel youth at McClymonds High School, Elmhurst Junior High School, and in a number of Oakland's public school programs. In addition to her educational efforts, she served as a volunteer to a number of community organizations concerning Oakland's educational and political life.

For 22 years, Ms. Corprew served as a volunteer on the Oakland Parks and Recreation Commission. During that time, she was also an officer for the Oakland Education Association, the National Association for the Advancement of Colored People, Black Political Action Committee, Friends of Parks and Recreation, and the Alameda County Education Association.

Through the course of the last two decades, Ms. Corprew's contributions have been honored. She won the Peralta College

Chancellor's Award in 1987 and College Bounders Award in 1983 for her volunteer work.

She will be missed by her family, friends, colleagues and the community. At Ms. Corprew's request no funeral was planned, but a "Celebration of Life" in her honor will be held on July 19, 2000, at the Lakeside Park Garden Center.

THE SCIENTIFICALLY-BASED EDUCATION RESEARCH, EVALUATION, STATISTICS AND INFORMATION ACT OF 2000

HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 18, 2000

Mr. CASTLE. Mr. Speaker, today I am pleased to introduce legislation that I believe will vastly improve the quality, relevance, and objectivity of education research, program evaluations and statistical analyses supported through federal funds.

Educators and policymakers must have unbiased, reliable and responsive information to prepare our Nation's children for the challenges of this new century. Unfortunately, the federal government does not have a system in place to ensure that education research and other information is available to those that need it most—our teachers. At the same time, our states and school districts are adopting new accountability measures designed to hold teachers and students to new, higher standards of academic achievement. For these reasons, the need to know what works and what does not has never been greater.

Unfortunately, educators and policymakers have grown wary of education programs and practices that claim to be the "silver bullet" to improve student academic achievement until they fall out of favor with the community and a new fad comes along. As a result, schools find themselves blindly following a path they hope will lead to increased academic achievement without knowing if these programs are based on actual scientific research or just a hunch. Unfortunately, these fads not only fail to improve student academic achievement—they can actually be harmful to student learning.

To date, the federal government has done little to lessen this confusion and, in many cases, it has actually made things worse. Just last year, an "expert panel" convened by the U.S. Department of Education endorsed ten K-12 math programs as "promising or exemplary." Subsequently, two hundred mathematicians and scientists from leading universities sent a letter of protest to the department because of what they felt were "serious mathematical shortcomings" in the endorsed programs.

In fact, these experts were so concerned, they placed full-page advertisements in the nation's leading newspapers. In their collective expert opinion, mathematics instruction would be severely "dumbed down" if these particular programs were implemented in our Nation's schools. Despite their concerns, the programs—which lack rigorous scientific examina-

tion to validate their claims—continue to be widely disseminated to schools across the country by the Department of Education.

Not surprisingly, the dissemination of unproven or ineffective programs is not a new problem. From 1967 to 1976, the federal government managed the largest education experiment ever conducted in the United States—comparing more than twenty different teacher approaches on more than 70,000 students in more than 180 schools. At the end of the study, all of the programs, those that were successful and those that failed, were recommended for distribution to school districts. In fact, some of these programs, even those that were considered a failure in the study, were rated as "exemplary and effective."

While the wide dissemination of programs that have not been validated through scientific research is one problem—the lack of quality in research is also a major concern.

Recently, Congress established a National Reading Panel to evaluate existing research on the most effective approaches for teaching children to read. The panel examined more than 100,000 federally funded studies on reading—some written as far back as 1966. After an exhaustive review, the panel concluded that, of the 100,000 studies, only 10,000 met their standards for academic and scientific rigor.

Simply put, we can no longer tolerate flawed research that fails our children. For this reason, my legislation seeks to ensure the quality and integrity of the federal government's research, evaluation, and statistical activities. Specifically, the "The Scientifically-Based Education Research, Evaluation, Statistics and Information Act of 2000" provides clear standards and definitions for the extent of rigor that must be undertaken when conducting education research, evaluation and statistics with federal funds.

Under this Act, the Office of Educational Research and Improvement (currently located within the Department of Education) would be eliminated and replaced with a new national academy that provides the infrastructure for the undertaking of coordinated and high quality educational research, statistics gathering, program evaluation, and information dissemination. The academy would be separate from the Department of Education or any other federal agency as a means of ensuring its activities are carried out with the greatest degree of independence and integrity.

This academy would house three main centers, the National Center for Education Research, the National Center for Program Evaluation and Development, and the National Center for Education Statistics, as well as the National Education Library and Clearinghouse Office.

The National Center for Education Research, which would replace the five existing education institutes, would focus on a limited number of research priorities designed to address educational issues of national importance. Of course, all research funded by the center would be required to meet the rigorous requirements of "scientifically valid research" as defined in the legislation.

Next, the National Center for Program Evaluation and Development would provide truly independent program evaluations designed