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**For Discussion Only**

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**Building on What We've Learned:  
Developing Priorities for Education Research**

U.S. Department of Education  
Office of Educational Research and Improvement

May 24, 1996

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(a) minimize duplication in education research, development, and dissemination carried out by the Federal Government;

(b) maximize the value of the total Federal investment in education research, development, and dissemination; and

(c) enable entities engaged in education research, development, and dissemination within the Federal Government to interact effectively as partners and take full advantage of the diverse resources and proficiencies which each entity has available.

I am requesting your review of this document for the purposes set forth in this memorandum. Our timetable for the issuance of the research plan calls for comments on the proposed plan by August 5, 1996. We expect to issue a final plan in October 1996.

I have asked Alicia Coro, Senior Program Advisor, to coordinate the activities across the Federal agencies to ensure we capture the best advice and comments on the proposed plan. She will follow up with you in the next few weeks and work with Naomi Karp, Director of the National Institute on Early Childhood Development and Education, to discuss how to best coordinate your input. Ms. Coro can be reached at (202) 219-1554. Thank you for your assistance.

6/10/96

**Building on What We've Learned: Developing  
Priorities for Education Research**

**ERRATA**

Two lines were inadvertently omitted from page 16 of *Building on What We've Learned: Developing Priorities for Education Research*, OAS 96-6006. A revised version of the final paragraph of column 2 on page 16, which has been edited for clarity, follows:

Teachers can improve students' ability to read informational texts critically by providing opportunities in which students actively engage in constructing meaning, both by drawing analogies and by testing existing conceptions against new information. Using multiple texts written from different perspectives is yet another way of helping students develop a critical stance while digging deeper into a subject.

OAS 96-6006