

AMENDMENT NO. \_\_\_\_\_ Calendar No. \_\_\_\_\_

Purpose: In the nature of a substitute.

**IN THE SENATE OF THE UNITED STATES—118th Cong., 1st Sess.**

**S. 3392**

To reauthorize the Education Sciences Reform Act of 2002, the Educational Technical Assistance Act of 2002, and the National Assessment of Educational Progress Authorization Act, and for other purposes.

Referred to the Committee on \_\_\_\_\_ and  
ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT IN THE NATURE OF A SUBSTITUTE intended to be proposed by Mr. SANDERS (for himself and Mr. CASSIDY)

Viz:

1 Strike all after the enacting clause and insert the following:  
2

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Advancing Research  
5 in Education Act” or the “AREA Act”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title.

Sec. 2. Table of contents.

Sec. 3. Short title; table of contents for public law.

TITLE I—EDUCATION SCIENCES REFORM

Sec. 101. References.

## 2

- Sec. 102. Resignations.
- Sec. 103. Definitions.

## PART A—THE INSTITUTE OF EDUCATION SCIENCES

- Sec. 111. Establishment.
- Sec. 112. Functions.
- Sec. 113. Office of the Director.
- Sec. 114. Priorities.
- Sec. 115. Plans; education researcher pipeline.
- Sec. 116. National Board for Education Sciences.
- Sec. 117. Commissioners of the National Education Centers.
- Sec. 118. Agreements.
- Sec. 119. Director biennial report.
- Sec. 120. Transparency.

## PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

- Sec. 131. Establishment.
- Sec. 132. Commissioner for Education Research.
- Sec. 133. Duties.
- Sec. 134. Standards for conduct and evaluation of research.

## PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

- Sec. 141. Establishment.
- Sec. 142. Commissioner for Education Statistics.
- Sec. 143. Duties.
- Sec. 144. Performance of duties.
- Sec. 145. Reports.
- Sec. 146. Dissemination.
- Sec. 147. Cooperative education statistics partnerships.
- Sec. 148. Statewide longitudinal data systems.
- Sec. 149. Data innovation grants.

PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE  
USE

- Sec. 151. National Center for Education Evaluation and Evidence Use.

## PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

- Sec. 161. Establishment.
- Sec. 162. Commissioner for Special Education Research.
- Sec. 163. Duties.
- Sec. 164. Standards for conduct and evaluation of research.

## PART F—GENERAL PROVISIONS

- Sec. 171. Repeals and redesignation.
- Sec. 172. Interagency data sources and formats.
- Sec. 173. Prohibitions.
- Sec. 174. Confidentiality.
- Sec. 175. Availability of data.
- Sec. 176. Performance management.
- Sec. 177. Vacancies.
- Sec. 178. Scientific or technical employees.
- Sec. 179. Authorization of appropriations.

Sec. 180. Conforming amendments.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

Sec. 201. Educational technical assistance.

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Sec. 301. References.

Sec. 302. National Assessment Governing Board.

Sec. 303. National Assessment of Educational Progress.

Sec. 304. Definitions.

Sec. 305. Authorization of appropriations.

**1 SEC. 3. SHORT TITLE; TABLE OF CONTENTS FOR PUBLIC  
2 LAW.**

3 Section 1 of the Act of November 5, 2002 (Public  
4 Law 107–279; 116 Stat. 1940) is amended to read as fol-  
5 lows:

**6 “SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

7 “(a) SHORT TITLE.—This Act may be cited as the  
8 ‘Education Sciences and Technical Assistance Act of  
9 2002’.

10 “(b) TABLE OF CONTENTS.—The table of contents  
11 for this Act is as follows:

“Sec. 1. Short title; table of contents.

“TITLE I—EDUCATION SCIENCES REFORM

“Sec. 101. Short title.

“Sec. 102. Definitions.

“PART A—THE INSTITUTE OF EDUCATION SCIENCES

“Sec. 111. Establishment.

“Sec. 112. Functions.

“Sec. 113. Delegation.

“Sec. 114. Office of the Director.

“Sec. 115. Priorities.

“Sec. 115A. Plans.

“Sec. 115B. Education researcher pipeline.

“Sec. 116. National Board for Education Sciences.

“Sec. 117. Commissioners of the National Education Centers.

“Sec. 118. Agreements.

“Sec. 119. Director biennial report.

“Sec. 120. Competitive awards.

“Sec. 121. Transparency.

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

“Sec. 131. Establishment.

“Sec. 132. Commissioner for Education Research.

“Sec. 133. Duties.

“Sec. 134. Standards for conduct and evaluation of research.

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

“Sec. 141. Establishment.

“Sec. 142. Commissioner for Education Statistics.

“Sec. 143. Duties.

“Sec. 144. Performance of duties.

“Sec. 145. Reports.

“Sec. 146. Dissemination.

“Sec. 147. Cooperative education statistics partnerships.

“Sec. 148. Grant program for statewide longitudinal data systems.

“Sec. 149. Data innovation grants.

“Sec. 150. State defined.

“PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE  
USE

“Sec. 151. Establishment.

“Sec. 152. Commissioner for Education Evaluation and Evidence Use.

“Sec. 153. Duties.

“Sec. 154. Evaluations.

“Sec. 155. What Works Clearinghouse and related functions.

“Sec. 156. Evidence use activities.

“Sec. 157. Regional educational laboratories for applied research, development,  
and evidence use.

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

“Sec. 161. Establishment.

“Sec. 162. Commissioner for Special Education Research.

“Sec. 163. Duties.

“Sec. 164. Standards for conduct and evaluation of research.

“PART F—GENERAL PROVISIONS

“Sec. 171. Interagency data sources and formats.

“Sec. 172. Prohibitions.

“Sec. 173. Confidentiality.

“Sec. 174. Availability of data.

“Sec. 175. Performance management.

“Sec. 176. Authority to publish.

“Sec. 177. Vacancies.

“Sec. 178. Scientific or technical employees.

“Sec. 179. Voluntary service.

“Sec. 180. Rulemaking.

“Sec. 181. Copyright.

“Sec. 182. Authorization of appropriations.

“TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

- “Sec. 201. Short title.
- “Sec. 202. Definitions.
- “Sec. 203. Coordination of technical assistance.
- “Sec. 204. Coordination between comprehensive centers and regional educational laboratories.
- “Sec. 205. Priorities.
- “Sec. 206. Governing boards.
- “Sec. 207. Comprehensive centers.
- “Sec. 208. Focus centers.
- “Sec. 209. Evaluations.
- “Sec. 210. Authorization of appropriations

“TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL  
PROGRESS

- “Sec. 301. Short title.
- “Sec. 302. National Assessment Governing Board.
- “Sec. 303. National Assessment of Educational Progress.
- “Sec. 304. Definitions.
- “Sec. 305. Authorization of appropriations.

“TITLE IV—AMENDATORY PROVISIONS

- “Sec. 401. Resignations.
- “Sec. 402. Amendments to Department of Education Organization Act.
- “Sec. 403. Repeals.
- “Sec. 404. Conforming and technical amendments.
- “Sec. 405. Orderly transition.
- “Sec. 406. Impact aid.”.

1 **TITLE I—EDUCATION SCIENCES**  
2 **REFORM**

3 **SEC. 101. REFERENCES.**

4 Except as otherwise expressly provided, whenever in  
5 this title an amendment or repeal is expressed in terms  
6 of an amendment to, or repeal of, a section or other provi-  
7 sion, the reference shall be considered to be made to a  
8 section or other provision of the Education Sciences Re-  
9 form Act of 2002 (20 U.S.C. 9501 et seq.).

1 **SEC. 102. REDESIGNATIONS.**

2 The Act (20 U.S.C. 9501 et seq.) is amended by re-  
3 designating sections 151 through 158, 171 through 174,  
4 175 through 177, and 181 through 194, as sections 141  
5 through 148, 151 through 154, 161 through 163, and 171  
6 through 184, respectively.

7 **SEC. 103. DEFINITIONS.**

8 Section 102 (20 U.S.C. 9501) is amended—

9 (1) by striking paragraph (1) and inserting the  
10 following:

11 “(1) IN GENERAL.—

12 “(A) ESEA TERMS.—

13 “(i) IN GENERAL.—The terms ‘dual  
14 or concurrent enrollment program’, ‘early  
15 college high school’, ‘elementary school’,  
16 ‘English learner’, ‘local educational agen-  
17 cy’, ‘multi-tier system of supports’, ‘other  
18 staff’, ‘paraprofessional’, ‘school leader’,  
19 ‘secondary school’, ‘Secretary’, ‘specialized  
20 instructional support personnel’, ‘State  
21 educational agency’, and ‘universal design  
22 for learning’ have the meanings given  
23 those terms in section 8101 of the Elemen-  
24 tary and Secondary Education Act of  
25 1965.

1                   “(ii) SUBGROUP OF STUDENTS.—The  
2 term ‘subgroup of students’—

3                   “(I) means each subgroup of stu-  
4 dents described in section  
5 1111(h)(1)(C)(ii) of the Elementary  
6 and Secondary Education Act of  
7 1965; and

8                   “(II) includes first generation  
9 college students, as defined in section  
10 402A(h) of the Higher Education Act  
11 of 1965.

12                   “(iii) CHARTER SCHOOL.—The term  
13 ‘charter school’ has the meaning given the  
14 term in section 4310 of the Elementary  
15 and Secondary Education Act of 1965.

16                   “(B) IDEA TERMS.—

17                   “(i) CHILD WITH A DISABILITY.—The  
18 term ‘child with a disability’ has the mean-  
19 ing given the term in section 602 of the  
20 Individuals with Disabilities Education  
21 Act.

22                   “(ii) INFANT OR TODDLER WITH A  
23 DISABILITY.—The term ‘infant or toddler  
24 with a disability’ has the meaning given

1                   the term in section 632 of the Individuals  
2                   with Disabilities Education Act.

3                   “(C) ADULT EDUCATION AND FAMILY LIT-  
4                   ERACY ACT TERMS.—The terms ‘adult edu-  
5                   cation’ and ‘adult education and literacy activi-  
6                   ties’ have the meanings given the terms in sec-  
7                   tion 203 of the Adult Education and Family  
8                   Literacy Act (29 U.S.C. 3272).”;

9                   (2) by striking paragraphs (17) and (21);

10                  (3) by redesignating paragraphs (2), (3), (4),  
11                  (5), (6), (7), (8), (9), (10), (11), (12), (13), (14),  
12                  (15), (16), (18), (19), (20), (22), and (23), as para-  
13                  graphs (3), (4), (5), (6), (9), (10), (11), (12), (13),  
14                  (15), (18), (20), (22), (23), (25), (26), (29), (30),  
15                  (31), and (32), respectively;

16                  (4) by inserting after paragraph (1) the fol-  
17                  lowing:

18                  “(2) ALASKA NATIVE-SERVING INSTITUTION;  
19                  NATIVE-HAWAIIAN SERVING INSTITUTION.—The  
20                  terms ‘Alaska Native-serving institution’ and ‘Na-  
21                  tive-Hawaiian serving institution’ have the meanings  
22                  given the terms in section 317 of the Higher Edu-  
23                  cation Act of 1965.”;



1           (5) in paragraph (3)(B), as redesignated by  
2 paragraph (3), by inserting “or the identification of  
3 evidence-based practices” after “field of education”;

4           (6) in paragraph (6), as redesignated by para-  
5 graph (3), by striking “Affairs” and inserting “Edu-  
6 cation”;

7           (7) by inserting after paragraph (6), as redesi-  
8 gnated by paragraph (3), the following:

9           “(7) BUREAU-FUNDED SCHOOL.—The term  
10 ‘Bureau-funded school’ has the meaning given the  
11 term in section 1141 of the Education Amendments  
12 of 1978 (25 U.S.C. 2021).

13           “(8) CAREER AND TECHNICAL EDUCATION.—  
14 The term ‘career and technical education’ has the  
15 meaning given the term in section 3 of the Carl D.  
16 Perkins Career and Technical Education Act of  
17 2006.”;

18           (8) in paragraph (9), as redesignated by para-  
19 graph (3), by striking “means an entity established  
20 under section 203 of the Educational Technical As-  
21 sistance Act of 2002” and inserting “has the mean-  
22 ing given the term in section 202”;

23           (9) in paragraph (11), as redesignated by para-  
24 graph (3)—

1 (A) by inserting “evidence-based” before  
2 “products or processes”; and

3 (B) by striking “teaching” and all that fol-  
4 lows through the period at the end and insert-  
5 ing “teaching and learning, that lead to the im-  
6 provement of student outcomes, including the  
7 academic skills of students, and that may be  
8 replicable in heterogeneous local educational  
9 contexts.”;

10 (10) in paragraph (13), as redesignated by  
11 paragraph (3)—

12 (A) by inserting “principals, other school  
13 leaders,” after “teachers,”; and

14 (B) by inserting “specialized instructional  
15 support personnel, other staff, early childhood  
16 educators, administrators of early childhood  
17 education programs, faculty, student support  
18 staff, paraprofessionals,” after “other practi-  
19 tioners,”;

20 (11) by inserting after paragraph (13), as re-  
21 designating by paragraph (3), the following:

22 “(14) EARLY CHILDHOOD EDUCATION PRO-  
23 GRAM.—The term ‘early childhood education pro-  
24 gram’ has the meaning given the term in section 103  
25 of the Higher Education Act of 1965.”;

1           (12) in paragraph (15), as redesignated by  
2 paragraph (3), by striking “providing,” and all that  
3 follows through the period at the end and inserting  
4 “providing services to children in an early childhood  
5 education program.”;

6           (13) by inserting after paragraph (15), as re-  
7 designated by paragraph (3), the following:

8           “(16) EVIDENCE-BASED.—

9           “(A) IN GENERAL.—The term ‘evidence-  
10 based’ means any educational practice, activity,  
11 strategy, intervention, or policy design shown to  
12 improve relevant outcomes for its intended  
13 beneficiaries at the individual, classroom, pro-  
14 gram, school, institutional, education system, or  
15 workforce system level based on scientifically  
16 valid research.

17           “(B) EXCEPTION.—For the purposes of  
18 the work of the Institute in carrying out tech-  
19 nical assistance activities related to a program  
20 administered by the Secretary and established  
21 under another law, the term ‘evidence-based’  
22 has the meaning given that term in the estab-  
23 lishing law, if the law (not including regula-  
24 tions) defines such term.

1           “(17) EVIDENCE USE.—The term ‘evidence use’  
2 means activities that build the capacity of practi-  
3 tioners to effectively understand and apply evidence-  
4 based practices and scientifically valid research—

5           “(A) to comprehend the design principles  
6 of evidence-based practices and identify, select,  
7 implement, and adapt such practices in hetero-  
8 geneous local educational contexts;

9           “(B) to support high-quality teaching and  
10 learning, improved student outcomes, and the  
11 continuous improvement of education systems;  
12 and

13           “(C) which may be informed by the syn-  
14 thesis of an evidence base related to a specific  
15 activity, strategy, intervention, or policy design,  
16 based on consistent findings across multiple  
17 studies or sites to support the generality of re-  
18 sults and conclusions.”;

19           (14) in paragraph (18), as redesignated by  
20 paragraph (3), by striking “(including teachers and  
21 other practitioners) and that conforms to standards”  
22 and inserting “in collaboration with practitioners or  
23 education system leaders and that conforms to the  
24 principles”;

1           (15) by inserting after paragraph (18), as re-  
2           designated by paragraph (3), the following:

3           “(19) GEOGRAPHIC REGION.—The term ‘geo-  
4           graphic region’ means each of the 10 geographic re-  
5           gions served by the regional educational labora-  
6           tories.”;

7           (16) by inserting after paragraph (20), as re-  
8           designated by paragraph (3), the following:

9           “(21) INDIAN TRIBE.—The term ‘Indian Tribe’  
10          has the meaning given the term in section 4 of the  
11          Indian Self-Determination and Education Assistance  
12          Act (25 U.S.C. 5304).”;

13          (17) by inserting after paragraph (23), as re-  
14          designated by paragraph (3), the following:

15          “(24) MINORITY-SERVING INSTITUTION.—The  
16          term ‘minority-serving institution’ means an institu-  
17          tion of higher education described in section 371(a)  
18          of the Higher Education Act of 1965.”;

19          (18) in paragraph (25), as redesignated by  
20          paragraph (3), by striking “section 133(c)” and in-  
21          serting “section 133(g)”;

22          (19) by striking paragraph (26), as redesign-  
23          ated by paragraph (3), and inserting the following:

1           “(26) PRINCIPLES OF SCIENTIFICALLY VALID  
2 RESEARCH.—The term ‘principles of scientifically  
3 valid research’ means research standards that—

4           “(A) apply rigorous, systematic, and objec-  
5 tive methodology to obtain reliable and valid  
6 knowledge relevant to the needs of students,  
7 families, practitioners, education system lead-  
8 ers, and policymakers;

9           “(B) present findings and make claims  
10 that are appropriate to, and supported by, the  
11 methods that have been employed; and

12           “(C) include, appropriate to the research  
13 being conducted—

14           “(i) use of research designs and meth-  
15 ods appropriate to the research question  
16 posed;

17           “(ii) use of systematic, empirical  
18 methods that draw on observation or ex-  
19 periment;

20           “(iii) use of data analyses that are  
21 adequate to support the general findings;

22           “(iv) making claims of causal relation-  
23 ships only in random assignment experi-  
24 ments or other designs (to the extent such  
25 designs substantially eliminate plausible

1 competing explanations for the obtained re-  
2 sults);

3 “(v) consistency of findings across  
4 multiple studies or sites to support the  
5 generality of results and conclusions;

6 “(vi) presentation of studies and  
7 methods in sufficient detail and clarity to  
8 allow for replication or, at a minimum, to  
9 offer the opportunity to build systemati-  
10 cally on the findings of the research; and

11 “(vii) acceptance by a peer-reviewed  
12 journal or critique by a panel of inde-  
13 pendent experts through a comparably rig-  
14 orous, objective, and scientific review.”;

15 (20) by inserting after paragraph (26), as re-  
16 designated by paragraph (3), the following:

17 “(27) PRIORITIES.—The term ‘priorities’ means  
18 the priorities proposed by the Director and approved  
19 by the Board under section 115.

20 “(28) REGIONAL EDUCATIONAL LABORA-  
21 TORY.—The term ‘regional educational laboratory’  
22 means a regional educational laboratory established  
23 under section 157.”;

1           (21) in paragraph (29), as redesignated by  
2 paragraph (3), by striking subparagraph (B) and in-  
3 sserting the following:

4           “(B) provides an adequate description of  
5 the programs evaluated, the study sample, and  
6 the individual or multiple sites in which a pro-  
7 gram was evaluated, and, to the extent possible,  
8 examines the relationship between program im-  
9 plementation and program impacts, including  
10 why or why not such impact occurred, and the  
11 contextual factors that may influence program  
12 impact;”;

13           (22) in paragraph (30), as redesignated by  
14 paragraph (3), by striking “scientifically based re-  
15 search standards” and inserting “principles of sci-  
16 entifically valid research”;

17           (23) by striking paragraph (31), as redesi-  
18 gnated by paragraph (3), and inserting the following:

19           “(31) STATE; OUTLYING AREA.—

20           “(A) IN GENERAL.—The term ‘State’ in-  
21 cludes (except as provided in section 150) each  
22 of the 50 States, the District of Columbia, the  
23 Commonwealth of Puerto Rico, the freely asso-  
24 ciated states, and the outlying areas.



1           “(B) FREELY ASSOCIATED STATES.—The  
2 term ‘freely associated states’ means the Re-  
3 public of the Marshall Islands, the Federated  
4 States of Micronesia, and the Republic of  
5 Palau.

6           “(C) OUTLYING AREA.—The term ‘out-  
7 lying area’ has the meaning given such term in  
8 section 1121(c) of the Elementary and Sec-  
9 ondary Education Act of 1965.”;

10           (24) by striking paragraph (32), as redesign-  
11 nated by paragraph (3), and inserting the following:

12           “(32) TECHNICAL ASSISTANCE.—The term  
13 ‘technical assistance’ means—

14           “(A) assistance in evidence use, including  
15 professional development, high-quality training,  
16 and other supports to implement evidence-based  
17 practices and strategies leading to—

18           “(i) improved educational opportuni-  
19 ties and approaches to teaching and learn-  
20 ing that are based on scientifically valid re-  
21 search; and

22           “(ii) improved planning, design, adap-  
23 tation, and implementation of programs;

24           “(B) assistance in interpreting, analyzing,  
25 and utilizing data, statistics, and evaluations,

1 including evaluating the implementation of pro-  
2 grams to measure program fidelity and effec-  
3 tiveness;

4 “(C) assistance in identifying and applying  
5 to research funding opportunities provided by  
6 the Institute; or

7 “(D) other assistance necessary to encour-  
8 age the improvement of teaching and learning  
9 through the applications of techniques sup-  
10 ported by scientifically valid research.”; and

11 (25) by adding at the end the following:

12 “(33) TRIBAL COLLEGE OR UNIVERSITY.—The  
13 term ‘Tribal College or University’ has the meaning  
14 given the term in section 316(b) of the Higher Edu-  
15 cation Act of 1965.

16 “(34) TRIBAL ORGANIZATION.—The term ‘Trib-  
17 al organization’ has the meaning given the term in  
18 section 4 of the Indian Self-Determination and Edu-  
19 cation Assistance Act (25 U.S.C. 5304).

20 “(35) YOUTH WITH A DISABILITY.—The term  
21 ‘youth with a disability’ has the meaning given the  
22 term in section 7 of the Rehabilitation Act of 1973  
23 (29 U.S.C. 705).”.

1           **PART A—THE INSTITUTE OF EDUCATION**  
2                                   **SCIENCES**

3   **SEC. 111. ESTABLISHMENT.**

4           Section 111 (20 U.S.C. 9511) is amended—

5                   (1) by striking subsection (b) and inserting the  
6           following:

7           “(b) MISSION.—

8                   “(1) IN GENERAL.—The mission of the Insti-  
9           tute is to provide national leadership in expanding  
10           fundamental knowledge and understanding of edu-  
11           cation from early childhood through postsecondary  
12           study (including special education, adult education,  
13           and labor market outcomes), in order to provide stu-  
14           dents, families, practitioners, education system lead-  
15           ers, researchers, policymakers, and the general pub-  
16           lic with reliable information and research about—

17                   “(A) the condition and progress of edu-  
18           cation in the United States;

19                   “(B) educational practices that support  
20           learning to improve student outcomes, including  
21           academic achievement and access to high-qual-  
22           ity educational opportunities for all students,  
23           particularly for each subgroup of students; and

24                   “(C) the effectiveness of Federal and other  
25           education programs.

1           “(2) CARRYING OUT MISSION.—In carrying out  
2 the mission described in paragraph (1), the Institute  
3 shall—

4                   “(A) compile statistics, develop evidence-  
5 based products, promote evidence use, and con-  
6 duct research, evaluations, and wide dissemina-  
7 tion in a manner that is responsive to the edu-  
8 cational challenges facing students, families,  
9 practitioners, and education system leaders; and

10                   “(B) ensure that such activities—

11                           “(i) conform to high standards of  
12 quality, integrity, transparency, accuracy,  
13 and validity; and

14                           “(ii) are objective, secular, neutral,  
15 and nonideological and are free of partisan  
16 political influence and bias on the basis of  
17 race, religion, color, national origin, sex, or  
18 disability.”; and

19           (2) in subsection (c)(3)(C), by striking “the  
20 National Center for Education Evaluation and Re-  
21 gional Assistance” and inserting “the National Cen-  
22 ter for Education Evaluation and Evidence Use”.

23 **SEC. 112. FUNCTIONS.**

24           Section 112 (20 U.S.C. 9512) is amended—

1           (1) by striking “section 194” and inserting  
2           “section 182”; and

3           (2) by striking paragraphs (1) through (4) and  
4           inserting the following:

5           “(1) conduct and support scientifically valid re-  
6           search activities, including basic research, applied  
7           research, and field-initiated research, statistics ac-  
8           tivities, scientifically valid education evaluation, de-  
9           velopment, wide dissemination, and evidence use;

10          “(2) support collaborative identification and de-  
11          velopment of research questions, designs, and meth-  
12          ods among researchers, students, families, practi-  
13          tioners, education system leaders, and policymakers,  
14          and widely disseminate the findings and results of  
15          scientifically valid research in education to such indi-  
16          viduals and within the Department and the Federal  
17          Government;

18          “(3) promote the use, development, and applica-  
19          tion of knowledge gained from scientifically valid re-  
20          search activities to improve student outcomes, in-  
21          cluding academic achievement, particularly for each  
22          subgroup of students;

23          “(4) strengthen the national, State, regional,  
24          and local capacity to conduct, develop, and widely  
25          disseminate activities described in paragraph (1), in-

1 cluding by increasing the participation of researchers  
2 and institutions that have been historically under-  
3 represented in Federal education research activities  
4 of the Institute, including historically Black colleges  
5 and universities, Tribal Colleges and Universities,  
6 Alaska Native-serving institutions, Native Hawaiian-  
7 serving institutions, and other minority-serving insti-  
8 tutions;”.

9 **SEC. 113. OFFICE OF THE DIRECTOR.**

10 Section 114 (20 U.S.C. 9514) is amended—

11 (1) in subsection (a), by striking “Except as  
12 provided in subsection (b)(2), the” and inserting  
13 “The”;

14 (2) by striking subsection (b) and inserting the  
15 following:

16 “(b) TERM.—

17 “(1) IN GENERAL.—

18 “(A) 6-YEAR TERM.—Except as provided  
19 in subparagraph (B), the Director shall serve  
20 for a term of 6 years, beginning on the date of  
21 appointment of the Director.

22 “(B) EXCEPTION.—If a successor to the  
23 Director has not been named as of the date of  
24 expiration of the Director’s term, the Director  
25 may serve for not more than an additional 1-

1           year period, beginning on the day after the date  
2           of expiration of the Director’s term, or until a  
3           successor has been appointed under subsection  
4           (a), whichever occurs first.

5           “(2) RECOMMENDATIONS.—The Board shall  
6           make recommendations to the President with respect  
7           to the appointment of a Director under subsection  
8           (a).”;

9           (3) in subsection (d), by striking “productivity  
10          and leadership” and inserting “productivity, leader-  
11          ship, and support for wide dissemination and evi-  
12          dence use”;

13          (4) in subsection (f)—

14                (A) in paragraph (2), by inserting “prin-  
15                ciples of scientifically valid research and appli-  
16                cable” before “standards”;

17                (B) by striking paragraph (3) and insert-  
18                ing the following:

19                “(3) To coordinate education research and re-  
20                lated activities carried out by the Institute with such  
21                research and activities carried out by other agencies  
22                within the Department and the Federal Government  
23                in order ensure such activities—

1           “(A) support high-quality teaching and  
2 learning for students, particularly for each sub-  
3 group of students; and

4           “(B) are responsive to the educational  
5 challenges facing students, families, practi-  
6 tioners, and education system leaders.”;

7           (C) in paragraph (4), by inserting “and  
8 evidence use” after “statistics activities”;

9           (D) in paragraph (5)—

10           (i) by striking “necessary” and insert-  
11 ing “and maintain high-quality and time-  
12 ly”; and

13           (ii) by striking “section 116(b)(3)”  
14 and inserting “section 116(b)(4)”;

15           (E) in paragraph (6), by striking “section  
16 183 of this title” and inserting “section 173”;

17           (F) in paragraph (7), by striking “racial,  
18 cultural, gender, or regional bias” and inserting  
19 “bias on the basis of race, religion, color, na-  
20 tional origin, sex, or disability”;

21           (G) by striking paragraph (8) and insert-  
22 ing the following:

23           “(8) To undertake initiatives and programs to  
24 increase the participation of researchers and institu-  
25 tions that have been historically underrepresented in



1 Federal education research activities of the Institute,  
2 including historically Black colleges or universities,  
3 Tribal Colleges and Universities, Alaska Native-serv-  
4 ing institutions, Native Hawaiian-serving institu-  
5 tions, or other minority-serving institutions.”;

6 (H) in paragraph (9), by striking “and  
7 comprehensive centers” and inserting “, tech-  
8 nical assistance centers supported by the De-  
9 partment, and comprehensive centers, to in-  
10 crease evidence use among practitioners, edu-  
11 cation system leaders, and policymakers”;

12 (I) in paragraph (10), by striking “input  
13 from” and inserting “engagement with”; and

14 (J) by adding at the end the following:

15 “(13) To ensure that information, statistics,  
16 products, and publications of the Institute are pre-  
17 pared in a timely manner and are widely dissemi-  
18 nated to practitioners, education system leaders, and  
19 policymakers in formats that are high quality, easily  
20 accessible, understandable, and actionable.”;

21 (5) in subsection (h), by striking “by the Sec-  
22 retary” and all that follows through the period at  
23 the end and inserting “by the Secretary—

24 “(1) review the products and publications of  
25 other offices of the Department to certify that evi-

1       dence-based claims about those products and publi-  
2       cations are scientifically valid; and

3               “(2) accurately synthesize and effectively com-  
4       municate the research base of evidence-based prac-  
5       tices that address educational challenges facing stu-  
6       dents, families, practitioners, and education system  
7       leaders.”; and

8               (6) by adding at the end the following:

9       “(i) **TRANSPARENCY FOR EVIDENCE-BASED PROD-**  
10       **UCTS AND PUBLICATIONS.**—The Director shall ensure  
11       that evidence-based products and publications issued by  
12       the Institute—

13               “(1) describe prominently the type of scientific  
14       evidence that is used to support the evidence-based  
15       findings; and

16               “(2) explain clearly the scientifically appro-  
17       priate and inappropriate uses of—

18                       “(A) the findings that are disseminated;

19                       and

20                       “(B) the types of evidence used to support  
21       such findings.”.

22       **SEC. 114. PRIORITIES.**

23       Section 115 (20 U.S.C. 9515) is amended to read as  
24       follows:

1 **“SEC. 115. PRIORITIES.**

2 “(a) IN GENERAL.—The Director shall, not less often  
3 than every 6 years, propose to the Board priorities for the  
4 Institute after—

5 “(1) first engaging with the Committee on  
6 Health, Education, Labor, and Pensions of the Sen-  
7 ate and the Committee on Education and the Work-  
8 force of the House of Representatives, and engaging  
9 with practitioners, education system leaders, and  
10 policymakers;

11 “(2) subsequent to the consultation and engage-  
12 ment under paragraph (1), reviewing public com-  
13 ments submitted in accordance with subsection (b);  
14 and

15 “(3) subsequent to reviewing public comments  
16 under paragraph (2), identifying priority topics  
17 under subsection (c).

18 “(b) PUBLIC COMMENT.—Before submitting to the  
19 Board proposed priorities for the Institute, the Director  
20 shall—

21 “(1) make such priorities available to the public  
22 for comment for not less than 60 days (including by  
23 electronic means such as posting in an easily acces-  
24 sible manner on the Institute’s website and through  
25 publishing such priorities in the Federal Register);

1           “(2) ensure that the public comments were con-  
2           sidered in developing the priorities submitted by the  
3           Director to the Board; and

4           “(3) provide to the Board a copy of each such  
5           public comment submitted.

6           “(c) PRIORITY TOPICS.—After reviewing public com-  
7           ments submitted in accordance with subsection (b), the  
8           Director shall identify priority topics that may require  
9           long-term research or that are focused on understanding  
10          and solving particular education problems and issues, in-  
11          cluding those associated with the goals and requirements  
12          of the Head Start Act (42 U.S.C. 9831 et seq.), the Child  
13          Care and Development Block Grant Act of 1990 (42  
14          U.S.C. 9857 et seq.), the Elementary and Secondary Edu-  
15          cation Act of 1965, the Individuals with Disabilities Edu-  
16          cation Act, the Carl D. Perkins Career and Technical  
17          Education Act of 2006, the Higher Education Act of  
18          1965, and the Adult Education and Family Literacy Act  
19          (29 U.S.C. 3271 et seq.), which may include—

20           “(1) supporting high-quality teaching and  
21           learning, including through school and system design  
22           and instructional strategies, in order to provide stu-  
23           dents, particularly each subgroup of students, access  
24           to high-quality educational opportunities and to im-

1 prove educational outcomes, particularly student  
2 academic achievement; and

3 “(2) increasing the identification and develop-  
4 ment of evidence-based practices or policies, includ-  
5 ing the use of science of learning and human devel-  
6 opment for meeting students’ needs and supporting  
7 improved outcomes.

8 “(d) APPROVAL.—

9 “(1) IN GENERAL.—Not later than 90 days, to  
10 the greatest extent practicable, after the date the  
11 Board receives proposed priorities under subsection  
12 (a), the Board shall, under a majority vote of a  
13 quorum of the Board, approve or disapprove the pri-  
14 orities, including any necessary revision of those pri-  
15 orities.

16 “(2) CONSISTENCY.—The Board shall ensure  
17 that priorities of the Institute and the National  
18 Education Centers are consistent with the mission of  
19 the Institute.

20 “(e) FINAL PRIORITIES.—The Director shall make  
21 the final priorities approved by the Board under sub-  
22 section (d) widely available to the public, including by elec-  
23 tronic means such as posting in an easily accessible man-  
24 ner on the Department’s website.”.

1 **SEC. 115. PLANS; EDUCATION RESEARCHER PIPELINE.**

2 Part A (20 U.S.C. 9511 et seq.) is amended by in-  
3 serting after section 115 the following:

4 **“SEC. 115A. PLANS.**

5 “(a) APPROVAL OF COMMISSIONERS’ PLANS.—

6 “(1) APPROVAL.—Not later than 30 days after  
7 the date the Director receives a plan submitted  
8 under section 133(b), 143(b), 153(b), or 163(b), the  
9 Director shall approve such plan, including requiring  
10 any necessary revision of such plan.

11 “(2) CONSISTENCY.—The Director shall ensure  
12 that each plan approved under paragraph (1) is con-  
13 sistent with the mission of the corresponding Na-  
14 tional Education Center.

15 “(b) INSTITUTE’S PLAN AND REPORT.—Not later  
16 than 90 days after the date the Board approves priorities  
17 under section 115, the Director shall—

18 “(1) in consultation with each Commissioner of  
19 a National Education Center and the Board—

20 “(A) develop a plan for addressing such  
21 priorities across the Institute’s activities and  
22 functions, in accordance with the requirements  
23 of this title; and

24 “(B) incorporate in such plan each plan  
25 approved by the Director in accordance with  
26 subsection (a);

1           “(2) submit a report containing the Institute’s  
2           plan described in paragraph (1) to the Committee on  
3           Health, Education, Labor, and Pensions and the  
4           Committee on Appropriations of the Senate and the  
5           Committee on Education and the Workforce and the  
6           Committee on Appropriations of the House of Rep-  
7           resentatives; and

8           “(3) make such report widely available to the  
9           public (including by electronic means such as post-  
10          ing in an easily accessible manner on the Depart-  
11          ment’s website).

12          “(c) BRIEFING.—At the time of submission of a re-  
13          port required under subsection (b)(2), the Director shall  
14          provide a briefing to the Committee on Health, Education,  
15          Labor, and Pensions and the Committee on Appropria-  
16          tions of the Senate and the Committee on Education and  
17          the Workforce and the Committee on Appropriations of  
18          the House of Representatives on the contents of the re-  
19          port.

20          **“SEC. 115B. EDUCATION RESEARCHER PIPELINE.**

21          “(a) IN GENERAL.—In accordance with section  
22          112(4), the Institute shall carry out initiatives and pro-  
23          grams—

24                  “(1) to strengthen the national capacity to  
25          carry out high-quality research, evaluation, and sta-

1       tistics related to education by expanding the edu-  
2       cation researcher pipeline; and

3               “(2) to increase the participation of researchers  
4       and institutions that have been historically under-  
5       represented in Federal education research activities  
6       of the Institute, including historically Black colleges  
7       and universities, Tribal Colleges and Universities,  
8       Alaska Native-serving institutions, Native Hawaiian-  
9       serving institutions, and other minority-serving insti-  
10      tutions.

11      “(b) FELLOWSHIPS.—

12               “(1) IN GENERAL.—The Director shall establish  
13      and maintain—

14               “(A) research, evaluation, and statistics  
15      fellowships in institutions of higher education  
16      (which may include the establishment of such  
17      fellowships in historically Black colleges and  
18      universities, Tribal Colleges and Universities,  
19      Alaska Native-serving institutions, Native Ha-  
20      waiian-serving institutions, and other minority-  
21      serving institutions) that support—

22               “(i) graduate and postdoctoral study  
23      onsite at the Institute or at the institution  
24      of higher education; and

25               “(ii) early career researchers; and



1           “(B) fellowships in new and emerging  
2           areas of study.

3           “(2) RECRUITMENT.—In establishing the fel-  
4           lowships under paragraph (1), the Director shall en-  
5           sure that women, minorities, and individuals with  
6           disabilities are actively recruited for participation.

7           “(c) COORDINATION.—In carrying out this section,  
8           the Director shall ensure that the activities of the National  
9           Education Centers are coordinated effectively.”.

10 **SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.**

11           Section 116 (20 U.S.C. 9516) is amended to read as  
12 follows:

13 **“SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.**

14           “(a) ESTABLISHMENT.—

15           “(1) IN GENERAL.—The Institute shall have a  
16           board of directors, which shall be known as the Na-  
17           tional Board for Education Sciences.

18           “(2) TRANSITION.—

19           “(A) IN GENERAL.—Not later than 1 year  
20           after the date of enactment of the Advancing  
21           Research in Education Act, the Secretary shall  
22           appoint a Board in accordance with this section  
23           as in effect on the date of enactment of the Ad-  
24           vancing Research in Education Act.

1           “(B) TRANSITION AUTHORITY.—The Sec-  
2           retary shall take such steps as may be nec-  
3           essary to ensure an orderly transition to the  
4           Board, as authorized under subparagraph (A),  
5           from the Board, as in effect on the day before  
6           the date of enactment of the Advancing Re-  
7           search in Education Act, which may include ad-  
8           justing term limits of members on the Board.

9           “(C) EXISTING BOARD MEMBERS.—In car-  
10          rying out subparagraph (A), the Secretary  
11          may—

12                 “(i) remove members who served on  
13                 the Board on the day before the date of  
14                 enactment of the Advancing Research in  
15                 Education Act who were appointed in ac-  
16                 cordance with this title prior to such date  
17                 of enactment; and

18                 “(ii) appoint members who served on  
19                 the Board on the day before the date of  
20                 enactment of the Advancing Research in  
21                 Education Act.

22          “(b) DUTIES.—The duties of the Board are the fol-  
23          lowing:

24                 “(1) To advise and consult with the Director on  
25                 the policies of the Institute on an ongoing basis.

1           “(2) To advise on the research, evaluation, sta-  
2           tistics, development, dissemination, and evidence use  
3           activities planned or carried out by the Director and  
4           the Institute and make recommendations to ensure  
5           such activities are responsive to the educational chal-  
6           lenges facing students, families, practitioners, and  
7           education system leaders.

8           “(3) To consider and approve priorities pro-  
9           posed by the Director under section 115 to guide the  
10          work of the Institute in accordance with the  
11          timelines specified in such section.

12          “(4) To advise the Director on high-quality and  
13          timely procedures for technical and scientific peer  
14          review of the activities of the Institute.

15          “(5) To advise the Director on improving or  
16          promoting the use, usefulness, and impact of activi-  
17          ties to be supported by the Institute, including the  
18          general areas of research to be carried out by the  
19          National Center for Education Research and the  
20          National Center for Special Education Research.

21          “(6) To present to the Director such rec-  
22          ommendations as it may find appropriate for—

23                  “(A) strengthening education research  
24                  from early childhood through postsecondary  
25                  study;

1                   “(B) improving evidence use and dissemi-  
2                   nation; and

3                   “(C) the staffing and funding of the Insti-  
4                   tute.

5                   “(7) To advise the Director on the funding of  
6                   applications for grants, contracts, and cooperative  
7                   agreements for research and the process for high-  
8                   quality and timely peer review.

9                   “(8) To advise and regularly evaluate the work  
10                  of the Institute on the basis that—

11                  “(A) scientifically valid research, develop-  
12                  ment, evaluation, and statistical analysis are  
13                  consistent with principles of scientifically valid  
14                  research or the applicable standards for such  
15                  activities under this title; and

16                  “(B) activities related to the development  
17                  of practices, wide dissemination, and evidence  
18                  use are effectively carried out.

19                  “(9) To advise the Director on ensuring that  
20                  activities conducted or supported by the Institute are  
21                  objective, secular, neutral, and nonideological and  
22                  are free of partisan political influence and bias on  
23                  the basis of race, religion, color, national origin, sex,  
24                  or disability.

1           “(10) To solicit advice and information from  
2 those in the education field, particularly practi-  
3 tioners, education system leaders, policymakers, and  
4 researchers, to recommend to the Director topics  
5 that require long-term, sustained, systematic, pro-  
6 grammatic, and integrated research efforts, con-  
7 sistent with the priorities and mission of the Insti-  
8 tute.

9           “(11) To advise the Director on opportunities  
10 for the participation in, and the advancement of,  
11 women, minorities, and persons with disabilities, and  
12 institutions that have been historically underrep-  
13 resented in Federal education research activities of  
14 the Institute, including community colleges, histori-  
15 cally Black colleges and universities, Tribal Colleges  
16 and Universities, Alaska Native serving-institutions,  
17 Native Hawaiian-serving institutions, and other mi-  
18 nority-serving institutions.

19           “(12) To recommend to the Director ways to  
20 enhance strategic partnerships and collaborative ef-  
21 forts among other Federal and State research agen-  
22 cies.

23           “(13) To recommend to the Director individuals  
24 to serve as Commissioners of the National Edu-  
25 cation Centers.

1       “(c) COMPOSITION.—

2               “(1) VOTING MEMBERS.—The Board shall have  
3       9 voting members appointed by the Secretary.

4               “(2) ADVICE.—The Secretary shall solicit ad-  
5       vice regarding individuals to serve on the Board  
6       from the members of the Board serving on the date  
7       of the solicitation, the National Academies of  
8       Sciences, Engineering, and Medicine, and organiza-  
9       tions that have knowledge of individuals who are  
10      highly qualified to appraise scientifically valid re-  
11      search, statistics, evaluation, development, dissemi-  
12      nation, and evidence use.

13              “(3) NONVOTING EX OFFICIO MEMBERS.—The  
14      Board may have the following nonvoting ex officio  
15      members:

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

18                   “(B) Each of the Commissioners of the  
19                   National Education Centers.

20                   “(C) The Director of the Eunice Kennedy  
21                   Shriver National Institute of Child Health and  
22                   Human Development.

23                   “(D) The Director of the Census Bureau.

24                   “(E) The Commissioner of Labor Statis-  
25                   tics.

1                   “(F) The Director of the National Science  
2 Foundation.

3                   “(4) APPOINTED MEMBERSHIP.—

4                   “(A) QUALIFICATIONS.—Members ap-  
5 pointed under paragraph (1) shall be highly  
6 qualified to appraise education research, statis-  
7 tics, evaluations, or development, and shall in-  
8 clude the following individuals:

9                   “(i) Not fewer than 4 researchers in  
10 the field of statistics, evaluation, social  
11 sciences, or physical and biological  
12 sciences, with demonstrated experience in  
13 carrying out and effectively communicating  
14 scientifically valid research on education  
15 matters.

16                   “(ii) At least 1 practitioner who is a  
17 school-based professional educator, teacher,  
18 principal, other school leader, or local edu-  
19 cational agency superintendent.

20                   “(iii) At least 1 State leader who is  
21 knowledgeable about the educational chal-  
22 lenges facing students, families, practi-  
23 tioners, and education system leaders, who  
24 may be a chief State school officer, State

1 postsecondary education executive, or  
2 member of a State board of education.

3 “(iv) At least 1 individual with exper-  
4 tise in special education research and re-  
5 search on children with disabilities in edu-  
6 cational settings.

7 “(B) TERMS.—Each member shall serve  
8 for a term of 6 years, except that—

9 “(i) the terms of members appointed  
10 in accordance with subsection (a)(2) shall  
11 be—

12 “(I) 6 years for each of 3 mem-  
13 bers;

14 “(II) 4 years for each of 3 mem-  
15 bers; and

16 “(III) 2 years for each of 3 mem-  
17 bers;

18 “(ii) no member shall serve for more  
19 than 2 consecutive terms; and

20 “(iii) in a case in which a successor to  
21 a member has not been appointed as of the  
22 date of expiration of the member’s term,  
23 the member may serve for an additional 1-  
24 year period, beginning on the day after the  
25 date of expiration of the member’s term, or



1           until a successor has been appointed under  
2           paragraph (1), whichever occurs first.

3           “(C) VACANCIES.—The Secretary shall fill  
4           any vacancy to the Board in the manner in  
5           which the original appointment was made. Any  
6           member appointed to fill a vacancy on the  
7           Board occurring before the expiration of the  
8           term for which the member’s predecessor was  
9           appointed shall be appointed only for the re-  
10          mainder of that term.

11          “(D) CONFLICT OF INTEREST.—A voting  
12          member of the Board shall be considered a spe-  
13          cial Government employee for the purposes of  
14          chapter 131 of title 5, United States Code.

15          “(5) CHAIR.—

16          “(A) IN GENERAL.—The Board shall elect  
17          a chair from among the members of the Board  
18          through a majority vote of a quorum.

19          “(B) TERMS.—The chair shall serve in  
20          such role for a term of 2 years, and may be re-  
21          elected in accordance with subparagraph (A).

22          “(C) CHAIR VACANCY.—If the chair has  
23          been vacant for more than 3 months, at the  
24          written request of a quorum of the Board, the

1 Director shall convene a meeting of the Board  
2 to, at a minimum, elect a chair.

3 “(6) COMPENSATION.—Members of the Board  
4 shall serve without pay for such service. Members of  
5 the Board who are officers or employees of the  
6 United States may not receive additional pay, allow-  
7 ances, or benefits by reason of their service on the  
8 Board.

9 “(7) TRAVEL EXPENSES.—The members of the  
10 Board shall receive travel expenses, including per  
11 diem in lieu of subsistence, in accordance with sub-  
12 chapter I of chapter 57 of title 5, United States  
13 Code.

14 “(8) POWERS OF THE BOARD.—

15 “(A) IN GENERAL.—In the exercise of its  
16 duties under subsection (b) and in accordance  
17 with chapter 10 of title 5, United States Code,  
18 the Board shall be independent of the Director  
19 and the other offices and officers of the Insti-  
20 tute.

21 “(B) EXECUTIVE DIRECTOR.—The Board  
22 shall have an Executive Director who shall be  
23 appointed by the Board and hired by the Direc-  
24 tor not later than 90 days after such appoint-  
25 ment, to the greatest extent practicable.

1           “(C) ADMINISTRATIVE SUPPORT.—The  
2 Board shall receive administrative support from  
3 the Director and may use additional staff as  
4 may be appointed or assigned by the Director,  
5 in consultation with the Chair and the Execu-  
6 tive Director.

7           “(D) DETAIL OF PERSONNEL.—The Board  
8 may use the services and facilities of any de-  
9 partment or agency of the Federal Government.  
10 Upon the request of the Board, the head of any  
11 Federal agency may detail any of the personnel  
12 of such agency to the Board to assist the Board  
13 in carrying out this title.

14           “(E) CONTRACTS.—The Board may enter  
15 into contracts or make other arrangements as  
16 may be necessary to carry out its functions.

17           “(F) INFORMATION.—The Board may, to  
18 the extent otherwise permitted by law, obtain  
19 directly from any executive Federal agency such  
20 information as the Board determines necessary  
21 to carry out its functions.

22           “(G) SUBCOMMITTEES.—The Board may  
23 establish standing or temporary subcommittees  
24 to make recommendations to the Board for car-  
25 rying out activities authorized under this title.

1           “(9) MEETINGS.—The Board shall meet not  
2           less often than 3 times each year. The Board shall  
3           hold additional meetings at the call of the Chair or  
4           upon the written request of not less than a quorum  
5           of the Board. Meetings of the Board are subject to  
6           section 552b of title 5, United States Code (com-  
7           monly referred to as the Government in the Sun-  
8           shine Act).

9           “(10) QUORUM.—A majority of the voting  
10          members of the Board serving at the time of the  
11          meeting shall constitute a quorum.

12          “(d) BOARD BIENNIAL REPORTS.—Not later than  
13          September 30, 2024, and biennially thereafter, the Board  
14          shall submit a report to the Director, the Secretary, the  
15          Committee on Health, Education, Labor, and Pensions  
16          and the Committee on Appropriations of the Senate, and  
17          the Committee on Education and the Workforce and the  
18          Committee on Appropriations of the House of Representa-  
19          tives and make such report widely available to the public  
20          (including by electronic means such as posting in an easily  
21          accessible manner on the Department’s website). Each re-  
22          port shall include—

23                 “(1) an evaluation of the Institute’s activities to  
24          ensure that research, evaluation, statistics, develop-

1       ment, and evidence use and dissemination activities  
2       are—

3               “(A) consistent with principles of scientif-  
4               ically valid research or the applicable standards  
5               for such activities under this title; and

6               “(B) responsive to the educational chal-  
7               lenges facing students, families, practitioners,  
8               and education system leaders;

9               “(2) an assessment of the effectiveness of the  
10       Institute in—

11               “(A) carrying out the Institute’s priorities  
12               and mission;

13               “(B) engaging with practitioners, edu-  
14               cation system leaders, and policymakers to pro-  
15               mote the use, usefulness, and impact of scientif-  
16               ically valid research activities and supporting  
17               the development of evidence-based practices,  
18               wide dissemination, evidence use, and contin-  
19               uous improvement; and

20               “(C) increasing the participation of re-  
21               searchers and institutions that have been his-  
22               torically underrepresented in Federal education  
23               research activities of the Institute, including  
24               community colleges, historically Black colleges  
25               and universities, Tribal Colleges and Univer-

1           sities, Alaska Native serving-institutions, Native  
2           Hawaiian-serving institutions, and other minor-  
3           ity-serving institutions;

4           “(3) a description of any recommendations re-  
5           garding actions that may be taken to enhance the  
6           ability of the Institute and the National Education  
7           Centers to carry out their missions and priorities,  
8           and to improve governance within the Institute;

9           “(4) a description of the number of staff serv-  
10          ing the Board, in accordance with subsection (c)(8),  
11          the activities carried out by the Board, and any  
12          challenges faced by the Board in carrying out the  
13          Board’s duties described in subsection (b); and

14          “(5) a list of members who have served at some  
15          point during the preceding 2 fiscal years, their affili-  
16          ations, and their term expiration dates.

17          “(e) BOARD BRIEFING.—At the time of submission  
18          of a report required under subsection (d), the Board shall  
19          provide a briefing to the Committee on Health, Education,  
20          Labor, and Pensions and the Committee on Appropria-  
21          tions of the Senate and the Committee on Education and  
22          the Workforce and the Committee on Appropriations of  
23          the House of Representatives on the contents of the re-  
24          port.”.

1 **SEC. 117. COMMISSIONERS OF THE NATIONAL EDUCATION**  
2 **CENTERS.**

3 Section 117 (20 U.S.C. 9517) is amended—

4 (1) in subsection (a)—

5 (A) in paragraph (1), by striking “Except  
6 as provided in subsection (b), each” and insert-  
7 ing “Each”;

8 (B) in paragraph (2), by striking “Except  
9 as provided in subsection (b), each” and insert-  
10 ing “Each”; and

11 (C) in paragraph (3), by striking “Except  
12 as provided in subsection (b), each” and insert-  
13 ing “Each”;

14 (2) by striking subsection (b);

15 (3) by redesignating subsections (c) and (d) as  
16 subsections (b) and (c), respectively;

17 (4) in subsection (c), as redesignated by para-  
18 graph (3)—

19 (A) by striking “Each Commissioner, ex-  
20 cept the Commissioner for Education Statistics,  
21 shall” and inserting the following:

22 “(1) IN GENERAL.—Each Commissioner shall”;

23 and

24 (B) by adding at the end the following:

25 “(2) TIMELINESS.—In carrying out supervision  
26 and approval as described under subparagraph (A),

1 the Director shall ensure that each Commissioner  
2 carries out the Commissioner's duties in a manner  
3 that promotes high-quality, easily accessible, action-  
4 able, and timely information, consistent with the  
5 mission of the Institute.”.

6 **SEC. 118. AGREEMENTS.**

7 Section 118 (20 U.S.C. 9518) is amended to read as  
8 follows:

9 **“SEC. 118. AGREEMENTS.**

10 “(a) RESEARCH COORDINATION.—The Institute may  
11 carry out research projects of common interest with Fed-  
12 eral agencies through agreements with such agencies that  
13 are in accordance with section 173 and section 430 of the  
14 General Education Provisions Act (20 U.S.C. 1231).

15 “(b) STATISTICAL DATA COORDINATION.—The Insti-  
16 tute may carry out, for the purpose of research, statistical  
17 data projects of common interest or coordinate with Fed-  
18 eral agencies to ensure that statistical data reported by  
19 the National Center for Education Statistics is high-qual-  
20 ity, actionable, timely, and easily accessible, in accordance  
21 with section 173 and section 430 of the General Education  
22 Provisions Act (20 U.S.C. 1231).”.

23 **SEC. 119. DIRECTOR BIENNIAL REPORT.**

24 Section 119 (20 U.S.C. 9519) is amended to read as  
25 follows:



1 **“SEC. 119. DIRECTOR BIENNIAL REPORT.**

2       “(a) IN GENERAL.—The Director shall, on a biennial  
3 basis, transmit to the President, the Board, the Com-  
4 mittee on Health, Education, Labor, and Pensions and the  
5 Committee on Appropriations of the Senate, and the Com-  
6 mittee on Education and the Workforce and the Com-  
7 mittee on Appropriations of the House of Representatives,  
8 a report and make such report widely available to the pub-  
9 lic (including by electronic means such as posting in an  
10 easily accessible manner on the Department’s website),  
11 containing the following:

12               “(1) A description of the research, evaluation,  
13 statistics, development, and evidence use and dis-  
14 semination activities carried out by and through the  
15 National Education Centers during the 2 fiscal years  
16 prior to the date of the transmission, including how  
17 such activities were—

18                       “(A) consistent with principles of scientif-  
19 ically valid research or the applicable standards  
20 for such activities under this title, and the pri-  
21 orities and mission of the Institute; and

22                       “(B) responsive to the educational chal-  
23 lenges facing students, families, practitioners,  
24 and education system leaders, including how the  
25 Institute regularly solicited, engaged with, and  
26 considered the recommendations of researchers,

1 practitioners, education system leaders, and the  
2 Board in the planning and carrying out of the  
3 Institute’s activities.

4 “(2) A description of how the Director is car-  
5 rying out the requirements to increase the participa-  
6 tion of researchers and institutions that have been  
7 historically underrepresented in Federal education  
8 research activities of the Institute.

9 “(3) Such additional comments, recommenda-  
10 tions, and materials as the Director considers appro-  
11 priate.

12 “(b) DIRECTOR BRIEFING.—At the time of trans-  
13 mission of the report required under subsection (a), the  
14 Director shall provide a briefing to the Committee on  
15 Health, Education, Labor, and Pensions and the Com-  
16 mittee on Appropriations of the Senate and the Committee  
17 on Education and the Workforce and the Committee on  
18 Appropriations of the House of Representatives on the  
19 contents of the report.”.

20 **SEC. 120. TRANSPARENCY.**

21 Part A (20 U.S.C. 9511 et seq.) is amended by add-  
22 ing at the end the following:

23 **“SEC. 121. TRANSPARENCY.**

24 “Not later than 1 year after the date of enactment  
25 of the Advancing Research in Education Act, the Director

1 shall develop and manage a database in an easily acces-  
2 sible manner, such as through electronic means and post-  
3 ing on the Institute’s website, to store and update infor-  
4 mation regarding—

5 “(1) individuals or entities that received a  
6 grant, contract, or cooperative agreement under this  
7 title;

8 “(2) the amount of such a grant, contract, or  
9 cooperative agreement, including the award period  
10 and amount received in each fiscal year; and

11 “(3) the activities supported or carried out by  
12 such award, including applicable research area and  
13 methodology.”.

14 **PART B—NATIONAL CENTER FOR EDUCATION**

15 **RESEARCH**

16 **SEC. 131. ESTABLISHMENT.**

17 Section 131(b) (20 U.S.C. 9531(b)) is amended by  
18 striking paragraphs (1) through (4) and inserting the fol-  
19 lowing:

20 “(1) to sponsor sustained research that will  
21 lead to the accumulation of knowledge and under-  
22 standing of education to ensure that all students,  
23 particularly subgroups of students, have access to  
24 high-quality educational opportunities, including  
25 by—

1           “(A) improving educational outcomes, par-  
2           ticularly student academic achievement, and  
3           closing the opportunity and achievement gap  
4           between students, particularly each subgroup of  
5           students;

6           “(B) supporting high-quality teaching and  
7           learning;

8           “(C) increasing the identification and de-  
9           velopment of evidence-based practices or poli-  
10          cies, such as use of science of learning and  
11          human development;

12          “(D) improving evidence use by practi-  
13          tioners, education system leaders, and policy-  
14          makers; and

15          “(E) improving access to, and completion  
16          of, postsecondary education;

17          “(2) to promote quality and integrity through  
18          the use of accepted practices of scientific inquiry to  
19          obtain knowledge and understanding of the validity  
20          of education theories, practices, or conditions; and

21          “(3) to promote engagement, the synthesis of  
22          education research, the development of evidence-  
23          based practices, wide dissemination of research, and  
24          evidence use—

1           “(A) in a manner that is responsive to the  
2           educational challenges facing students, families,  
3           practitioners, and education system leaders; and

4           “(B) that can provide the basis for improv-  
5           ing academic instruction and lifelong learning.”.

6 **SEC. 132. COMMISSIONER FOR EDUCATION RESEARCH.**

7           Section 132 (20 U.S.C. 9532) is amended by insert-  
8           ing “scientifically valid” before “research and research  
9           management”.

10 **SEC. 133. DUTIES.**

11           Section 133 (20 U.S.C. 9533) is amended—

12           (1) by redesignating subsections (b) and (c) as  
13           subsections (c) and (g), respectively;

14           (2) by striking subsection (a) and inserting the  
15           following:

16           “(a) GENERAL DUTIES.—The Research Commis-  
17           sioner shall—

18           “(1) maintain published peer-review standards  
19           and standards for the conduct and evaluation of all  
20           research and development carried out under the aus-  
21           pices of the Research Center, aligned with the prin-  
22           ciples of scientifically valid research and in accord-  
23           ance with this part;

24           “(2) propose to the Director a research plan in  
25           accordance with subsection (b), and implement the

1 research plan approved as part of the Institute’s  
2 plan under section 115A;

3 “(3) carry out specific, long-term research ac-  
4 tivities that are consistent with the priorities and  
5 mission of the Institute and the mission of the Re-  
6 search Center, and are approved by the Director;

7 “(4) support scientifically valid research that  
8 seeks to improve educational opportunities and out-  
9 comes at the individual, classroom, program, school,  
10 institutional, education system, or other relevant re-  
11 search level;

12 “(5) support the use of scientifically valid re-  
13 search within the Department and across the Fed-  
14 eral Government;

15 “(6) ensure that research conducted under the  
16 direction of the Research Center—

17 “(A) supports the collaborative identifica-  
18 tion and development of research questions, de-  
19 signs, measurements, and methods among re-  
20 searchers, students, families, practitioners, edu-  
21 cation system leaders, and policymakers;

22 “(B) is relevant to improving education  
23 practice and policy; and

24 “(C) informs decision-making by education  
25 system leaders and policymakers;

1           “(7) support evidence use, the development of  
2 evidence-based practices, and wide dissemination and  
3 the synthesis of education research, including—

4                   “(A) carrying out research to promote evi-  
5 dence use among practitioners, education sys-  
6 tem leaders, and policymakers; and

7                   “(B) synthesizing and disseminating,  
8 through the National Center for Education  
9 Evaluation and Evidence Use, the findings and  
10 results of education research conducted or sup-  
11 ported by the Research Center;

12           “(8) assist the Director in the preparation of a  
13 biennial report, as described in section 119;

14           “(9) conduct and foster scientifically valid re-  
15 search that analyzes Federal data, in accordance  
16 with section 173, including supporting the timely  
17 publication and dissemination of these data to sup-  
18 port external research and data analysis;

19           “(10) coordinate with the Commissioner for  
20 Education Evaluation and Evidence Use to ensure  
21 that research conducted under the direction of the  
22 Research Center is reviewed for inclusion in the Na-  
23 tional Education Research Database described in  
24 section 155; and

1           “(11) support scientifically valid research on  
2           the needs of populations of students on which there  
3           is limited research, including American Indian, Alas-  
4           ka Native, and Native Hawaiian populations.

5           “(b) RESEARCH PLAN.—Not later than 60 days after  
6           the date the Board approves priorities under section 115,  
7           the Research Commissioner shall develop and submit a re-  
8           search plan to the Director that—

9           “(1) is consistent with the mission of the Insti-  
10          tute and the mission of the Research Center and  
11          specifies how the Research Center will carry out re-  
12          search initiatives, including rigorous, peer-reviewed,  
13          large-scale, long-term, and broadly applicable empir-  
14          ical research, to ensure high-quality educational op-  
15          portunities for all students in accordance with the  
16          areas described in section 131(b)(1);

17          “(2) uses objective and measurable indicators,  
18          including timelines, to assess the progress and re-  
19          sults of such research;

20          “(3) ensures that research conducted under the  
21          direction of the Research Center meets the proce-  
22          dures for peer review established by the Director  
23          under section 114(f)(5) and the standards of re-  
24          search described in section 134; and



1           “(4) includes both basic research and applied  
2           research, which shall include research conducted  
3           through field-initiated research and ongoing research  
4           initiatives.”;

5           (3) by inserting after subsection (c), as redesign-  
6           nated by paragraph (1), the following:

7           “(d) GRANT CYCLE.—

8           “(1) IN GENERAL.—The Research Commis-  
9           sioner shall, for research to be conducted through  
10          contracts, grants, or cooperative agreements under  
11          this section, conduct, to the greatest extent prac-  
12          ticable, not less than 2 separate application periods  
13          in a given fiscal year.

14          “(2) IMPLEMENTATION.—The Secretary and  
15          the Director shall take steps to implement para-  
16          graph (1) not later than the beginning of the third  
17          fiscal year after the date of enactment of the Ad-  
18          vancing Research in Education Act.

19          “(3) TECHNICAL ASSISTANCE.—In carrying out  
20          the grant cycle described in this subsection, the Re-  
21          search Commissioner shall provide technical assist-  
22          ance to prospective applicants, with a focus on in-  
23          creasing the participation of researchers and institu-  
24          tions that have been historically underrepresented in  
25          Federal education research activities of the Institute,

1 including historically Black colleges and universities,  
2 Tribal Colleges and Universities, Alaska Native-serv-  
3 ing institutions, Native Hawaiian-serving institu-  
4 tions, and other minority-serving institutions.

5 “(e) RESEARCH-PRACTICE PARTNERSHIPS.—

6 “(1) IN GENERAL.—In carrying out activities  
7 under subsection (a), the Research Commissioner  
8 may award grants to, or enter into contracts or co-  
9 operative agreements with, eligible entities to carry  
10 out research-practice partnerships that—

11 “(A) are responsive to the needs of stu-  
12 dents, families, practitioners, education system  
13 leaders, and policymakers; and

14 “(B) may focus on an area of education in  
15 early childhood through postsecondary study.

16 “(2) DEFINITIONS.—In this subsection:

17 “(A) ELIGIBLE ENTITY.—The term ‘eligi-  
18 ble entity’ means a public agency or private en-  
19 tity that—

20 “(i) has demonstrated the ability and  
21 capacity to conduct scientifically valid re-  
22 search; and

23 “(ii) proposes to partner with one or  
24 more of the following entities:

1                   “(I) An early childhood education  
2                   program, Head Start agency, or lead  
3                   agency designated under section 658D  
4                   of the Child Care and Development  
5                   Block Grant Act of 1990 (42 U.S.C.  
6                   9858b).

7                   “(II) A public elementary school  
8                   or secondary school (including a char-  
9                   ter school), Bureau-funded school,  
10                  local educational agency, or State edu-  
11                  cational agency.

12                  “(III) An institution of higher  
13                  education, including a community col-  
14                  lege, a historically Black college or  
15                  university, a Tribal College or Univer-  
16                  sity, or another minority-serving insti-  
17                  tution.

18                  “(IV) An adult education pro-  
19                  vider or a lead State office with pri-  
20                  mary responsibility for adult edu-  
21                  cation.

22                  “(B) RESEARCH-PRACTICE PARTNER-  
23                  SHIP.—The term ‘research-practice partnership’  
24                  means mutually beneficial and ongoing collabo-

1 rations between researchers, practitioners, and  
2 education system leaders—

3 “(i) to identify and develop research  
4 questions, designs, measurements, and  
5 methods that address educational chal-  
6 lenges in early childhood through postsec-  
7 ondary study, as applicable;

8 “(ii) to conduct and support field-ini-  
9 tiated research, including evaluations; and

10 “(iii) to engage in activities that sup-  
11 port researchers, practitioners, and edu-  
12 cation system leaders in understanding and  
13 using scientifically valid research, statis-  
14 tics, and evaluations, including the find-  
15 ings, research base, and implications of  
16 such work, in order to support evidence  
17 use and continuous improvement.

18 “(f) STATE CAPACITY R&D GRANTS.—

19 “(1) IN GENERAL.—The Director may award  
20 grants to, or enter into contracts or cooperative  
21 agreements with, State educational agencies and the  
22 Bureau of Indian Education to increase such enti-  
23 ties’ capacity to carry out scientifically valid re-  
24 search, data collection, statistical analysis, evalua-  
25 tion, research-practice partnerships (as such term is

1 defined in subsection (e)(2)(B)), or planning for  
2 such activities—

3 “(A) in a manner that is responsive to the  
4 needs of students, families, practitioners, edu-  
5 cation system leaders, and policymakers in the  
6 State; and

7 “(B) in accordance with section 173.

8 “(2) PRIORITY.—The Director shall give pri-  
9 ority to applications that propose to, in accordance  
10 with paragraph (1)—

11 “(A) address research questions developed  
12 by practitioners in consultation with research-  
13 ers; and

14 “(B) produce actionable information or evi-  
15 dence-based practices to improve teaching and  
16 learning in the State.”; and

17 (4) in subsection (g), as redesignated by para-  
18 graph (1)—

19 (A) by striking paragraph (2) and insert-  
20 ing the following:

21 “(2) TOPICS OF RESEARCH.—

22 “(A) IN GENERAL.—The Research Com-  
23 missioner may support, as described in subpara-  
24 graph (B), the following topics of research:

1                   “(i) Science of learning and develop-  
2                   ment.

3                   “(ii) School improvement, including  
4                   standards, systems of assessment, and ac-  
5                   countability research to support teaching  
6                   and learning.

7                   “(iii) Early childhood development  
8                   and education.

9                   “(iv) English learners research.

10                  “(v) Improving teaching and learning.

11                  “(vi) Innovative and promising prac-  
12                  tices in State and local educational policy.

13                  “(vii) Student well-being, including  
14                  mental health.

15                  “(viii) Postsecondary education and  
16                  workforce development.

17                  “(ix) Rural education.

18                  “(x) Teacher, principal, and other  
19                  school leader quality.

20                  “(xi) Reading and literacy, including  
21                  adult literacy.

22                  “(xii) Supporting infants and toddlers  
23                  with disabilities, children with disabilities,  
24                  and youth with disabilities, particularly in-



1 challenges facing students, practitioners,  
2 and education system leaders”; and

3 (ii) by striking the third sentence; and

4 (C) by striking paragraph (7) and insert-  
5 ing the following:

6 “(7) DISAGGREGATION.—To the extent feasible  
7 when aligned with the principles of scientifically  
8 valid research, research conducted under this sub-  
9 section shall be disaggregated and made available to  
10 the public in an easily accessible and user-friendly  
11 manner that—

12 “(A) can be cross-tabulated by, at a min-  
13 imum, age, race, sex, English proficiency sta-  
14 tus, disability status (including by disability  
15 category under the Individuals with Disabilities  
16 Education Act, as appropriate), and socio-  
17 economic background;

18 “(B) ensures that any reported informa-  
19 tion does not reveal personally identifiable in-  
20 formation; and

21 “(C) is in accordance with section 173.”.

22 **SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF**  
23 **RESEARCH.**

24 Section 134 (20 U.S.C. 9534) is amended—

25 (1) in subsection (a)—



1 (A) in paragraph (1), by striking “scientific-  
2 ically based research standards” and inserting  
3 “principles of scientifically valid research”;

4 (B) in paragraph (2), by striking “and  
5 wide dissemination activities” and inserting  
6 “engagement, wide dissemination, and evidence  
7 use activities”;

8 (C) in paragraph (3), by striking “and”  
9 after the semicolon;

10 (D) by redesignating paragraph (4) as  
11 paragraph (5);

12 (E) by inserting after paragraph (3) the  
13 following:

14 “(4) ensure that data resulting from research  
15 conducted under the direction of the Research Cen-  
16 ter be made available in public, restricted-use, and  
17 easily accessible formats for further analyses, repro-  
18 ducibility studies, and replication of research, as  
19 long as any reported information does not reveal  
20 personally identifiable information; and”;

21 (F) in paragraph (5), as redesignated by  
22 subparagraph (D), by inserting “, confiden-  
23 tiality, and privacy” after “misconduct”; and  
24 (2) in subsection (b)—

1 (A) by redesignating paragraph (2) as  
2 paragraph (3); and

3 (B) by inserting after paragraph (1) the  
4 following:

5 “(2) REQUIREMENTS.—The Director shall en-  
6 sure that the system established under paragraph  
7 (1)—

8 “(A) ensures that research funded by the  
9 Institute is of high quality;

10 “(B) utilizes high-quality and timely proce-  
11 dures, in a manner that does not take longer  
12 than is necessary to ensure quality; and

13 “(C) is conducted with fair review proc-  
14 esses to ensure that applications and products  
15 are evaluated on their scientific merit, which  
16 may include consulting with other Federal re-  
17 search agencies to promote fair merit-based  
18 peer review.”.

19 **PART C—NATIONAL CENTER FOR EDUCATION**  
20 **STATISTICS**

21 **SEC. 141. ESTABLISHMENT.**

22 Section 141(b) (20 U.S.C. 9541(b)), as redesignated  
23 by section 102, is amended—

24 (1) in paragraph (1), by striking “in a manner  
25 that meets the highest methodological standards”

1 and inserting “from early childhood through postsec-  
2 ondary study in a manner that meets the highest  
3 methodological and data usability standards”;

4 (2) by striking paragraph (2) and inserting the  
5 following:

6 “(2) to report valid and reliable education infor-  
7 mation and statistics in a manner that is high-qual-  
8 ity, actionable, timely, and easily accessible to the  
9 public; and”; and

10 (3) in paragraph (3)—

11 (A) in subparagraph (A), by striking “ra-  
12 cial, cultural, gender, or regional bias” and in-  
13 serting “bias on the basis of race, religion,  
14 color, national origin, sex, or disability”; and

15 (B) in subparagraph (B), by inserting  
16 “education system leaders,” after “practi-  
17 tioners,”.

18 **SEC. 142. COMMISSIONER FOR EDUCATION STATISTICS.**

19 Section 142 (20 U.S.C. 9542), as redesignated by  
20 section 102, is amended by striking “shall be highly” and  
21 all that follows through the period at the end and inserting  
22 the following: “shall—

23 “(1) be highly qualified;

24 “(2) have substantial knowledge of—

1           “(A) statistical methodologies and activi-  
2           ties undertaken by the Statistics Center; and

3           “(B) Federal privacy and data confiden-  
4           tiality laws, guidance, and regulations; and

5           “(3) serve as the statistical official designated  
6           for the Department in accordance with section 314  
7           of title 5, United States Code.”.

8   **SEC. 143. DUTIES.**

9           Section 143 (20 U.S.C. 9543), as redesignated by  
10          section 102, is amended—

11           (1) in subsection (a)—

12           (A) in the matter preceding paragraph (1),  
13           by striking “The Statistics Center” and all that  
14           follows through “nations” and inserting “The  
15           Statistics Commissioner shall collect, report,  
16           analyze, and disseminate valid and reliable sta-  
17           tistical data related to education from early  
18           childhood through postsecondary study in the  
19           United States and in other countries”;

20           (B) in paragraph (1)—

21           (i) in the matter preceding subpara-  
22           graph (A)—

23           (I) by inserting “(where appro-  
24           priate, using universal or sampling

1 methodologies or analysis of adminis-  
2 trative data)” after “collecting”; and

3 (II) by striking “preschool, ele-  
4 mentary, secondary, postsecondary,  
5 and adult” and inserting “early child-  
6 hood, elementary, secondary, postsec-  
7 ondary, workforce, and adult edu-  
8 cation”;

9 (ii) in subparagraph (A), by striking  
10 “reform activities” and inserting “activities  
11 to ensure all children, and particularly  
12 each subgroup of students, have access to  
13 high-quality educational opportunities”;

14 (iii) by redesignating subparagraphs  
15 (H) through (O) as subparagraphs (L)  
16 through (S), respectively;

17 (iv) by striking subparagraphs (D)  
18 through (G) and inserting the following:

19 “(D) special education services and sup-  
20 ports;

21 “(E)(i) secondary school completions  
22 (disaggregated by attainment of a regular high  
23 school diploma or a recognized equivalent of a  
24 diploma);

1           “(ii) secondary school graduation and com-  
2           pletion rates, including the four-year adjusted  
3           cohort graduation rate (as defined in section  
4           8101 of the Elementary and Secondary Edu-  
5           cation Act of 1965) and the extended-year ad-  
6           justed cohort graduation rate (as defined in  
7           such section); and

8           “(iii) secondary school dropouts;

9           “(F) postsecondary education enrollment,  
10          retention, transfer, and completion rates  
11          (disaggregated by programs of study, enroll-  
12          ment status, status as a recipient of a Federal  
13          Pell Grant under section 401 of the Higher  
14          Education Act of 1965, and subgroups of stu-  
15          dents), and labor market outcomes, including in  
16          early college high school or dual or concurrent  
17          enrollment programs;

18          “(G) cost of attendance, net price, and rev-  
19          enue of, and expenditures in, postsecondary  
20          education, including data on Federal, State,  
21          and local financial aid to postsecondary stu-  
22          dents;

23          “(H) access to, and opportunity for, adult  
24          literacy and education;

25          “(I) teaching, including—

1                   “(i) data on the availability of teacher  
2                   and school leader preparation programs,  
3                   including—

4                   “**(I)** requirements related to  
5                   courses taken in the core academic  
6                   content areas of the program; and

7                   “**(II)** requirements related to evi-  
8                   denced-based clinical experiences;

9                   “(ii) data on teacher and school leader  
10                  demographics and qualifications, including  
11                  the percentage of teachers who—

12                  “**(I)** meet the applicable State  
13                  certification and licensure require-  
14                  ments, including requirements for cer-  
15                  tification obtained through alternative  
16                  routes to certification; and

17                  “**(II)** fully meet applicable State  
18                  certification and licensure require-  
19                  ments in the area such teachers are  
20                  assigned to teach, including, with re-  
21                  gard to special education teachers, the  
22                  qualifications described in section  
23                  612(a)(14)(C) of the Individuals with  
24                  Disabilities Education Act; and

1                   “(iii) data on teacher and school lead-  
2                   er recruitment, retention, and professional  
3                   development; and

4                   “(J) the conditions of the education work-  
5                   place, including annual base salaries and total  
6                   compensation of full-time teachers, and the sup-  
7                   ply of, and demand for, teachers, including edu-  
8                   cator shortages related to specific subject areas  
9                   and regions;

10                  “(K) indicators of school climate and stu-  
11                  dent mental health, including student absentee-  
12                  ism;”;

13                  (v) in subparagraph (M), as redesign-  
14                  ated by clause (iii), by inserting “(includ-  
15                  ing Federal, State, and local per-pupil ex-  
16                  penditures), and the condition of school fa-  
17                  cilities” before the semicolon at the end;

18                  (vi) in subparagraph (N), as so redes-  
19                  ignated, by striking “social and economic”  
20                  and inserting “socioeconomic”;

21                  (vii) by striking subparagraph (O), as  
22                  so redesignated, and inserting the fol-  
23                  lowing:



1           “(O) access to, and use of, technology (in-  
2           cluding assistive and adaptive technology) and  
3           Internet connectivity;”;

4                   (viii) in subparagraph (Q), as so re-  
5           designated, by striking “and after-school  
6           programs” and inserting “, after-school,  
7           and summer learning and enrichment pro-  
8           grams”; and

9                   (ix) by striking subparagraph (R), as  
10          so redesignated, and inserting the fol-  
11          lowing:

12                   “(R)(i) the availability of, and access to,  
13          career and technical education programs and  
14          area career and technical education schools (as  
15          defined in section 3 of the Carl D. Perkins Ca-  
16          reer and Technical Education Act of 2006),  
17          disaggregated by career cluster; and

18                   “(ii) skills gaps present between career and  
19          technical education programs within a State  
20          and in-demand industry sectors or occupations  
21          (as defined in section 3 of the Workforce Inno-  
22          vation and Opportunity Act (29 U.S.C.  
23          3102));”;

24                   (x) by amending subparagraph (S), as  
25          so redesignated, to read as follows:

1                   “(S) access to, and use of, school and aca-  
2                   demic libraries; and”;

3                   (xi) by adding at the end the fol-  
4                   lowing:

5                   “(T) the availability of, and access to, for-  
6                   eign language coursework.”;

7                   (C) by striking paragraph (3) and insert-  
8                   ing the following:

9                   “(3) collecting, analyzing, cross-tabulating, and  
10                  reporting, where available and in a manner that does  
11                  not reveal personally identifiable information (in ac-  
12                  cordance with section 173), information  
13                  disaggregated by—

14                  “(A) sex, race, ethnicity, socioeconomic  
15                  status, English learner status, disability status  
16                  (including by disability category under the Indi-  
17                  viduals with Disabilities Education Act as ap-  
18                  propriate), homeless status, status as a child in  
19                  foster care, and status as a student with a par-  
20                  ent who is a member of the Armed Forces (as  
21                  defined in section 101(a)(4) of title 10, United  
22                  States Code); and

23                  “(B) urban, rural, and suburban local edu-  
24                  cational agencies;”;

1 (D) by redesignating paragraphs (7), (8),  
2 and (9) as paragraphs (8), (9), and (10), re-  
3 spectively;

4 (E) by striking paragraphs (4) through (6)  
5 and inserting the following:

6 “(4) collecting and compiling data required to  
7 be accessible to the public from annual State report  
8 cards described in section 1111(h)(1)(C) of the Ele-  
9 mentary and Secondary Education Act of 1965 and  
10 from annual local educational agency report cards  
11 described in section 1111(h)(2)(C) of such Act;

12 “(5) assisting public and private educational  
13 agencies, organizations, and institutions in—

14 “(A) improving and automating statistical  
15 and data collection activities;

16 “(B) promoting privacy, security, and con-  
17 fidentiality of student data, and

18 “(C) developing and improving statewide  
19 longitudinal data systems that integrate data  
20 from early childhood education, elementary and  
21 secondary education, postsecondary education,  
22 adult education, workforce development, and  
23 labor market outcomes, as applicable;

24 “(6) supporting State public agencies in devel-  
25 oping and operating statewide longitudinal data sys-

1       tems to improve student academic achievement and  
2       close achievement gaps by—

3               “(A) developing voluntary standards to  
4               promote data transparency, open data formats,  
5               interoperability, modernization, analysis, secu-  
6               rity, and other standards and linkages used in  
7               multiple States; and

8               “(B) providing technical assistance to—

9                       “(i) improve data sharing and pro-  
10                      mote linkages across early childhood edu-  
11                      cation, elementary and secondary edu-  
12                      cation, postsecondary education, adult edu-  
13                      cation, workforce development, and labor  
14                      market outcomes, which may include such  
15                      sharing and linkages between multiple  
16                      States;

17                      “(ii) build capacity and tools to sup-  
18                      port public analysis of such systems to in-  
19                      form decision-making by education system  
20                      leaders and policymakers; and

21                      “(iii) protect student confidentiality  
22                      consistent with section 173;

23               “(7) acquiring and disseminating data on edu-  
24               cational activities and student achievement (such as  
25               the Trends in International Math and Science Study

1 and the Program for International Student Assess-  
2 ment) in the United States compared with foreign  
3 countries;” and

4 (F) by striking paragraph (10), as redesign-  
5 nated by subparagraph (D), and inserting the  
6 following:

7 “(10) developing, in coordination with the Di-  
8 rector of the Census Bureau, a valid and accurate  
9 alternative student poverty measurement to improve  
10 the identification of students from low-income back-  
11 grounds and schools and local educational agencies  
12 that serve a high number or percentage of such stu-  
13 dents.”;

14 (2) by redesignating subsection (b) as sub-  
15 section (d); and

16 (3) by inserting after subsection (a) the fol-  
17 lowing:

18 “(b) STATISTICAL PLAN.—Not later than 60 days  
19 after the date on which the Board approves priorities of  
20 the Institute, the Statistics Commissioner shall develop  
21 and submit a statistics plan to the Director that is con-  
22 sistent with the mission of the Statistics Center and speci-  
23 fies the Statistics Center’s plan to—

24 “(1) carry out the duties described in sub-  
25 section (a) and issue reports described in section

1 145, consistent with the requirements of section  
2 173;

3 “(2) continuously improve aspects of statistical  
4 operations, testing, and implementation of new  
5 methods to enhance the usability and cost-effective-  
6 ness of data collections, processing, and dissemina-  
7 tion carried out by the Statistics Center; and

8 “(3) improve the efficiency, timeliness, rel-  
9 evance, usage, and impact of the education informa-  
10 tion, statistics, and products issued by the Statistics  
11 Center.

12 “(c) REPORT ON ALTERNATIVE POVERTY MEAS-  
13 URES.—Not later than 2 years after the date of enactment  
14 of the Advancing Research in Education Act, and every  
15 3 fiscal years thereafter, the Director, in consultation with  
16 the Statistics Commissioner and the Director of the Cen-  
17 sus Bureau, shall submit, to the Committee on Health,  
18 Education, Labor, and Pensions and the Committee on  
19 Appropriations of the Senate and the Committee on Edu-  
20 cation and the Workforce and the Committee on Appro-  
21 priations of the House of Representatives, a report de-  
22 scribing—

23 “(1) activities carried out by the Statistics Cen-  
24 ter as required under subsection (a)(10) and section  
25 144(d) to support the development of a valid and ac-

1 curate alternative student poverty measurement, in-  
2 cluding for students who reside in rural commu-  
3 nities;

4 “(2) an assessment of State efforts to improve  
5 the identification of students from low-income back-  
6 grounds, and Federal, State, and local recommenda-  
7 tions to support effective approaches; and

8 “(3) the number of staff and amount of funding  
9 allocated by the Institute to support the development  
10 of alternative poverty measurements.”.

11 **SEC. 144. PERFORMANCE OF DUTIES.**

12 Section 144 (20 U.S.C. 9544), as redesignated by  
13 section 102, is amended—

14 (1) in subsection (a)—

15 (A) by striking “AGREEMENTS.—In car-  
16 rying out” and inserting the following: “AGREE-  
17 MENTS—

18 “(1) IN GENERAL.—In carrying out”; and

19 (B) by adding at the end the following:

20 “(2) DATA MANAGEMENT PLANS.—A recipient  
21 of a grant, contract, or cooperative agreement under  
22 this part shall submit to the Statistics Commissioner  
23 a plan describing how such recipient will address  
24 and demonstrate progress on the requirements of  
25 the performance management system described in

1 section 175 with respect to the activities that will be  
2 carried out under the grant, contract, or cooperative  
3 agreement.”;

4 (2) in subsection (b)—

5 (A) in paragraph (2)(A), by striking  
6 “preschools” and all that follows through “stu-  
7 dents” and inserting “Bureau-funded schools,  
8 early childhood education programs, institutions  
9 of higher education, career and technical edu-  
10 cation programs, adult education and literacy  
11 programs, libraries, administrators, teachers,  
12 principals, other school leaders, specialized in-  
13 structional support personnel, paraprofes-  
14 sionals, students,”; and

15 (B) in paragraph (4)—

16 (i) in the matter preceding subpara-  
17 graph (A), by striking “to serve the edu-  
18 cational needs of children and youth” and  
19 inserting “to be responsive to the edu-  
20 cational challenges facing students, fami-  
21 lies, practitioners, and education system  
22 leaders”; and

23 (ii) in subparagraph (B), by inserting  
24 “, including data reported to the Depart-  
25 ment in accordance with the Elementary



1 and Secondary Education Act of 1965, the  
2 Carl D. Perkins Career and Technical  
3 Education Act of 2006, the Individuals  
4 with Disabilities Education Act, the High-  
5 er Education Act of 1965, and the Work-  
6 force Innovation and Opportunity Act (29  
7 U.S.C. 3101 et seq.)” before the period at  
8 the end; and

9 (3) by adding at the end the following:

10 “(d) ALTERNATIVE POVERTY MEASUREMENT.—Con-  
11 sistent with the requirements of section 143(a)(10), the  
12 Statistics Commissioner shall dedicate sufficient staffing  
13 and financial resources to support the development, in co-  
14 ordination with the Director of the Census Bureau, of a  
15 valid and accurate alternative student poverty measure-  
16 ment, which may support the purpose of title I of the Ele-  
17 mentary and Secondary Education Act of 1965 and other  
18 applicable Federal education laws.

19 “(e) ACCURATE COUNTS AND STATISTICS RELATING  
20 TO NATIVE AMERICAN STUDENTS.—Consistent with the  
21 requirements of paragraphs (1) through (3) of section  
22 143(a), the Statistics Commissioner shall coordinate with  
23 the Director of the Office of Management and Budget and  
24 the Secretary, confer with relevant stakeholders, and con-  
25 sult with Indian Tribes, to ensure the Federal Government

1 uses accurate and reliable methodologies to determine the  
2 number of children who are Native American, including  
3 by ensuring that individuals who identify as multi-racial  
4 or multi-ethnic are not discounted and that such meth-  
5 odologies allow for disaggregation.”.

6 **SEC. 145. REPORTS.**

7 Section 145 (20 U.S.C. 9545), as redesignated by  
8 section 102, is amended—

9 (1) in subsection (a), by striking “section 186,”  
10 and all that follows through the period at the end  
11 and inserting the following: “section 176, to ensure  
12 that the reports issued under this section are—

13 “(1) of high quality and subject to rigorous  
14 peer review; and

15 “(2) produced in a timely fashion and in a  
16 manner that is—

17 “(A) objective, secular, neutral, nonideolog-  
18 ical, and free of partisan political influence and  
19 bias on the basis of race, religion, color, na-  
20 tional origin, sex, or disability; and

21 “(B) relevant and useful to practitioners,  
22 education system leaders, researchers, policy-  
23 makers, and the public.”;

24 (2) in subsection (b), by striking the comma  
25 after “Statistics Commissioner”;

1           (3) in subsection (c), by striking “priorities and  
2           the mission of the Statistics Center” and inserting  
3           “priorities and mission of the Institute and the mis-  
4           sion of the Statistics Center”; and

5           (4) by adding at the end the following:

6           “(d) EXPEDITED DATA COLLECTIONS.—The Statis-  
7           tics Commissioner shall—

8           “(1) develop and maintain the ability to create  
9           and administer expedited data collections, including  
10          surveys, on emerging and time-sensitive education  
11          topics; and

12          “(2) report data gathered from such data col-  
13          lections in a way that is of high quality, actionable,  
14          timely, and easily accessible.

15          “(e) TIMELINESS.—

16          “(1) IN GENERAL.—The Statistics Commis-  
17          sioner shall attempt, to the greatest extent prac-  
18          ticable, to publicly report statistical data collected  
19          under this part in an accelerated manner to inform  
20          educational and policy decision-making in response  
21          to an emerging and time-sensitive education topic,  
22          consistent with applicable procedures or standards  
23          under this title.

24          “(2) PUBLIC NOTICE.—If the Statistics Com-  
25          missioner cannot publicly report statistical data

1 under paragraph (1) from a data collection under  
2 this part by the date that is 2 years after the date  
3 on which such data collection is completed, the Di-  
4 rector shall publish a notice in the Federal Register  
5 that describes the reasons for a delay and a plan to  
6 report some or part of such statistical data as soon  
7 as possible, consistent with applicable procedures or  
8 standards under this title.”.

9 **SEC. 146. DISSEMINATION.**

10 Section 146 (20 U.S.C. 9546), as redesignated by  
11 section 102, is amended—

12 (1) in subsection (a), by striking “State and  
13 local officials,” and inserting “Federal officials (in-  
14 cluding the Bureau), State and local officials, Indian  
15 Tribes, Tribal organizations,”;

16 (2) in subsection (c), by adding at the end the  
17 following: “Such projects shall adhere to the student  
18 confidentiality requirements under section 173.”;

19 and

20 (3) in subsection (e)(1), by striking “section  
21 183” and inserting “section 173”.

22 **SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-**  
23 **SHIPS.**

24 Section 147 (20 U.S.C. 9547), as redesignated by  
25 section 102, is amended to read as follows:

1 **“SEC. 147. COOPERATIVE EDUCATION STATISTICS PART-**  
2 **NERSHIPS.**

3 “(a) IN GENERAL.—The Statistics Center may estab-  
4 lish 1 or more cooperative education statistics partner-  
5 ships for the purpose of producing and maintaining, with  
6 the voluntary participation and cooperation of the States,  
7 comparable, interoperable, and uniform data quality  
8 standards and systems that—

9 “(1) are useful for policymaking at the Federal,  
10 Tribal, State, and local levels; and

11 “(2) may include voluntary guidelines to stand-  
12 ardize information and data on early childhood edu-  
13 cation, elementary and secondary education, postsec-  
14 ondary education, adult education, workforce devel-  
15 opment, and labor market outcomes, including to  
16 support implementation of State longitudinal data  
17 systems.

18 “(b) PROHIBITION.—No partnership established  
19 under this section shall establish a national student data  
20 system.”.

21 **SEC. 148. STATEWIDE LONGITUDINAL DATA SYSTEMS.**

22 Part C of title I (20 U.S.C. 9541 et seq.) is amend-  
23 ed—

24 (1) by redesignating section 148, as redesign-  
25 nated by section 102, as section 150; and

1           (2) by inserting after section 147, as redesignig-  
2           nated by section 102, the following:

3   **“SEC. 148. GRANT PROGRAM FOR STATEWIDE LONGITU-**  
4                           **DINAL DATA SYSTEMS.**

5           “(a) DEFINITIONS.—In this section:

6                   “(1) ELIGIBLE AGENCY.—The term ‘eligible  
7           agency’ means—

8                           “(A) a State educational agency;

9                           “(B) the office of the Governor;

10                          “(C) a State agency, data governance  
11                          body, or public sector organization, as deter-  
12                          mined and designated by the Governor;

13                          “(D) an outlying area; or

14                          “(E) a consortium of entities described in  
15                          subparagraphs (A) through (C) located in a sin-  
16                          gle State or a consortium of such entities lo-  
17                          cated in 2 or more States.

18                          “(2) STATEWIDE LONGITUDINAL DATA SYS-  
19           TEM.—The term ‘statewide longitudinal data system’  
20           means a data system operated at the State level by  
21           an eligible agency that connects individual level data  
22           from early childhood education, elementary and sec-  
23           ondary education, postsecondary education, adult  
24           education, workforce development, labor market out-

1 comes, and other data sources, as determined by the  
2 State, in a manner that—

3 “(A) protects and promotes individual pri-  
4 vacy and data security, in accordance with ap-  
5 plicable Federal, State, and local privacy laws,  
6 increases data transparency, and minimizes re-  
7 porting burden; and

8 “(B) enhances the ability of the public, re-  
9 searchers, policymakers, practitioners, and  
10 States to efficiently and accurately access, man-  
11 age, analyze, and use data to inform decision-  
12 making and improve educational opportunities  
13 and outcomes, including academic achievement,  
14 postsecondary education access and completion,  
15 and labor market outcomes.

16 “(b) GRANTS AUTHORIZED.—

17 “(1) IN GENERAL.—Subject to paragraph (2),  
18 the Secretary shall award grants, on a competitive  
19 basis, to eligible agencies to enable such agencies to  
20 design, develop, implement, and improve statewide  
21 longitudinal data systems. Eligible agencies receiving  
22 a grant under this section may provide subgrants to  
23 public agencies or institutions of higher education to  
24 improve the capacity of such agencies or institutions  
25 to participate in statewide longitudinal data systems.

1 “(2) PLANNING GRANTS.—

2 “(A) IN GENERAL.—Of amounts made  
3 available to carry out this section, the Secretary  
4 may reserve not more than 10 percent of such  
5 amounts to award planning grants to eligible  
6 agencies to support planning related to the de-  
7 sign, development, implementation, improve-  
8 ment, and sustainability of statewide longitu-  
9 dinal data systems, which may include planning  
10 to support—

11 “(i) the integration or coordination of  
12 additional Federal, State, Tribal, or local  
13 data sources in the statewide longitudinal  
14 data system, which may include facilitating  
15 interoperability and linkages across such  
16 data sources, including from across other  
17 Federal, State, Tribal, or local agencies;

18 “(ii) alignment with the voluntary  
19 standards and guidelines described in sec-  
20 tion 143(a)(6), which may include the use  
21 of linked, open, and interoperable data  
22 standards;

23 “(iii) the development of products,  
24 tools, or interfaces that provide appro-





1 “(i) to support implementation of—  
2 “(I) the Elementary and Sec-  
3 ondary Education Act of 1965;  
4 “(II) the Higher Education Act  
5 of 1965;  
6 “(III) the Individuals with Dis-  
7 abilities Education Act;  
8 “(IV) the Carl D. Perkins Career  
9 and Technical Education Act of 2006;  
10 “(V) the Workforce Innovation  
11 and Opportunity Act (29 U.S.C. 3101  
12 et seq.);  
13 “(VI) the Head Start Act (42  
14 U.S.C. 9831 et seq.);  
15 “(VII) the Child Care and Devel-  
16 opment Block Grant Act of 1990 (42  
17 U.S.C. 9857 et seq.); and  
18 “(VIII) other relevant Federal  
19 laws; and  
20 “(ii) to facilitate research to improve  
21 educational and employment opportunities  
22 and outcomes, including student academic  
23 achievement, postsecondary education ac-  
24 cess and completion, labor market out-  
25 comes, and closing opportunity and

1 achievement gaps between subgroups of  
2 students.

3 “(2) PRIORITY.—In making awards under sub-  
4 section (b)(1), the Secretary shall give priority to  
5 applications submitted by eligible agencies that—

6 “(A) received a planning grant under sub-  
7 section (b)(2) and propose to carry out activi-  
8 ties informed by such planning;

9 “(B) propose to develop products, tools, or  
10 interfaces that provide appropriate access to  
11 data insights produced by the statewide longitu-  
12 dinal data system; or

13 “(C) require the use of the voluntary  
14 standards and guidelines described in section  
15 143(a)(6).

16 “(3) DURATION.—

17 “(A) IN GENERAL.—The Secretary shall  
18 award grants under subsection (b)(1) for a pe-  
19 riod of not longer than 4 years.

20 “(B) RENEWAL.—The Secretary may  
21 renew grants under subsection (b)(1) for 2 ad-  
22 ditional years if the eligible agency dem-  
23 onstrates significant progress in meeting its  
24 goals.

1           “(d) APPLICATIONS.—Each eligible agency desiring a  
2 grant under subsection (b)(1) shall submit an application  
3 to the Secretary at such time, in such manner, and accom-  
4 panied by such information as the Secretary may reason-  
5 ably require, including each of the following:

6           “(1) A description of how the eligible agency  
7 will design, develop, implement, or improve a state-  
8 wide longitudinal data system that will integrate  
9 data in accordance with the individual privacy and  
10 data security requirements specified in section 173,  
11 from the following data sources, to the greatest ex-  
12 tent practicable:

13           “(A) Early childhood education, in accord-  
14 ance with practices identified in subsection (i).

15           “(B) Elementary and secondary education,  
16 including data reported from local educational  
17 agencies and the State educational agency.

18           “(C) Career and technical education, to the  
19 greatest extent practicable.

20           “(D) Postsecondary education, including  
21 data reported from, at a minimum, public insti-  
22 tutions of higher education and public systems  
23 of institutions of higher education.

24           “(E) Adult education and workforce devel-  
25 opment programs.

1           “(F) Unemployment insurance or other  
2           statewide data sources with access to labor  
3           market outcomes or wage record data and in  
4           accordance with privacy and data security re-  
5           quirements of the State.

6           “(G) The Bureau of Indian Education, as  
7           applicable.

8           “(2) A description of how the eligible agency  
9           will design, develop, implement, or improve a state-  
10          wide longitudinal data system that may integrate  
11          data from other Federal, State, or local public or  
12          private agencies or organizations, in accordance with  
13          Federal and State privacy laws.

14          “(3) A description of how the eligible agency  
15          will ensure that the statewide longitudinal data sys-  
16          tem will—

17                 “(A) be able to publicly disaggregate stu-  
18                 dent data by each subgroup of students;

19                 “(B) ensure technical quality, including va-  
20                 lidity and reliability, of the data managed by  
21                 the statewide longitudinal data system;

22                 “(C) enable the development of tools, prod-  
23                 ucts, or interfaces that ensure the statewide  
24                 longitudinal data system will provide publicly  
25                 accessible and useful information to students,

1 families, practitioners, education system lead-  
2 ers, policymakers, community organizations,  
3 State and local public agencies, and the public  
4 in a manner that protects and promotes indi-  
5 vidual privacy and data security; and

6 “(D) enable researchers to conduct sci-  
7 entifically valid research in a manner that ad-  
8 heres to Federal or State privacy laws and pro-  
9 tectations.

10 “(4) A description of how the statewide longitu-  
11 dinal data system will, to the extent practicable, pro-  
12 mote standardized data definitions, open data for-  
13 mats, other widely recognized and adopted stand-  
14 ards, and linkages utilized in multiple States, and be  
15 aligned with subchapter I of chapter 35 of title 44,  
16 United States Code.

17 “(5) A description of the eligible agency’s plan  
18 to protect and promote individual privacy and data  
19 security in implementing the State longitudinal data  
20 system, including—

21 “(A) defining policies, guidelines, or proto-  
22 cols, as appropriate for data collection, storage,  
23 data sharing, use, data destruction, and disclo-  
24 sure avoidance to secure any personally identifi-  
25 able information;

1           “(B) reviewing how researchers, State  
2 agencies, local agencies, and other entities that  
3 will have access to the statewide longitudinal  
4 data systems under this section will adhere to  
5 Federal and State privacy laws and protections  
6 in the building, maintenance, and use of such  
7 data systems; and

8           “(C) providing training or professional de-  
9 velopment to any employee or contractor of  
10 such system to ensure compliance with section  
11 444 of the General Education Provisions Act  
12 (commonly known as the “Family Educational  
13 Rights and Privacy Act of 1974”), section 445  
14 of that Act (commonly known as the ‘Protection  
15 of Pupil Rights Amendment’), the Children’s  
16 Online Privacy Protection Act of 1998 (15  
17 U.S.C. 6501 et seq.), the Health Insurance  
18 Portability and Accountability Act of 1996  
19 (Public Law 104–191), and any other relevant  
20 Federal or State privacy law.

21           “(6) A description of the data governance struc-  
22 ture for the statewide longitudinal data system,  
23 which shall, to the greatest extent practicable, sup-  
24 port the implementation of statewide data govern-  
25 ance structures that involve all relevant State agen-

1       cies, which may include establishing a State chief  
2       privacy officer or a data governance coordinator.

3               “(7) A description of the eligible agency’s plan  
4       to promote long-term sustainability of the statewide  
5       longitudinal data system, including identifying State  
6       and local funding that will be used to support the  
7       operation, maintenance, and upgrades of such sys-  
8       tem.

9               “(e) USE OF FUNDS.—An eligible agency receiving  
10      an award under subsection (b)(1)—

11              “(1) shall use funds to enhance or modernize  
12      data infrastructure and analytics capacity to inte-  
13      grate data across early childhood education through  
14      postsecondary study and labor market outcomes into  
15      the statewide longitudinal data system, including the  
16      data sources required, to the greatest extent prac-  
17      ticable, under subsection (d)(1)(A); and

18              “(2) may carry out 1 or more of the following  
19      activities:

20              “(A) Integrate additional Federal, State,  
21      or local data sources in the statewide longitu-  
22      dinal data system or facilitate interoperability  
23      between such data sources.

24              “(B) Develop or increase the public’s ac-  
25      cess to products, tools, or interfaces that pro-



1           vide appropriate access to data insights pro-  
2           duced by the statewide longitudinal data sys-  
3           tem.

4           “(C) Implement policies to protect and  
5           promote student privacy and data security.

6           “(D) Provide professional development to  
7           individuals, practitioners, and education system  
8           leaders to better understand, use, and analyze  
9           data from the statewide longitudinal data sys-  
10          tem.

11          “(f) SUPPLEMENT NOT SUPPLANT.—Funds made  
12          available under this section shall be used to supplement,  
13          and not supplant, other State or local funds used for de-  
14          veloping State data systems.

15          “(g) REPORT.—Not later than 1 year after the date  
16          of enactment of the Advancing Research in Education Act,  
17          and again 3 years after such date of enactment, the Sec-  
18          retary, in consultation with the Committee on National  
19          Statistics of the National Academies of Sciences, Engi-  
20          neering, and Medicine, shall make publicly available a re-  
21          port on the implementation and effectiveness of Federal,  
22          State, and local efforts related to the goals of this section,  
23          including—

1           “(1) identifying and analyzing State practices  
2           regarding the development and use of statewide lon-  
3           gitudinal data systems;

4           “(2) evaluating the ability of such systems to  
5           manage individual student data, promote linkages  
6           across States, and protect student privacy consistent  
7           with section 173; and

8           “(3) identifying best practices and areas for im-  
9           provement.

10          “(h) GUIDANCE.—Not later than 1 year after the  
11          date of enactment of the Advancing Research in Edu-  
12          cation Act, and on an ongoing basis, the Secretary shall  
13          issue guidance and provide technical assistance on—

14                 “(1) protecting and promoting individual pri-  
15                 vacy and data security in implementing statewide  
16                 longitudinal data systems in accordance with appli-  
17                 cable Federal, State, and local privacy laws;

18                 “(2) developing or increasing the public’s access  
19                 to products, tools, or interfaces that provide appro-  
20                 priate access to data insights produced by statewide  
21                 longitudinal data systems, which may support the  
22                 public, researchers, policymakers, practitioners, and  
23                 States in efficiently and accurately accessing, man-  
24                 aging, analyzing, and using data to inform decision-  
25                 making and improve educational opportunities and

1 outcomes, including academic achievement, postsec-  
2 ondary education access and completion, and labor  
3 market outcomes; and

4 “(3) supporting data linkages between a state-  
5 wide longitudinal data system and data from post-  
6 secondary education, workforce programs, unemploy-  
7 ment insurance, or other statewide data sources with  
8 access to wage record data, which shall include the  
9 use of different unique identifiers and may include  
10 the use of Social Security numbers, in accordance  
11 with applicable Federal, State, and local privacy  
12 laws.

13 “(i) EARLY CHILDHOOD EDUCATION DATA.—The  
14 Secretary of Health and Human Services, in coordination  
15 with the Statistics Commissioner, shall develop guidance  
16 for eligible agencies on integrating data voluntarily re-  
17 ported under the Head Start Act (42 U.S.C. 9831 et seq.)  
18 and other early childhood education data in the statewide  
19 longitudinal data system.

20 “(j) EARLY COLLEGE HIGH SCHOOL OR DUAL OR  
21 CONCURRENT ENROLLMENT PROGRAMS.—The Statistics  
22 Commissioner shall provide technical assistance to eligible  
23 agencies to efficiently collect and report data related to  
24 enrollment, retention, transfer, and completion rates in

1 early college high school or dual or concurrent enrollment  
2 programs.”.

3 **SEC. 149. DATA INNOVATION GRANTS.**

4 Part C of title I, as amended by sections 102 and  
5 148, is further amended by inserting after section 148 the  
6 following:

7 **“SEC. 149. DATA INNOVATION GRANTS.**

8 “(a) GRANTS AUTHORIZED.—

9 “(1) IN GENERAL.—The Director may award  
10 grants to, or enter into contracts or cooperative  
11 agreements with, public agencies (including the Bu-  
12 reau of Indian Education) to increase the capacity  
13 of public agencies to accurately manage, analyze,  
14 and use data collected by such agencies to inform  
15 decisionmaking and improve educational opportuni-  
16 ties and outcomes, including academic achievement,  
17 postsecondary education access and completion, and  
18 labor market outcomes.

19 “(2) RESERVATION.—From amounts appro-  
20 priated to carry out this section, the Director may  
21 reserve not more than 2 percent of such amounts for  
22 program administration, technical assistance, and  
23 carrying out the evaluation described in subsection  
24 (e).

1       “(b) DURATION.—Awards made under subsection (a)  
2 shall be for a period of not longer than 4 years.

3       “(c) APPLICATION.—A public agency desiring a  
4 grant, contract, or cooperative agreement under this sec-  
5 tion shall submit an application to the Director at such  
6 time and in such manner as the Director may reasonably  
7 require, including—

8               “(1) a description of such agency’s plan to ac-  
9 curately manage, analyze, and use data collected by  
10 public agencies to inform decisionmaking and im-  
11 prove educational opportunities and outcomes, as de-  
12 scribed in subsection (a)(1), including a description  
13 of the specific data challenges the award will help  
14 address; and

15               “(2) a description of such agency’s data infra-  
16 structure, staffing, data analytics, reporting, and  
17 sharing capabilities, and such agency’s efforts to  
18 protect and promote individual privacy and data se-  
19 curity, in accordance with applicable Federal, State,  
20 and local privacy laws, increase data transparency,  
21 and minimize reporting burden.

22       “(d) USES OF FUNDS.—A public agency that receives  
23 a grant, contract, or cooperative agreement under this sec-  
24 tion shall use such award to increase the agency’s capacity  
25 to, in accordance with applicable Federal, State, and local

1 privacy laws, accurately manage, analyze, and use data to  
2 inform decisionmaking and improve educational opportu-  
3 nities and outcomes, as described in subsection (a)(1),  
4 which may include the following activities:

5           “(1) Improving data quality, standardization,  
6           and such agency’s capabilities related to data infra-  
7           structure, staffing, data analytics, reporting, and  
8           data sharing, including among a consortium of pub-  
9           lic agencies located in a single State or a consortium  
10          of public agencies located in 2 or more States.

11          “(2) Supporting the development of tools, prod-  
12          ucts, or interfaces to make data more transparent,  
13          accessible, and useful to students, families, practi-  
14          tioners, education system leaders, policymakers,  
15          community organizations, State and local public  
16          agencies, and the public in a manner that protects  
17          and promotes individual privacy and data security.

18          “(3) Developing and implementing privacy and  
19          security techniques, platforms, protocols, or tech-  
20          nology for using and securing personally identifiable  
21          information and data managed by public agencies.

22          “(4) Developing and evaluating the validity and  
23          accuracy of an alternative student poverty measure-  
24          ment, which may include 1 or more of the following  
25          approaches:

1           “(A) Improving the quality of data used to  
2 identify students directly certified or categori-  
3 cally eligible for free meals under the Richard  
4 B. Russell National School Lunch Act (42  
5 U.S.C. 1751 et seq.) and linking such data with  
6 other individual level measures, including from  
7 the Medicaid program under title XIX of the  
8 Social Security Act (42 U.S.C. 1396 et seq.),  
9 the Children’s Health Insurance Program under  
10 title XXI of the Social Security Act (42 U.S.C.  
11 1397aa et seq.), and other public agencies.

12           “(B) Utilizing data from Federal or State  
13 tax records.

14           “(C) Developing and utilizing local data,  
15 such as student neighborhood characteristics,  
16 which may include utilizing data published by  
17 the Census Bureau.

18           “(e) EVALUATION.—The Director shall carry out an  
19 independent evaluation of activities carried out under this  
20 section.”.

1     **PART D—NATIONAL CENTER FOR EDUCATION**

2                     **EVALUATION AND EVIDENCE USE**

3     **SEC. 151. NATIONAL CENTER FOR EDUCATION EVALUA-**

4                     **TION AND EVIDENCE USE.**

5             Part D (20 U.S.C. 9561 et seq.) is amended to read  
6 as follows:

7     **“PART D—NATIONAL CENTER FOR EDUCATION**

8                     **EVALUATION AND EVIDENCE USE**

9     **“SEC. 151. ESTABLISHMENT.**

10             “(a) **ESTABLISHMENT.**—There is established in the  
11 Institute a National Center for Education Evaluation and  
12 Evidence Use (in this part referred to as the ‘Evaluation  
13 and Evidence Use Center’).

14             “(b) **MISSION.**—The mission of the Evaluation and  
15 Evidence Use Center shall be—

16                     “(1) to increase evidence use among practi-  
17 tioners, education system leaders, and policymakers,  
18 support innovation responsive to the challenges fac-  
19 ing students and practitioners, and promote contin-  
20 uous improvement across early childhood through  
21 postsecondary study;

22                     “(2) to conduct evaluations of Federal edu-  
23 cation programs administered by the Secretary (and  
24 as time and resources allow, other education pro-  
25 grams) in order to—



1           “(A) determine the impact of the pro-  
2           grams, such as in improving—

3                   “(i) educational outcomes, particularly  
4           student academic achievement, for all stu-  
5           dents, particularly each subgroup of stu-  
6           dents; or

7                   “(ii) access to high-quality educational  
8           opportunities; and

9           “(B) support the identification of evidence-  
10          based practices that may be adapted and imple-  
11          mented in heterogeneous local educational con-  
12          texts;

13          “(3) to support synthesis and wide dissemina-  
14          tion of results of evaluation, research, and products  
15          to support continuous improvement, including the  
16          development of products or tools to increase the im-  
17          pact of the activities of the Institute; and

18          “(4) to oversee regional educational laboratories  
19          to serve the educational needs of the geographic re-  
20          gions served by such laboratories.

21   **“SEC. 152. COMMISSIONER FOR EDUCATION EVALUATION**  
22                   **AND EVIDENCE USE.**

23          “(a) IN GENERAL.—The Evaluation and Evidence  
24          Use Center shall be headed by a Commissioner for Edu-  
25          cation Evaluation and Evidence Use (in this part referred

1 to as the ‘Evaluation and Evidence Use Commissioner’  
2 who—

3 “(1) is highly qualified in carrying out scientif-  
4 ically valid education evaluation; and

5 “(2) has demonstrated a capacity to support  
6 engagement between researchers, practitioners, edu-  
7 cation system leaders, and policymakers to effec-  
8 tively communicate the implications of scientifically  
9 valid research, statistics, and evaluations to support  
10 evidence use and continuous improvement.

11 “(b) CHIEF EVALUATION OFFICER.—The Evaluation  
12 and Evidence Use Commissioner shall serve as the evalua-  
13 tion officer designated for the Department in accordance  
14 with section 313 of title 5, United States Code.

15 **“SEC. 153. DUTIES.**

16 “(a) GENERAL DUTIES.—The Evaluation and Evi-  
17 dence Use Commissioner shall—

18 “(1) conduct evaluations under section 154;

19 “(2) promote evidence use among practitioners,  
20 education system leaders, and policymakers and pro-  
21 mote continuous improvement across early childhood  
22 through postsecondary study;

23 “(3) manage the What Works Clearinghouse  
24 and related functions described in section 155;

1           “(4) support engagement between the Institute  
2           and practitioners, education system leaders, and pol-  
3           icymakers, which may include—

4                   “(A) analyzing the evidence bases of re-  
5                   search areas related to challenges facing stu-  
6                   dents and practitioners across early childhood  
7                   through postsecondary study, and identifying  
8                   such areas that require additional study;

9                   “(B) supporting practitioners in under-  
10                  standing research processes in order to maxi-  
11                  mize the participation and engagement of such  
12                  practitioners in developing research questions,  
13                  designs, measurements, and methods; and

14                  “(C) communicating research areas identi-  
15                  fied under subparagraph (A) to the Commis-  
16                  sioner for Education Research, the Commis-  
17                  sioner for Special Education Research, and re-  
18                  searchers in order to help increase and build  
19                  the evidence bases of research areas related to  
20                  challenges facing students and practitioners,  
21                  which may be carried out through the functions  
22                  of the National Education Research Database  
23                  developed under section 155(b);

1           “(5) support the regional educational labora-  
2           tories in serving the educational needs of the geo-  
3           graphic regions of such laboratories;

4           “(6) manage the Educational Resources Infor-  
5           mation Center clearinghouse;

6           “(7) manage the National Library of Education  
7           described in section 156(b) and other sources of dig-  
8           ital information on education research;

9           “(8) ensure that evidence-based products or  
10          tools developed by the Evaluation and Evidence Use  
11          Center are prepared in a timely manner and are  
12          widely disseminated to practitioners, education sys-  
13          tem leaders, and policymakers in formats that are of  
14          high quality, easily accessible, understandable, and  
15          actionable;

16          “(9) respond, as appropriate, to inquiries from  
17          practitioners, education system leaders, policy-  
18          makers, researchers, public and private entities, and  
19          entities responsible for carrying out technical assist-  
20          ance related to evaluation and evidence use;

21          “(10) ensure that information disseminated  
22          under this part is provided in a cost-effective, non-  
23          duplicative manner that includes the most current  
24          research findings, as of the date of the dissemina-  
25          tion; and



1           “(3) describes the efforts of the Evaluation and  
2 Evidence Use Commissioner to manage the What  
3 Works Clearinghouse and related functions described  
4 in section 155 and promote engagement between the  
5 Institute and practitioners, education system lead-  
6 ers, and policymakers to increase the impact of the  
7 Institute’s activities; and

8           “(4) describes how the regional educational lab-  
9 oratories will effectively coordinate with comprehen-  
10 sive centers established under section 207 to in-  
11 crease the impact of such laboratories’ activities.

12       “(c) GRANTS, CONTRACTS, AND COOPERATIVE  
13 AGREEMENTS.—In carrying out the duties under this  
14 part, the Director may award grants, enter into contracts  
15 and cooperative agreements, and provide technical assist-  
16 ance.

17 **“SEC. 154. EVALUATIONS.**

18       “(a) IN GENERAL.—

19           “(1) REQUIREMENTS.—In carrying out the mis-  
20 sion of the Evaluation and Evidence Use Center, the  
21 Evaluation and Evidence Use Commissioner shall—

22           “(A) conduct or support evaluations con-  
23 sistent with the mission of the Evaluation and  
24 Evidence Use Center, as described in section  
25 151(b);

1           “(B) evaluate programs administered, in  
2 whole or in part, by the Secretary;

3           “(C) to the extent such Commissioner de-  
4 termines practicable, examine evaluations con-  
5 ducted or supported by others in order to deter-  
6 mine the quality and relevance of the evidence  
7 of effectiveness generated by such evaluations;

8           “(D) coordinate the activities of the Eval-  
9 uation and Evidence Use Center with other  
10 evaluation activities in the Department;

11           “(E) review and, where feasible, supple-  
12 ment Federal education program evaluations,  
13 particularly those by the Department, to deter-  
14 mine or enhance the quality and relevance of  
15 the evidence generated by those evaluations;

16           “(F) establish evaluation policies and  
17 methodology; and

18           “(G) support the identification of evidence-  
19 based practices that may be adapted and imple-  
20 mented in heterogeneous local educational con-  
21 texts.

22           “(2) ADDITIONAL REQUIREMENTS.—Each eval-  
23 uation conducted under paragraph (1) shall—

1                   “(A) adhere to the highest possible stand-  
2                   ards of quality for conducting scientifically valid  
3                   education evaluation; and

4                   “(B) be subject to high-quality, timely, and  
5                   rigorous peer review.

6           “(b) ADMINISTRATION OF EVALUATIONS UNDER  
7 THE ELEMENTARY AND SECONDARY EDUCATION ACT OF  
8 1965.—The Evaluation and Evidence Use Commissioner,  
9 consistent with the mission of the Evaluation and Evi-  
10 dence Use Center, shall administer all operations and con-  
11 tracts associated with evaluations authorized by section  
12 8601 of the Elementary and Secondary Education Act of  
13 1965 and administered by the Department.

14 **“SEC. 155. WHAT WORKS CLEARINGHOUSE AND RELATED**  
15 **FUNCTIONS.**

16           “(a) IN GENERAL.—In carrying out the mission of  
17 the Evaluation and Evidence Use Center, the Evaluation  
18 and Evidence Use Commissioner shall develop and main-  
19 tain each of the following:

20                   “(1) The National Education Research Data-  
21                   base consisting of scientifically valid research, statis-  
22                   tics, and evaluations on education reviewed by the  
23                   Evaluation and Evidence Use Center, as authorized  
24                   under subsection (b).



1           “(2) The What Works Clearinghouse consisting  
2 of evidence-based practices designed for practi-  
3 tioners, education system leaders, and policymakers,  
4 as authorized under subsection (c).

5           “(b) NATIONAL EDUCATION RESEARCH DATA-  
6 BASE.—

7           “(1) IN GENERAL.—The Evaluation and Evi-  
8 dence Use Commissioner shall develop, maintain,  
9 and regularly update the National Education Re-  
10 search Database to support researchers.

11           “(2) STANDARDS.—The Evaluation and Evi-  
12 dence Use Commissioner shall establish a system for  
13 technical and peer review to ensure that scientifically  
14 valid research, statistics, and evaluations reviewed  
15 and included in the National Education Research  
16 Database are consistent with the high-quality re-  
17 search standards described in section 134 and the  
18 evaluation standards adhered to under section  
19 154(a)(2)(A).

20           “(3) REVIEW.—In reviewing scientifically valid  
21 research, statistics, and evaluations under this sub-  
22 section, including individual studies, the Evaluation  
23 and Evidence Use Commissioner shall—

1           “(A) describe prominently the type of sci-  
2           entific evidence that is used to support the evi-  
3           dence-based findings; and

4           “(B) explain clearly the scientifically ap-  
5           propriate and inappropriate uses of—

6                   “(i) the findings that are dissemi-  
7                   nated; and

8                   “(ii) the types of evidence used to  
9                   support such findings.

10          “(c) WHAT WORKS CLEARINGHOUSE.—

11           “(1) IN GENERAL.—The Evaluation and Evi-  
12           dence Use Commissioner shall develop, maintain,  
13           and regularly update the What Works Clearinghouse  
14           to support practitioners, education system leaders,  
15           and policymakers in easily accessing actionable in-  
16           formation.

17           “(2) REQUIREMENTS.—In carrying out para-  
18           graph (1), the Evaluation and Evidence Use Com-  
19           missioner shall—

20                   “(A) develop evidence-based recommenda-  
21                   tions for practitioners to promote evidence use  
22                   and improve student outcomes by—

23                           “(i) synthesizing findings in research  
24                           areas related to challenges facing students  
25                           and practitioners; and

1                   “(ii) analyzing and summarizing the  
2                   findings of high-quality research reviewed  
3                   and included in the National Education  
4                   Research Database developed under sub-  
5                   section (b); and

6                   “(B) develop and disseminate evidence-  
7                   based products or tools designed to improve  
8                   teaching and learning in order to provide all  
9                   students, particularly each subgroup of stu-  
10                  dents, access to high-quality educational oppor-  
11                  tunities and to improve educational outcomes,  
12                  particularly student academic achievement.

13                  “(3) COORDINATION WITH REGIONAL EDU-  
14                  CATIONAL LABORATORIES.—The Evaluation and  
15                  Evidence Use Commissioner shall ensure that the  
16                  evidence-based practices, products, and tools of the  
17                  What Works Clearinghouse are disseminated  
18                  through the regional educational laboratories.

19                  “(4) EVALUATIONS.—

20                  “(A) IN GENERAL.—Not less than once  
21                  every 5 years, the Evaluation and Evidence Use  
22                  Commissioner shall conduct an evaluation of  
23                  the effectiveness of the What Works Clearing-  
24                  house, the results of which shall be transmitted  
25                  to the Committee on Health, Education, Labor,

1 and Pensions and the Committee on Appropria-  
2 tions of the Senate and the Committee on Edu-  
3 cation and the Workforce and the Committee  
4 on Appropriations of the House of Representa-  
5 tives, the Director, and the public.

6 “(B) ANALYSIS.—Each evaluation under  
7 subparagraph (A) shall include an analysis of—

8 “(i) the quality, accessibility, and use-  
9 fulness of products or tools for practi-  
10 tioners, education system leaders, and pol-  
11 icymakers; and

12 “(ii) the extent of dissemination of  
13 tools and products, especially in rural,  
14 Tribal, and low-income communities.

15 **“SEC. 156. EVIDENCE USE ACTIVITIES.**

16 “(a) IN GENERAL.—In carrying out the mission of  
17 the Evaluation and Evidence Use Center, the Evaluation  
18 and Evidence Use Commissioner shall—

19 “(1) promote engagement between researchers,  
20 practitioners, education system leaders, and policy-  
21 makers to effectively communicate the implications  
22 of scientifically valid research, statistics, and evalua-  
23 tions to support evidence use and continuous im-  
24 provement; and



1 historically Black college or university, a  
2 Tribal College or University, or another  
3 minority-serving institution; or

4 “(iv) an adult education program or  
5 the lead State office with primary responsi-  
6 bility for adult education; and

7 “(D) partnerships with public agencies or  
8 private entities that have demonstrated the abil-  
9 ity and capacity to scale activities related to evi-  
10 dence use supported by the Evaluation and Evi-  
11 dence Use Center.

12 “(b) NATIONAL LIBRARY OF EDUCATION.—

13 “(1) ESTABLISHMENT.—There is established,  
14 within the Evaluation and Evidence Use Center, a  
15 National Library of Education that shall—

16 “(A) be headed by an individual who is  
17 highly qualified in library science;

18 “(B) collect and archive information;

19 “(C) provide a central location within the  
20 Federal Government for information about edu-  
21 cation;

22 “(D) provide comprehensive reference serv-  
23 ices on matters related to education to employ-  
24 ees, contractors, and grantees of the Depart-

1           ment, other Federal employees, and members of  
2           the public; and

3           “(E) promote greater cooperation and re-  
4           source sharing among providers and reposi-  
5           tories of education information in the United  
6           States.

7           “(2) INFORMATION.—The information collected  
8           and archived by the National Library of Education  
9           shall include—

10           “(A) products and publications developed  
11           through, or supported by, the Institute; and

12           “(B) other relevant and useful education-  
13           related research, statistics, and evaluation ma-  
14           terials, and other information, projects, and  
15           publications, that are—

16           “(i) consistent with—

17           “(I) scientifically valid research;

18           or

19           “(II) the priorities and mission of  
20           the Institute; and

21           “(ii) developed by the Department,  
22           other Federal agencies, or other entities.

1 **“SEC. 157. REGIONAL EDUCATIONAL LABORATORIES FOR**  
2 **APPLIED RESEARCH, DEVELOPMENT, AND**  
3 **EVIDENCE USE.**

4 “(a) AUTHORIZATION.—

5 “(1) PROGRAM AUTHORIZED.—

6 “(A) IN GENERAL.—The Evaluation and  
7 Evidence Use Commissioner shall enter into  
8 contracts with entities to establish a networked  
9 system of 10 regional educational laboratories  
10 that serve the needs of each geographic region  
11 of the United States in accordance with the  
12 provisions of this section.

13 “(B) DURATION.—A contract under this  
14 subsection shall be for a period of not less than  
15 5 years and not more than 7 years.

16 “(2) GEOGRAPHIC REGIONS.—The regions  
17 served by the regional educational laboratories shall  
18 be the 10 geographic regions served by the regional  
19 educational laboratories established under section  
20 941(h) of the Educational Research, Development,  
21 Dissemination, and Improvement Act of 1994 (as  
22 such provision existed on the day before the date of  
23 enactment of this Act).

24 “(3) ALLOCATION.—The amount of assistance  
25 allocated to each regional educational laboratory by  
26 the Evaluation and Evidence Use Commissioner



1 shall reflect the number of local educational agencies  
2 and the number of school-age children within the re-  
3 gion served by such laboratory, as well as the cost  
4 of providing services within the geographic area en-  
5 compassed by the region.

6 “(4) REQUIREMENTS.—In entering into con-  
7 tracts under this section for regional educational  
8 laboratories, the Evaluation and Evidence Use Com-  
9 missioner shall ensure that the regional educational  
10 laboratories established under this section have  
11 strong and effective governance, organization, man-  
12 agement, and administration, and employ qualified  
13 staff.

14 “(5) COORDINATION.—In order to ensure co-  
15 ordination and prevent unnecessary duplication of  
16 activities among the regions, the Evaluation and  
17 Evidence Use Commissioner shall—

18 “(A) share information about the activities  
19 of each regional educational laboratory awarded  
20 a contract under this section with—

21 “(i) each other regional educational  
22 laboratory awarded a contract under this  
23 section; and

24 “(ii) the Department, including the  
25 Director and the Board;

1           “(B) oversee a strategic plan for ensuring  
2           that each regional educational laboratory  
3           awarded a contract under this section increases  
4           collaboration and resource-sharing in such ac-  
5           tivities;

6           “(C) ensure, where appropriate, that the  
7           activities of each regional educational laboratory  
8           awarded a contract under this section also serve  
9           national interests; and

10          “(D) ensure that each regional educational  
11          laboratory awarded a contract under this sec-  
12          tion coordinates such laboratory’s activities with  
13          the activities of other technical assistance cen-  
14          ters, particularly the comprehensive center es-  
15          tablished under section 207 that serves such re-  
16          gion.

17          “(6) OBJECTIVES AND INDICATORS.—Before  
18          entering into a contract under this section, the Eval-  
19          uation and Evidence Use Commissioner shall design  
20          specific objectives and measurable indicators to be  
21          used to assess the particular programs or initiatives,  
22          and ongoing progress and performance, of the re-  
23          gional educational laboratories, in order to ensure  
24          that—

1           “(A) the educational needs of the region  
2           are being met; and

3           “(B) the latest and best research and prov-  
4           en practices are being carried out as part of  
5           school improvement efforts.

6           “(7) CONTRACT CYCLE.—The Evaluation and  
7           Evidence Use Commissioner, in consultation with  
8           the Secretary or designated official who oversees the  
9           comprehensive center program authorized under title  
10          II, shall, to the greatest extent practicable, ensure  
11          that the duration of contracts for regional edu-  
12          cational laboratories under this subsection is con-  
13          sistent with the duration of grants, contacts, or co-  
14          operative agreements awarded by the Secretary or  
15          such designated official under the comprehensive  
16          center program, subject to paragraph (1)(B).

17          “(b) ELIGIBLE ENTITIES.—

18                 “(1) IN GENERAL.—The Evaluation and Evi-  
19                 dence Use Commissioner may enter into contracts  
20                 under this section with research organizations, insti-  
21                 tutions, agencies, institutions of higher education, or  
22                 partnerships among such entities, or individuals,  
23                 with the demonstrated ability or capacity to carry  
24                 out the activities described in this section.

1           “(2) OUTREACH.—In conducting competitions  
2 for any contract under this section, the Director  
3 shall—

4           “(A) actively encourage eligible entities to  
5 compete for such award by making information  
6 and technical assistance relating to the competi-  
7 tion widely available; and

8           “(B) seek input from the chief executive  
9 officers of States, chief State school officers,  
10 educators, and parents regarding—

11           “(i) the need for applied research, de-  
12 velopment, innovation responsive to the  
13 challenges facing students and practi-  
14 tioners, research-practice partnerships (as  
15 defined in section 133(e)(2)), training,  
16 coaching, evidence use activities, and other  
17 activities to serve the educational needs of  
18 the geographic region of the regional edu-  
19 cational laboratory; and

20           “(ii) how those educational needs  
21 could be addressed most effectively.

22           “(3) REQUIREMENTS.—In determining whether  
23 to award a contract under this section to an eligible  
24 entity, the Evaluation and Evidence Use Commis-  
25 sioner shall ensure that an eligible entity has a his-

1 tory of effectiveness in carrying out applied research,  
2 development, and evidence use activities, including  
3 by considering the results of any completed evalua-  
4 tion required under this part or title II if such entity  
5 previously received a grant, contract, or cooperative  
6 agreement under such part or title.

7 “(c) APPLICATIONS.—

8 “(1) SUBMISSION.—Each eligible entity desiring  
9 a contract under this section shall submit an appli-  
10 cation at such time, in such manner, and containing  
11 such information as the Evaluation and Evidence  
12 Use Commissioner may reasonably require.

13 “(2) PLAN.—Each application submitted under  
14 paragraph (1) shall contain—

15 “(A) a plan, spanning the period of the  
16 contract, for carrying out the activities de-  
17 scribed in this section in a manner that ad-  
18 dresses—

19 “(i) the priorities established under  
20 section 205;

21 “(ii) the needs of all States (and to  
22 the extent practicable, of Bureau-funded  
23 schools (as applicable) and local edu-  
24 cational agencies) within the region to be

1 served by the regional educational labora-  
2 tory, on an ongoing basis; and

3 “(iii) how the eligible entity will sup-  
4 port the development and operation of one  
5 or more high-quality research-practice  
6 partnerships (as defined in section  
7 133(e)(2)) to serve the applicable geo-  
8 graphic region that will be self-sustaining  
9 by the end of the eligible entity’s contract  
10 under this section; and

11 “(B) an assurance that the eligible entity  
12 will regularly update the plan under subpara-  
13 graph (A) during the period of the contract.

14 “(3) STANDARDS.—

15 “(A) IN GENERAL.—The Evaluation and  
16 Evidence Use Commissioner shall establish a  
17 system for technical review to ensure that ap-  
18 plied research activities, evidence-based reports,  
19 and products of the regional educational labora-  
20 tories are consistent with—

21 “(i) the high-quality research stand-  
22 ards developed and maintained by such  
23 Commissioner, which shall require peer re-  
24 view for resources developed by the re-  
25 gional educational laboratory before such

1 resources are made available in public, re-  
2 stricted-use, and easily accessible formats,  
3 in accordance with subparagraph (B); and

4 “(ii) the evaluation standards adhered  
5 to under section 154(a)(2)(A).

6 “(B) ACCESS.—In developing and main-  
7 taining standards under this paragraph, the  
8 Evaluation and Evidence Use Commissioner  
9 shall ensure that research or data resulting  
10 from regional educational laboratories shall be  
11 made available in public, restricted-use, and  
12 easily accessible formats for further analyses,  
13 reproducibility studies, and replication of re-  
14 search, as long as any reported information  
15 does not reveal personally identifiable informa-  
16 tion.

17 “(d) ACTIVITIES.—Each regional educational labora-  
18 tory awarded a contract under this section shall design  
19 and conduct applied research, development, data analysis,  
20 evaluation, and evidence use activities by—

21 “(1) developing a plan for identifying and serv-  
22 ing the needs of the geographic region, in consulta-  
23 tion with the corresponding comprehensive center es-  
24 tablished under section 207 that serves such region,  
25 by conducting a continuing survey of the educational

1 needs, strengths, and weaknesses within the region,  
2 including a process of open hearings to solicit the  
3 views of schools, teachers, principals, other school  
4 leaders, administrators, specialized instructional sup-  
5 port personnel, paraprofessionals, other staff, par-  
6 ents, librarians, local educational agencies, State  
7 educational agencies, Bureau-funded schools, Indian  
8 Tribes, Native Hawaiian organizations, and Tribal  
9 organizations within the region;

10 “(2)(A) carrying out applied research projects  
11 (including data analysis or evaluation) that are de-  
12 signed to serve the particular educational needs of  
13 the geographic region and that result in actionable  
14 information; or

15 “(B) supporting teams of researchers, practi-  
16 tioners, education system leaders, and policymakers,  
17 as applicable, in carrying out field-initiated research;

18 “(3) assisting in solving site-specific problems  
19 and in development activities;

20 “(4) identifying, in a manner that is responsive  
21 to the challenges facing students and practitioners,  
22 exemplary and promising practices, supporting re-  
23 search and evaluation of such practices, and piloting  
24 or scaling relevant evidence-based practices;

25 “(5) assisting in gathering information on—



1           “(A) school finance systems to promote im-  
2           proved access to educational opportunities and  
3           to better serve all public school students; and

4           “(B) alternative administrative structures  
5           that are more conducive to planning, imple-  
6           menting, and sustaining school improvement  
7           and improved educational outcomes, particu-  
8           larly student academic achievement;

9           “(6) providing training or professional learning  
10          (which may include supporting internships and fel-  
11          lowships and providing stipends) to practitioners,  
12          education system leaders, providers of professional  
13          development, State educational agencies, local edu-  
14          cational agencies, Bureau-funded schools, Indian  
15          Tribes, Native Hawaiian organizations, Tribal orga-  
16          nizations, and State boards of education, regarding  
17          evidence use and resources developed by the What  
18          Works Clearinghouse established under section 155;  
19          and

20          “(7) developing and widely disseminating, in  
21          formats that are of high quality, easily accessible,  
22          understandable, and actionable, scientifically valid  
23          research, information, reports, and publications,  
24          to—

1           “(A) student, parents, practitioners, edu-  
2           cation system leaders, and policymakers, as ap-  
3           propriate, within the region in which the re-  
4           gional educational laboratory is located; and

5           “(B) the Evaluation and Evidence Use  
6           Center.

7           “(e) REQUIREMENTS.—In carrying out the activities  
8           described in subsection (d), each regional educational lab-  
9           oratory awarded a contract under this section shall—

10           “(1) collaborate with the National Education  
11           Centers in order to—

12           “(A) maximize the use of research con-  
13           ducted through the National Education Centers  
14           in the work of such laboratory;

15           “(B) keep the National Education Centers  
16           apprised of the work of the regional educational  
17           laboratory in the field; and

18           “(C) inform the National Education Cen-  
19           ters about additional research needs identified  
20           in the field;

21           “(2) collaborate with the corresponding com-  
22           prehensive center serving the same geographic re-  
23           gion in order to minimize duplication and increase  
24           client satisfaction, as required under section 204;

1           “(3) support the development and operation of  
2           one or more high-quality research-practice partner-  
3           ships (as such term is defined in section 133(e)(2))  
4           to serve the applicable geographic region that are  
5           self-sustaining at the end of such laboratory’s con-  
6           tract period; and

7           “(4)(A) identify successful educational pro-  
8           grams that have been developed by such laboratory  
9           in carrying out such laboratory’s functions or that  
10          have been developed or used by others within the re-  
11          gion served by the laboratory; and

12          “(B) make such information available to the  
13          Secretary and the network of regional educational  
14          laboratories so that such programs may be evalu-  
15          ated, replicated, or scaled.

16          “(f) EVALUATIONS.—The Evaluation and Evidence  
17          Use Commissioner shall—

18                 “(1) provide for independent evaluations of  
19                 each of the regional educational laboratories in car-  
20                 rying out the duties described in this section in the  
21                 third year that such laboratory receives assistance  
22                 under this section, in accordance with the standards  
23                 developed by the Evaluation and Evidence Use Com-  
24                 missioner; and

1           “(2) transmit the results of such evaluations to  
2           the corresponding regional governing board estab-  
3           lished under section 206, the relevant committees of  
4           Congress, and the Board.

5           “(g) RULE OF CONSTRUCTION.—No regional edu-  
6           cational laboratory receiving assistance under this section  
7           shall, by reason of the receipt of that assistance, be ineli-  
8           gible to receive any other assistance from the Department  
9           as authorized by law or be prohibited from engaging in  
10          activities involving international projects or endeavors.

11          “(h) ADVANCE PAYMENT SYSTEM.—Each regional  
12          educational laboratory awarded a contract under this sec-  
13          tion shall participate in the advance payment system at  
14          the Department.

15          “(i) ADDITIONAL PROJECTS.—In addition to activi-  
16          ties authorized under this section, the Director is author-  
17          ized to enter into contracts or agreements with a regional  
18          educational laboratory for the purpose of carrying out ad-  
19          ditional projects to enable such regional educational lab-  
20          oratory to assist in efforts to achieve State education goals  
21          and for other purposes.

22          “(j) ANNUAL REPORT AND PLAN.—Not later than  
23          July 1 of each year, each regional educational laboratory  
24          awarded a contract under this section shall submit to the  
25          Evaluation and Evidence Use Commissioner—

1           “(1) a plan covering the succeeding fiscal year,  
2           in which such laboratory’s mission, activities, and  
3           scope of work are described, including a general de-  
4           scription of the plans such laboratory expects to sub-  
5           mit in the remaining years of such laboratory’s con-  
6           tract; and

7           “(2) a report of how well such laboratory is  
8           meeting the needs of the region, including—

9                   “(A) a summary of activities during the  
10                  preceding year;

11                   “(B) a list of entities served;

12                   “(C) a list of the products of the regional  
13                  educational laboratory; and

14                   “(D) any other information that the re-  
15                  gional educational laboratory may consider rel-  
16                  evant or the Evaluation and Evidence Use  
17                  Commissioner may require.

18           “(k) EXEMPTION FOR REGIONAL EDUCATIONAL  
19           LABORATORIES FROM THE PAPERWORK REDUCTION  
20           ACT.—Subchapter I of chapter 35 of title 44, United  
21           States Code, shall not apply to the voluntary collection of  
22           information during the conduct of research by regional  
23           educational laboratories, except when such collection of in-  
24           formation is carried out at the direction of the Evaluation  
25           and Evidence Use Commissioner.”.

1           **PART E—NATIONAL CENTER FOR SPECIAL**  
2                           **EDUCATION RESEARCH**

3   **SEC. 161. ESTABLISHMENT.**

4           Section 161 (20 U.S.C. 9567), as redesignated by  
5 section 102, is amended—

6                   (1) in subsection (b)—

7                           (A) in paragraph (1)—

8                                   (i) by inserting “sustained” before  
9                                   “research”; and

10                                   (ii) by striking “infants” and all that  
11                                   follows through “disabilities” and inserting  
12                                   “infants and toddlers with disabilities, chil-  
13                                   dren with disabilities, and youth with dis-  
14                                   abilities, particularly in each subgroup of  
15                                   students,”;

16                           (B) in paragraph (2), by striking “; and”  
17                           and inserting “and to increase the identification  
18                           and development of evidence-based practices or  
19                           policies related to special education;”;

20                           (C) in paragraph (3)—

21                                   (i) by striking “National Center for  
22                                   Education Evaluation and Regional Assist-  
23                                   ance” and inserting “National Center for  
24                                   Education Evaluation and Evidence Use”;  
25                                   and

1 (ii) by striking the period and insert-  
2 ing “; and”; and

3 (D) by adding at the end the following:

4 “(4) to improve evidence use by practitioners,  
5 education system leaders, and policymakers to effec-  
6 tively support infants and toddlers with disabilities,  
7 children with disabilities, and youth with disabil-  
8 ities.”; and

9 (2) by striking subsection (e).

10 **SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RE-**  
11 **SEARCH.**

12 Section 162 (20 U.S.C. 9567a), as redesignated by  
13 section 102, is amended—

14 (1) by inserting “scientifically valid” before “re-  
15 search,”; and

16 (2) by striking “children with disabilities” and  
17 inserting “infants and toddlers with disabilities, chil-  
18 dren with disabilities, and youth with disabilities”.

19 **SEC. 163. DUTIES.**

20 Section 163 (20 U.S.C. 9567b), as redesignated by  
21 section 102, is amended—

22 (1) by redesignating subsection (f) as sub-  
23 section (g);

24 (2) by striking subsections (a) through (e) and  
25 inserting the following:

1           “(a) GENERAL DUTIES.—The Special Education Re-  
2 search Commissioner shall—

3                   “(1) maintain published peer-review standards  
4 and standards for the conduct and evaluation of all  
5 research and development carried out under the aus-  
6 pices of the Special Education Research Center,  
7 aligned with the principles of scientifically valid re-  
8 search, in accordance with this part;

9                   “(2) propose to the Director a special education  
10 research plan in accordance with subsection (b), and  
11 implement the research plan approved as part of the  
12 Institute’s plan under section 115A; and

13                   “(3) carry out research activities under this  
14 part consistent with the priorities and mission of the  
15 Institute and the mission of the Special Education  
16 Research Center described in section 161(b), and  
17 that are approved by the Director, such as activities  
18 that—

19                           “(A) improve services provided under the  
20 Individuals with Disabilities Education Act in  
21 order to improve—

22                                   “(i) student outcomes, including aca-  
23 demic achievement, functional outcomes,  
24 and educational results for children with  
25 disabilities and youth with disabilities; and



1                   “(ii) developmental outcomes for in-  
2                   fants and toddlers with disabilities;

3                   “(B) identify and support the development  
4                   of evidence-based services, strategies, interven-  
5                   tions, or policies, including multi-tier systems of  
6                   supports and positive behavioral interventions  
7                   and supports, that—

8                   “(i) support learning and improve stu-  
9                   dent outcomes, including academic achieve-  
10                  ment, functional outcomes, and educational  
11                  results for all children with disabilities and  
12                  youth with disabilities;

13                  “(ii) promote participation and  
14                  progress in the general education cur-  
15                  riculum and general education settings;  
16                  and

17                  “(iii) improve reading, literacy, math-  
18                  ematics, and science skills of children with  
19                  disabilities and youth with disabilities;

20                  “(C) ensure that research conducted under  
21                  the direction of the Special Education Research  
22                  Center—

23                  “(i) supports the collaborative identi-  
24                  fication and development of research ques-  
25                  tions, designs, measurements, and methods

1 among researchers, students, families,  
2 practitioners, education system leaders,  
3 and policymakers;

4 “(ii) improves evidence use by practi-  
5 tioners, education system leaders, and pol-  
6 icymakers;

7 “(iii) is relevant to improving edu-  
8 cation practice and policy; and

9 “(iv) informs decisionmaking by edu-  
10 cation system leaders and policymakers;

11 “(D) examine the needs of infants and tod-  
12 dlers with disabilities, including factors that  
13 may result in developmental delays;

14 “(E) improve the alignment, compatibility,  
15 and development of valid and reliable assess-  
16 ments, including alternate assessments, as re-  
17 quired by section 1111(b)(2) of the Elementary  
18 and Secondary Education Act of 1965;

19 “(F) examine challenging State academic  
20 standards and alternate assessments for stu-  
21 dents with the most significant cognitive dis-  
22 abilities in terms of academic achievement, indi-  
23 vidualized instructional need, appropriate edu-  
24 cation settings, and improved educational out-  
25 comes;

1           “(G) examine the educational, develop-  
2           mental, and transitional needs of children with  
3           high-incidence and low-incidence disabilities;

4           “(H) examine the extent to which over-  
5           identification and underidentification of infants  
6           and toddlers with disabilities, children with dis-  
7           abilities, and youth with disabilities occurs, and  
8           the causes thereof;

9           “(I) examine and improve secondary and  
10          postsecondary education, transitional, and em-  
11          ployment outcomes and results for children with  
12          disabilities and youth with disabilities, including  
13          such individuals’ access to or completion of—

14                   “(i) a regular high school diploma;

15                   “(ii) career and technical education;

16                   “(iii) postsecondary education; and

17                   “(iv) vocational rehabilitation and  
18          competitive integrated employment;

19          “(J) examine methods of early intervention  
20          for infants and toddlers with disabilities and  
21          children with disabilities, including children  
22          with multiple or complex developmental delays;

23          “(K) examine and incorporate principles of  
24          universal design for learning in the development  
25          of standards, assessments, curricula, and in-

1            instructional methods to improve educational and  
2            transitional results for children with disabilities  
3            and youth with disabilities;

4                  “(L)(i) improve the preparation and sup-  
5            port of personnel, including early intervention  
6            personnel, who provide educational and related  
7            services to infants or toddlers with disabilities,  
8            children with disabilities, or youth with disabili-  
9            ties, including methods to support evidence use  
10           and use of accessible education materials among  
11           such personnel and increase the academic  
12           achievement and functional performance of such  
13           infants, toddlers, children, or youth; and

14                 “(ii) examine the requirements related to  
15           the professional qualifications of such personnel  
16           in regard to sections 612(a)(14) and 635(a)(9)  
17           of the Individuals with Disabilities Education  
18           Act;

19                 “(M) examine the excess costs of educating  
20           a child with a disability and expenses associated  
21           with high-cost special education and related  
22           services, including the cost-effectiveness of dif-  
23           ferent practices and policies;

24                 “(N) help improve the involvement of par-  
25           ents in order to support the educational and

1 transitional results for their infants and tod-  
2 dlers with disabilities, children with disabilities,  
3 and youth with disabilities;

4 “(O) examine the unique needs, including  
5 with respect to their mental health, of infants  
6 and toddlers with disabilities, children with dis-  
7 abilities, and youth with disabilities, including  
8 such infants, toddlers, children, and youth who  
9 also—

10 “(i) are English learners or gifted and  
11 talented;

12 “(ii) reside in rural communities; or

13 “(iii) have the most significant cog-  
14 nitive disabilities; and

15 “(P) examine existing and emerging assist-  
16 ive, adaptive, accessible, and instructional tech-  
17 nologies, including—

18 “(i) online delivery of services;

19 “(ii) use of such technologies in gen-  
20 eral education settings;

21 “(iii) factors that support or limit the  
22 use of such technologies, including training  
23 for students, practitioners, and parents  
24 and interoperability of devices; and

1                   “(iv) the impact of such technologies  
2                   on infants or toddlers with disabilities,  
3                   children with disabilities, or youth with  
4                   disabilities.

5           “(b) SPECIAL EDUCATION RESEARCH PLAN.—Not  
6 later than 60 days after the date on which the Board ap-  
7 proves the priorities under section 115, the Special Edu-  
8 cation Research Commissioner shall develop, in collabora-  
9 tion with the Assistant Secretary for Special Education  
10 and Rehabilitative Services, and submit a special edu-  
11 cation research plan to the Director that—

12                   “(1) is consistent with the priorities and mis-  
13 sion of the Institute and the mission of the Special  
14 Education Research Center and incorporates the  
15 perspectives and priorities of individuals and families  
16 with lived experience, including individuals with dis-  
17 abilities;

18                   “(2) is consistent with the purposes of the Indi-  
19 viduals with Disabilities Education Act;

20                   “(3) contains an appropriate balance across all  
21 age ranges and by disability category under the Indi-  
22 viduals with Disabilities Education Act, as appro-  
23 priate;

1           “(4) provides for research that is objective and  
2           uses measurable indicators, including timelines, to  
3           assess its progress and results;

4           “(5) meets the procedures for peer review es-  
5           tablished by the Director under section 114(f)(5)  
6           and the standards of research described in section  
7           134;

8           “(6) is coordinated with the comprehensive plan  
9           developed under section 681 of the Individuals with  
10          Disabilities Education Act; and

11          “(7) specifies how the Special Education Re-  
12          search Center will carry out research activities de-  
13          scribed in subsection (a)(3).

14          “(c) GRANTS, CONTRACTS, AND COOPERATIVE  
15          AGREEMENTS.—

16                 “(1) IN GENERAL.—In carrying out the duties  
17                 under this section, the Special Education Research  
18                 Commissioner may award grants to, or enter into  
19                 contracts or cooperative agreements with, eligible ap-  
20                 plicants.

21                 “(2) GRANT CYCLE.—The requirements de-  
22                 scribed in section 133(d) shall apply to the Special  
23                 Education Research Commissioner in the same man-  
24                 ner as such requirements apply to the Research  
25                 Commissioner.

1           “(3) ELIGIBLE APPLICANTS.—Contracts,  
2 grants, or cooperative agreements for activities  
3 under this subsection shall be awarded only to appli-  
4 cants with the ability and capacity to conduct sci-  
5 entifically valid research.

6           “(4) APPLICATIONS.—An eligible applicant that  
7 wishes to receive a grant, or enter into a contract or  
8 cooperative agreement, under this subsection shall  
9 submit an application to the Director at such time,  
10 in such manner, and containing such information as  
11 the Director may require.

12          “(d) RESEARCH-PRACTICE PARTNERSHIPS.—In car-  
13 rying out the duties under subsection (a), the Special Edu-  
14 cation Research Commissioner may award grants to, or  
15 enter into contracts or cooperative agreements with, eligi-  
16 ble entities to carry out research-practice partnerships in  
17 the same manner, and subject to the same definitions,  
18 terms, and conditions, as research-practice partnerships  
19 supported under section 133(e).

20          “(e) DISSEMINATION.—The Special Education Re-  
21 search Commissioner shall—

22               “(1) synthesize and disseminate the findings  
23 and results of special education research conducted  
24 or supported by the Special Education Research  
25 Center through—



1           “(A) the National Center for Education  
2           Evaluation and Evidence Use;

3           “(B) activities funded under section 663 of  
4           the Individuals with Disabilities Education Act;

5           “(C) parent training and information cen-  
6           ters supported under section 671 of such Act;  
7           and

8           “(D) activities funded under section 673 of  
9           such Act; and

10          “(2) assist the Director in the preparation of  
11          the biennial report described in section 119.”; and

12          (3) in subsection (g), as redesignated by para-  
13          graph (1), by striking “fiscal years 2005 through  
14          2010” and inserting “fiscal years 2024 through  
15          2029”.

16       **SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
17               **RESEARCH.**

18          Part E of title I (20 U.S.C. 9567 et seq.) is amended  
19          by adding at the end the following:

20       **“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
21               **RESEARCH.**

22          “(a) STANDARDS.—The Special Education Research  
23          Commissioner shall ensure that activities assisted under  
24          this section—

1           “(1) conform to high standards of quality, in-  
2           tegrity, transparency, accuracy, validity, and reli-  
3           ability;

4           “(2) are carried out in accordance with—

5                   “(A) the standards for the conduct and  
6                   evaluation of all research and development es-  
7                   tablished by the National Center for Education  
8                   Research; and

9                   “(B) any additional standards established  
10                  by the Special Education Research Commis-  
11                  sioner; and

12           “(3) are objective, secular, neutral, and non-  
13           ideological, and are free of partisan political influ-  
14           ence and bias on the basis of race, religion, color,  
15           national origin, sex, or disability.

16           “(b) APPLICABILITY.—Parts A and F, and the stand-  
17           ards for peer review of applications and for the conduct  
18           and evaluation of research under sections 133(a)(1) and  
19           134, shall apply to the Secretary, the Director, and the  
20           Special Education Research Commissioner in carrying out  
21           this part.”.

## 22                   **PART F—GENERAL PROVISIONS**

### 23           **SEC. 171. REPEALS AND REDESIGNATION.**

24           Part F of title I (20 U.S.C. 9571 et seq.) is amend-  
25           ed—

1 (1) by striking sections 179 and 183 (as such  
2 sections were redesignated by section 102); and

3 (2) by redesignating sections 180, 181, 182,  
4 and 184 (as so redesignated) as sections 179, 180,  
5 181, and 182, respectively.

6 **SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.**

7 Section 171 (20 U.S.C. 9571), as redesignated by  
8 section 102, is amended—

9 (1) by striking “The Secretary,” and inserting  
10 the following:

11 “(a) IN GENERAL.—The Secretary,”; and

12 (2) by adding at the end the following:

13 “(b) SECURE PUBLIC ACCESS.—

14 “(1) IN GENERAL.—Consistent with Federal  
15 law for privacy, intellectual property, and security,  
16 and the principles of scientifically valid research, the  
17 Director shall, subject to section 172, facilitate for  
18 the public access to research products, including  
19 data, software, and code supported by funds under  
20 this title.

21 “(2) DATA MANAGEMENT PLANS.—The Direc-  
22 tor shall require that proposals for funding for re-  
23 search supported under this title, to the extent ap-  
24 propriate, include a machine-readable data manage-  
25 ment plan that includes a description of how the re-

1 recipient of the funding will archive and preserve ac-  
2 cess to data, software, and code developed as part of  
3 the proposed project.

4 “(3) REQUIREMENTS.—In carrying out the re-  
5 quirements under this subsection, the Director  
6 shall—

7 “(A) provide necessary resources, including  
8 trainings and workshops, to educate researchers  
9 and students on how to develop and review  
10 high-quality data management plans; and

11 “(B) ensure staff and peer review panels of  
12 the Institute are equipped with the resources  
13 and training necessary to review the quality of  
14 data management plans in competitions for  
15 grants, contracts, and cooperative agreements  
16 under this title, as applicable.”.

17 **SEC. 173. PROHIBITIONS.**

18 Section 172 (20 U.S.C. 9572), as redesignated by  
19 section 102, is amended—

20 (1) in subsection (a), by striking “individually”  
21 and inserting “personally”; and

22 (2) in subsection (d)(2)—

23 (A) by striking “section 153(a)(6)” and in-  
24 serting “section 143(a)(7)”; and

1 (B) by striking “nations” and inserting  
2 “countries”.

3 **SEC. 174. CONFIDENTIALITY.**

4 Section 173 (20 U.S.C. 9573), as redesignated by  
5 section 102, is amended—

6 (1) in subsection (a), by striking “subsection  
7 (c)” and inserting “subsection (d)”;

8 (2) in subsection (b)—

9 (A) by striking “individually” and insert-  
10 ing “personally”;

11 (B) by striking “subsection (c)” and in-  
12 serting “subsection (d)”;

13 (C) by striking “their families, and infor-  
14 mation with respect to individual schools” and  
15 inserting “and their families”;

16 (3) by redesignating subsections (c) through (e)  
17 as subsections (d) through (f), respectively;

18 (4) by inserting after subsection (b) the fol-  
19 lowing:

20 “(c) INSTITUTION-LEVEL DATA.—The Director shall  
21 ensure that any authorized disclosed information with re-  
22 spect to an early childhood education program, elementary  
23 school, secondary school, local educational agency, or insti-  
24 tution of higher education shall not include personally  
25 identifiable information.”;

1           (5) in subsection (d)(2)(A), as redesignated by  
2           paragraph (3), by striking “individually” and insert-  
3           ing “personally”; and

4           (6) in subsection (e), as redesignated by para-  
5           graph (3)—

6           (A) by striking “individually identifiable  
7           information” each place the term appears and  
8           inserting “personally identifiable information”;  
9           and

10           (B) in paragraph (1)(B), by striking “Indi-  
11           vidually identifiable information” and inserting  
12           “Personally identifiable information”.

13 **SEC. 175. AVAILABILITY OF DATA.**

14           Section 174 (20 U.S.C. 9574), as redesignated by  
15           section 102, is amended—

16           (1) by striking “section 183” and inserting  
17           “section 173”; and

18           (2) by striking “use of the Internet” and insert-  
19           ing “through electronic means, such as posting in an  
20           easily accessible manner on the website of the Insti-  
21           tute”.

22 **SEC. 176. PERFORMANCE MANAGEMENT.**

23           Section 175 (20 U.S.C. 9575), as redesignated by  
24           section 102, is amended to read as follows:

1 **“SEC. 175. PERFORMANCE MANAGEMENT.**

2 “The Director shall establish a system for managing  
3 the performance of all activities authorized under this title  
4 to ensure the effective use of Federal funds and that such  
5 activities meet the Institute’s mission, by—

6 “(1) developing and utilizing measurable per-  
7 formance indicators, including reasonable timelines,  
8 to evaluate and improve the effectiveness of such ac-  
9 tivities and to inform applicable competitions for  
10 grants, contracts, or cooperative agreements under  
11 this title;

12 “(2) ensuring information, statistics, products,  
13 and publications of the Institute are prepared in a  
14 timely manner and are widely disseminated to prac-  
15 titioners, education system leaders, and policymakers  
16 in formats that are high-quality, easily accessible,  
17 understandable, and actionable;

18 “(3) utilizing the most modern technology and  
19 other methods available, including arrangements to  
20 use data collected electronically by public agencies  
21 across early childhood education through postsec-  
22 ondary study to ensure the efficient and least bur-  
23 densome collection and timely distribution of infor-  
24 mation, including data and reports;

25 “(4) promoting engagement with, wide dissemi-  
26 nation of, and evidence use of all information, prod-

1 ucts, and publications of the Institute in a manner  
2 that is responsive to the educational challenges fac-  
3 ing students, families, practitioners, and education  
4 system leaders;

5 “(5) continuously improving management strat-  
6 egies and practices; and

7 “(6) making information available to the public  
8 in an expeditious fashion.”.

9 **SEC. 177. VACANCIES.**

10 Section 177 (20 U.S.C. 9577), as redesignated by  
11 section 102, is amended—

12 (1) by striking the first sentence; and

13 (2) by striking “section 188” and inserting  
14 “section 178”.

15 **SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.**

16 Section 178 (20 U.S.C. 9578), as redesignated by  
17 section 102, is amended—

18 (1) in the matter preceding paragraph (1) of  
19 subsection (a), by inserting “, including experts in  
20 privacy, security of personally identifiable informa-  
21 tion, and cybersecurity,” before “to carry out”; and

22 (2) by adding at the end the following:

23 “(c) ROTATORS.—The Director may, under the au-  
24 thority provided by subsection (a), appoint for a limited  
25 term, or on a temporary basis, practitioners, researchers,



1 and other technical and professional personnel on leave of  
2 absence from academic, industrial, or research institutions  
3 to work for the Institute, which may include such per-  
4 sonnel affiliated with minority-serving institutions.”.

5 **SEC. 179. AUTHORIZATION OF APPROPRIATIONS.**

6 Section 182 (20 U.S.C. 9584), as redesignated by  
7 section 171, is amended—

8 (1) in subsection (a)—

9 (A) in the matter preceding paragraph (1),  
10 by striking “(except section 174) \$400,000,000  
11 for fiscal year 2003 and such sums as may be  
12 necessary for each of the 5 succeeding fiscal  
13 years, of which” and inserting “(except section  
14 157) such sums as may be necessary for fiscal  
15 year 2024 and each of the 5 succeeding fiscal  
16 years, of which, for each fiscal year”;

17 (B) in paragraph (1)—

18 (i) by striking “(as such Center” and  
19 all that follows through “2002” and insert-  
20 ing “for fiscal year 2023”; and

21 (ii) by striking “, as authorized under  
22 part C”;

23 (C) in paragraph (2), by striking  
24 “\$1,000,000” and inserting “\$2,000,000”;

1           (2) by redesignating subsections (b) and (c) as  
2           subsections (c) and (d), respectively;

3           (3) by inserting after subsection (a) the fol-  
4           lowing:

5           “(b) PROGRAM ADMINISTRATION.—There are au-  
6           thorized to be appropriated to carry out this title, for sala-  
7           ries and related expenses for the Director, each of the  
8           Commissioners, and employees described in section 178,  
9           such sums as may be necessary for fiscal year 2024 and  
10          each of the 5 succeeding fiscal years.”;

11          (4) in subsection (c), as redesignated by para-  
12          graph (2)—

13                 (A) in the first sentence, by striking “sec-  
14                 tion 174 \$100,000,000 for fiscal year 2003”  
15                 and inserting “section 157 such sums as may  
16                 be necessary for fiscal year 2024”; and

17                 (B) by striking the second sentence; and

18          (5) in subsection (d), as redesignated by para-  
19          graph (2)—

20                 (A) by inserting “for a fiscal year” after  
21                 “this section”; and

22                 (B) by striking “until expended” and in-  
23                 serting “for the 2 succeeding fiscal years”.

1 **SEC. 180. CONFORMING AMENDMENTS.**

2 (a) GENERAL EDUCATION PROVISIONS ACT.—Sec-  
3 tion 447(b) of the General Education Provisions Act (20  
4 U.S.C. 1232j(b)) is amended by striking “section  
5 153(a)(6)” and inserting “section 143(a)(7)”.

6 (b) ELEMENTARY AND SECONDARY EDUCATION ACT  
7 OF 1965.—The Elementary and Secondary Education Act  
8 of 1965 (20 U.S.C. 6301 et seq.) is amended—

9 (1) in section 2244(b)(5), by striking “section  
10 174” and inserting “section 157”;

11 (2) in section 8101—

12 (A) in paragraph (23)—

13 (i) in subparagraph (A)(i), by striking  
14 “section 153” and inserting “section 143”;

15 and

16 (ii) in subparagraph (D)(i), by strik-  
17 ing “section 153” and inserting “section  
18 143”; and

19 (B) in paragraph (25)—

20 (i) in subparagraph (A)(i), by striking  
21 “section 153” and inserting “section 143”;

22 and

23 (ii) in subparagraph (D)(i), by strik-  
24 ing “section 153” and inserting “section  
25 143”; and

1           (3) in section 8529(b), by striking “section  
2           153(a)(6)” and inserting “section 143(a)(7)”.

3           (c) INDIVIDUALS WITH DISABILITIES EDUCATION  
4 ACT.—The Individuals with Disabilities Education Act  
5 (20 U.S.C. 1400 et seq.) is amended—

6           (1) in section 673(c), by striking “section 174”  
7           and inserting “section 157”; and

8           (2) in section 681(a)(1), by striking “section  
9           178(c)” and inserting “section 163(b)”.

10           **TITLE II—EDUCATIONAL**  
11           **TECHNICAL ASSISTANCE**

12           **SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.**

13           (a) IN GENERAL.—The Educational Technical As-  
14 sistance Act of 2002 (20 U.S.C. 9601 et seq.) is amended  
15 to read as follows:

16           **“TITLE II—EDUCATIONAL**  
17           **TECHNICAL ASSISTANCE**

18           **“SEC. 201. SHORT TITLE.**

19           “‘This title may be cited as the ‘Educational Tech-  
20 nical Assistance Act of 2002’.

21           **“SEC. 202. DEFINITIONS.**

22           “‘In this title:

23           “(1) ESEA TERMS.—The terms ‘child with a  
24 disability’, ‘English learner’, ‘evidence-based’, ‘Sec-  
25 retary’, and ‘school leader’ have the meanings given

1 those terms in section 8101 of the Elementary and  
2 Secondary Education Act of 1965.

3 “(2) ESRA TERMS.—The terms ‘Bureau-fund-  
4 ed school’, ‘evidence use’, ‘geographic region’, ‘insti-  
5 tution of higher education’, ‘regional educational lab-  
6 oratory’, and ‘subgroup of students’ have the mean-  
7 ings given those terms in section 102.

8 “(3) COMPREHENSIVE CENTER.—

9 “(A) IN GENERAL.—The term ‘comprehen-  
10 sive center’ means a technical assistance center  
11 authorized under section 207.

12 “(B) NATIONAL COMPREHENSIVE CEN-  
13 TER.—The term ‘national comprehensive cen-  
14 ter’ means a comprehensive center established  
15 or supported through an award under section  
16 207(a)(2)(A) to support regional comprehensive  
17 centers by scaling effective technical assistance,  
18 minimizing duplication, and addressing common  
19 implementation challenges faced by States and  
20 emerging national education issues.

21 “(C) REGIONAL COMPREHENSIVE CEN-  
22 TER.—The term ‘regional comprehensive center’  
23 means a comprehensive center established or  
24 supported through an award under section  
25 207(a)(2)(B) that serves 1 geographic region.

1           “(4) FOCUS CENTER.—The term ‘focus center’  
2           means a technical assistance center authorized under  
3           section 208.

4   **“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.**

5           “(a) PURPOSE.—It is the purpose of this section to  
6           improve educational opportunities and outcomes, particu-  
7           larly academic achievement, for all students, particularly  
8           for each subgroup of students, through the coordination  
9           of technical assistance to support the effective implemen-  
10          tation of—

11           “(1) the Elementary and Secondary Education  
12          Act of 1965;

13           “(2) the Individuals with Disabilities Education  
14          Act;

15           “(3) the Carl D. Perkins Career and Technical  
16          Education Act of 2006;

17           “(4) the Higher Education Act of 1965;

18           “(5) the Workforce Innovation and Opportunity  
19          Act;

20           “(6) section 444 of the General Education Pro-  
21          visions Act (commonly known as the “Family Edu-  
22          cational Rights and Privacy Act of 1974”); and

23           “(7) other relevant Federal education laws.

24           “(b) ACTIVITIES.—In meeting the purpose of sub-  
25          section (a), the Secretary shall—

1           “(1) provide technical assistance to practi-  
2           tioners, education system leaders, elementary and  
3           secondary schools, Bureau-funded schools, local edu-  
4           cational agencies, State educational agencies, institu-  
5           tions of higher education, families, local boards and  
6           State boards (as defined under section 3 of the  
7           Workforce Innovation and Opportunity Act), other  
8           appropriate agencies, Indian Tribes, Native Hawai-  
9           ian organizations, and Tribal organizations to sup-  
10          port effective implementation of the laws described  
11          in subsection (a);

12           “(2) encourage evidence use and support the  
13          implementation of evidence-based practices to im-  
14          prove educational outcomes, particularly academic  
15          achievement, for all students, and particularly for  
16          each subgroup of students; and

17           “(3) align technical assistance efforts across the  
18          Department of Education to minimize duplication of  
19          technical assistance and increase client satisfaction  
20          in a manner that—

21                   “(A) promotes high-quality, actionable,  
22                   timely, and easily accessible information; and

23                   “(B) is responsive to the educational chal-  
24                   lenges facing students, families, practitioners,  
25                   and education system leaders.

1       “(c) CONTENT.—The technical assistance provided  
2 under this section may include—

3           “(1) an evaluation of the implementation of  
4 Federal programs at the State, Tribal, or local level,  
5 or building State, Tribal, or local capacity to carry  
6 out such an evaluation; and

7           “(2) improving or streamlining data collections,  
8 and increasing the capacity of State, Tribal, or local  
9 agencies to analyze and communicate such data and  
10 carry out evidence use to support practitioners and  
11 education system leaders in evidence-based decision-  
12 making.

13 **“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE**  
14 **CENTERS AND REGIONAL EDUCATIONAL LAB-**  
15 **ORATORIES.**

16       “(a) IN GENERAL.—The Secretary, in consultation  
17 with the Commissioner for Education Evaluation and Evi-  
18 dence Use described in section 152, shall ensure that re-  
19 gional comprehensive centers and regional educational lab-  
20 oratories that serve the same geographic regions are effec-  
21 tively coordinated to minimize duplication and increase cli-  
22 ent satisfaction.

23       “(b) LOCAL COORDINATION.—Each regional com-  
24 prehensive center and regional educational laboratory that



1 serve the same geographic region, to the greatest extent  
2 practicable, shall—

3 “(1) carry out local needs assessments and re-  
4 lated input gathering in a coordinated manner;

5 “(2) be familiar with each other’s work plan  
6 and areas of expertise, and with other federally  
7 funded technical assistance centers;

8 “(3) be responsive, in a timely and effective  
9 manner, to the State educational agencies, local edu-  
10 cational agencies, and, if applicable, Bureau-funded  
11 schools located in such geographic region, which may  
12 include referring such an agency to a more appro-  
13 priate federally funded technical assistance center;

14 “(4) develop and maintain a shared regional  
15 governing board, in accordance with the require-  
16 ments of section 206(a)(1); and

17 “(5) identify challenges facing students and  
18 practitioners in the region so as to inform the work  
19 of focus centers authorized under section 208.

20 “(c) CONTRACT CYCLE.—The Secretary, in consulta-  
21 tion with the Commissioner for Education Evaluation and  
22 Evidence Use, shall, to the greatest extent practicable, en-  
23 sure that the duration of grants, contacts, or cooperative  
24 agreements awarded for comprehensive centers under this  
25 title is consistent with the duration of contracts awarded

1 by such Commissioner for the regional educational labora-  
2 tory program.

3 **“SEC. 205. PRIORITIES.**

4 “The Secretary shall establish priorities for the re-  
5 gional educational laboratories and comprehensive centers,  
6 taking into account input from regional governing boards.

7 **“SEC. 206. GOVERNING BOARDS.**

8 “(a) REGIONAL GOVERNING BOARD.—

9 “(1) ESTABLISHMENT.—

10 “(A) IN GENERAL.—Each regional com-  
11 prehensive center and regional educational lab-  
12 oratory that serve the same geographic region  
13 shall have a shared regional governing board  
14 that shall guide and direct the work of such  
15 center and such laboratory.

16 “(B) COSTS.—In supporting and maintain-  
17 ing the regional governing board required under  
18 this paragraph, each regional comprehensive  
19 center and regional educational laboratory shall  
20 equally divide any costs related to developing,  
21 operating, or staffing such board. Such center  
22 or laboratory may enter into a contract with  
23 each other to carry out such activities.

24 “(2) DUTIES.—Each regional governing board  
25 established under paragraph (1) shall advise the rel-

1       evant regional comprehensive center and regional  
2       educational laboratory on—

3               “(A) the comprehensive center’s activities  
4               described in section 207(f) and the laboratory’s  
5               activities to satisfy the terms and conditions of  
6               the contract award under section 154;

7               “(B) the regional agenda of such center  
8               and such laboratory, in a manner that is re-  
9               sponsive to the challenges facing students and  
10              practitioners of the region, which may include  
11              the identification of exemplary, innovative, and  
12              promising practices in the region for additional  
13              study;

14              “(C) ensuring the work of the comprehen-  
15              sive center and the laboratory is high-quality,  
16              actionable, timely, and easily accessible;

17              “(D) identifying challenges facing students  
18              and practitioners of the region, which shall in-  
19              form the work of focus centers authorized  
20              under section 208; and

21              “(E) the implementation of such center’s  
22              and such laboratory’s respective duties in a  
23              manner that promotes progress toward pro-  
24              viding all students, particularly each subgroup  
25              of students, access to high-quality educational

1 opportunities and improves educational out-  
2 comes, particularly student academic achieve-  
3 ment.

4 “(3) COMPOSITION.—

5 “(A) IN GENERAL.—Each regional gov-  
6 erning board shall be composed of—

7 “(i) the chief State school officers, or  
8 such officers’ designees or other State offi-  
9 cials, in each State located in the cor-  
10 responding geographic region; and

11 “(ii) not more than 10 other members  
12 who are representative of the educational  
13 interests in the corresponding geographic  
14 region, which may include the following:

15 “(I) Representatives of local edu-  
16 cational agencies and educational  
17 service agencies, including representa-  
18 tives of local educational agencies  
19 serving urban and rural areas.

20 “(II) Representatives of institu-  
21 tions of higher education.

22 “(III) Parents.

23 “(IV) Practitioners, including  
24 classroom teachers, principals, and  
25 other school leaders.

1                   “(V) Representatives of work-  
2                   force development.

3                   “(VI) Policymakers, expert prac-  
4                   titioners, and researchers with knowl-  
5                   edge of, and experience using re-  
6                   search, development, evaluation, and  
7                   statistics.

8           “(b) NATIONAL COMPREHENSIVE CENTER GOV-  
9    ERNING BOARD.—

10           “(1) IN GENERAL.—The National Comprehen-  
11           sive Center shall have a governing board that  
12           shall—

13                   “(A) guide and direct the work of such  
14                   center; and

15                   “(B) support such center in scaling effec-  
16                   tive technical assistance, minimizing duplica-  
17                   tion, and addressing common implementation  
18                   challenges faced by States and emerging na-  
19                   tional education issues.

20           “(2) COMPOSITION.—The governing board de-  
21           scribed this subsection shall be composed of—

22                   “(A) not less than 1 member of each re-  
23                   gional governing board described in subsection  
24                   (a); and



1           “(B) shall ensure that 1 regional com-  
2           prehensive center is established in each of the  
3           geographic regions.

4           “(3) NATIONAL COMPREHENSIVE CENTER; RE-  
5           GIONAL COMPREHENSIVE CENTERS.—In the case  
6           of—

7           “(A) a national comprehensive center de-  
8           scribed in paragraph (2)(A), the Nation shall be  
9           considered to be the region served by the com-  
10          prehensive center; and

11          “(B) a regional comprehensive center de-  
12          scribed in paragraph (2)(B), the geographic re-  
13          gion shall be considered to be the region served  
14          by the comprehensive center.

15          “(b) ELIGIBLE ENTITIES.—

16          “(1) IN GENERAL.—Grants, contracts, or coop-  
17          erative agreements under this section may be made  
18          with research organizations, public agencies, private  
19          entities, educational service agencies, institutions of  
20          higher education, or partnerships among such enti-  
21          ties, with the demonstrated ability or capacity to  
22          carry out the activities described in subsection (f)  
23          (referred to in this section as ‘eligible entities’).

1           “(2) OUTREACH.—In conducting competitions  
2 for grants, contracts, or cooperative agreements  
3 under this section, the Secretary shall—

4                   “(A) actively encourage eligible entities to  
5 apply for such awards by making widely avail-  
6 able information and technical assistance relat-  
7 ing to the awards described under this section;  
8 and

9                   “(B) seek input from chief executive offi-  
10 cers of States, chief State school officers, teach-  
11 ers, principals, other school leaders, parents,  
12 administrators, paraprofessionals, and other in-  
13 dividuals with knowledge of the needs of the re-  
14 gions to be served by the awards, regarding—

15                           “(i) the needs in the regions for tech-  
16 nical assistance authorized under this title;  
17 and

18                           “(ii) how such needs may be ad-  
19 dressed most effectively.

20           “(3) REQUIREMENTS.—In determining whether  
21 to award a grant, contract, or cooperative agreement  
22 under this section, the Secretary shall ensure that  
23 an eligible entity has a history of effectiveness in  
24 providing high-quality technical assistance, including  
25 by considering the results of any completed evalua-





1 and Tribal organizations, as applicable for  
2 the geographic region;

3 “(iv) Practitioners, including teachers,  
4 principals, and other school leaders.

5 “(v) Students and parents.

6 “(vi) Policymakers, expert practi-  
7 tioners, and researchers with knowledge of,  
8 and experience using, the findings from re-  
9 search, evaluation, and statistics.

10 “(2) PLAN.—Each application submitted under  
11 paragraph (1) shall contain—

12 “(A) an assurance that such applicant will  
13 develop and regularly update a 5-year service  
14 plan for carrying out the technical assistance  
15 and capacity-building activities for the region in  
16 a manner that addresses—

17 “(i) the priorities described under sec-  
18 tion 205; and

19 “(ii) the needs of all States (and to  
20 the extent practicable, of local educational  
21 agencies) within the region to be served by  
22 the national or regional comprehensive cen-  
23 ter, on an ongoing basis; and

1           “(B) an assurance that such entity will de-  
2           velop and regularly update and submit to the  
3           Secretary a State service plan that includes—

4                   “(i) a description of the capacity-  
5                   building supports to be delivered by the  
6                   center in response to educational chal-  
7                   lenges facing students, practitioners, and  
8                   education system leaders in a manner that  
9                   supports evidence use; and

10                   “(ii) a description of the technical as-  
11                   sistance to be provided to support the ef-  
12                   fective implementation of the Elementary  
13                   and Secondary Education Act of 1965.

14           “(d) ALLOCATION.—

15                   “(1) IN GENERAL.—Each regional comprehen-  
16                   sive center established under this section shall allo-  
17                   cate such center’s resources to and within each State  
18                   in a manner which reflects the need for assistance,  
19                   taking into account such factors as—

20                           “(A) the proportion and number of stu-  
21                           dents from low-income backgrounds counted  
22                           under section 1113(a)(5) of the Elementary  
23                           and Secondary Education Act of 1965;

24                           “(B) the number of schools implementing  
25                           comprehensive support and improvement activi-

1           ties, targeted support and improvement activi-  
2           ties, and additional targeted support, under sec-  
3           tion 1111(d) of the Elementary and Secondary  
4           Education Act of 1965 in the region;

5           “(C) the increased cost burden of service  
6           delivery in rural areas; and

7           “(D) any special initiatives being under-  
8           taken by State, intermediate, local educational  
9           agencies, or Bureau-funded schools, as appro-  
10          priate, that may require special assistance from  
11          the center.

12          “(2) RESPONSIVENESS.—In allocating resources  
13          in accordance with paragraph (1), each regional  
14          comprehensive center shall reserve not more than 15  
15          percent of funds awarded by the Secretary for a fis-  
16          cal year to respond in a timely fashion to urgent  
17          needs of State educational agencies and local edu-  
18          cational agencies served by such center for such fis-  
19          cal year, which may also include modifying the ac-  
20          tivities of the center and the State service plan de-  
21          scribed in subsection (c)(2)(B).

22          “(e) SCOPE OF WORK.—Each comprehensive center  
23          established under this section shall work with State edu-  
24          cational agencies, local educational agencies, educational  
25          service agencies, and schools, including Bureau-funded

1 schools, in the region where such center is located on  
2 school improvement activities that take into account fac-  
3 tors such as the proportion and number of students from  
4 low-income backgrounds counted under section 1113(a)(5)  
5 of Elementary and Secondary Education Act of 1965 in  
6 the region, and give priority to—

7           “(1) schools in the region with high percentages  
8           or numbers of students from low-income back-  
9           grounds, as determined under section 1113(a)(5) of  
10          the Elementary and Secondary Education Act of  
11          1965, including such schools in rural and urban  
12          areas, and schools receiving assistance under title I  
13          of that Act;

14          “(2) local educational agencies in the region in  
15          which high percentages or numbers of school-age  
16          children are from low-income families, as determined  
17          under section 1124(c)(1)(A) of the Elementary and  
18          Secondary Education Act of 1965, including such  
19          local educational agencies in rural and urban areas;  
20          and

21          “(3) schools in the region that are imple-  
22          menting comprehensive support and improvement  
23          activities, targeted support and improvement activi-  
24          ties, and additional targeted support under section

1       1111(d) of the Elementary and Secondary Edu-  
2       cation Act of 1965.

3       “(f) ACTIVITIES.—A comprehensive center estab-  
4       lished under this section shall provide high-quality, high-  
5       impact technical assistance on the implementation of the  
6       Elementary and Secondary Education Act of 1965 and ca-  
7       pacity-building supports to State educational agencies,  
8       Tribal educational agencies, local educational agencies,  
9       educational service agencies, and schools, including Bu-  
10      reau-funded schools, located in the region served by such  
11      center by—

12           “(1) providing capacity-building supports de-  
13      scribed in subsection (c)(2)(B)(i), which may include  
14      supports to—

15           “(A) strengthen data privacy and security;

16           or

17           “(B) coordinate with other State and local  
18      public agencies, institutions of higher education,  
19      and entities to address challenges facing stu-  
20      dents, practitioners, and education system lead-  
21      ers;

22           “(2) providing training, professional develop-  
23      ment, and technical assistance regarding implemen-  
24      tation of laws described in subsection (c)(2)(B)(ii);

1           “(3) facilitating communication between teach-  
2           ers, principals, other school leaders, paraprofes-  
3           sionals, parents, families, librarians, and education  
4           system leaders, as appropriate;

5           “(4) supporting evidence use amongst practi-  
6           tioners and education system leaders, at a minimum,  
7           in—

8                   “(A) the core academic subjects of mathe-  
9                   matics, science, and reading or language arts;

10                   “(B) meeting the needs of English learners  
11                   and children with disabilities; and

12                   “(C) education technology and digital lit-  
13                   eracy (including assistive and adaptive tech-  
14                   nology);

15           “(5) in coordination with the Director of the  
16           Institute of Education Sciences, disseminating and  
17           providing information, reports, and publications that  
18           support teaching and learning to improve edu-  
19           cational opportunities and student outcomes, par-  
20           ticularly academic achievement, and particularly for  
21           each subgroup of students, to students, families,  
22           practitioners, education system leaders, and policy-  
23           makers within the region served by the center;

24           “(6) bringing teams of experts together to de-  
25           velop and implement school improvement plans and

1 strategies, especially in schools implementing com-  
2 prehensive support and improvement activities, tar-  
3 geted support and improvement activities, and addi-  
4 tional targeted support under section 1111(d) of the  
5 Elementary and Secondary Education Act of 1965;  
6 and

7 “(7) supporting high-quality teacher and school  
8 leader preparation, recruitment, and retention prac-  
9 tices, including evidenced-based clinical experiences,  
10 and improving the teacher pipeline in critical areas.

11 **“SEC. 208. FOCUS CENTERS.**

12 “(a) AUTHORIZATION.—

13 “(1) IN GENERAL.—The Secretary may award  
14 not more than 3 grants, contracts, or cooperative  
15 agreements to eligible entities (as described in sec-  
16 tion 207(b)(1)) to enable those eligible entities to es-  
17 tablish and operate focus centers on topics described  
18 in subsection (b).

19 “(2) APPLICATION.—Each eligible entity, seek-  
20 ing a grant, contract, or cooperative agreement  
21 under this section shall submit an application at  
22 such time, in such manner, and containing such ad-  
23 ditional information as the Secretary may reasonably  
24 require.



1           “(3) REQUIREMENTS.—Focus centers author-  
2           ized under paragraph (1) shall—

3                   “(A) address 1 or more topics described in  
4                   subsection (b);

5                   “(B) carry out activities that increase evi-  
6                   dence use on such topic amongst practitioners,  
7                   education system leaders, elementary schools  
8                   and secondary schools, local educational agen-  
9                   cies, and State educational agencies; and

10                   “(C) in a timely manner, develop evidence-  
11                   based products or tools regarding such topic  
12                   and widely disseminate such products or tools  
13                   to practitioners, education system leaders, and  
14                   policymakers in formats that are high-quality,  
15                   easily accessible, understandable, and action-  
16                   able.

17           “(b) TOPICS.—

18                   “(1) ENGAGEMENT.—The Secretary shall en-  
19                   gage with—

20                   “(A) regional governing boards, in accord-  
21                   ance with in section 206(a)(2)(D), to identify  
22                   challenges facing students and practitioners  
23                   that are of shared importance and urgency  
24                   across geographic regions; and

1                   “(B) the Director of the Institute of Edu-  
2                   cation Sciences to examine the evidence bases of  
3                   research that may address the challenges identi-  
4                   fied in subparagraph (A).

5                   “(2) IDENTIFICATION.—After carrying out the  
6                   engagement requirements in paragraph (1), the Sec-  
7                   retary, in consultation with the Director of the Insti-  
8                   tute of Education Sciences, shall identify topics for  
9                   focus centers that address educational challenges of  
10                  shared importance and urgency and that may be ad-  
11                  dressed through the mobilization of robust evidence  
12                  bases of research.

13                  “(c) RULE.—In making awards under this section,  
14                  the Secretary may carry out distinct award competitions  
15                  for each topic developed under subsection (b).

16                  **“SEC. 209. EVALUATIONS.**

17                  “(a) COMPREHENSIVE CENTERS.—

18                  “(1) NATIONAL CENTER FOR EDUCATION EVAL-  
19                  UATION AND EVIDENCE USE.—The Secretary shall  
20                  provide for ongoing independent evaluations by the  
21                  National Center for Education Evaluation and Evi-  
22                  dence Use of the comprehensive centers receiving as-  
23                  sistance under this title, the results of which shall be  
24                  transmitted to the Committee on Health, Education,  
25                  Labor, and Pensions and the Committee on Appro-

1        priations of the Senate and the Committee on Edu-  
2        cation and the Workforce and the Committee on Ap-  
3        propriations of the House of Representatives, the  
4        Director of the Institute of Education Sciences, and  
5        the public. Such evaluations shall include an analysis  
6        of the services provided under this title, the extent  
7        to which each of the comprehensive centers meets  
8        the objectives of its respective plan, and the extent  
9        to which—

10                “(A) technical assistance provided by such  
11                centers—

12                        “(i) was high quality and high impact;

13                        “(ii) was responsive to the needs of  
14                        clients in the region; and

15                        “(iii) improved implementation of the  
16                        laws described in section 207(c)(2)(C)(ii);

17                “(B) capacity-building services were high  
18                quality and high impact, and responsive to the  
19                educational challenges of State educational  
20                agencies, local educational agencies, and schools  
21                in the region; and

22                “(C) such centers effectively coordinated  
23                with regional educational laboratories and other  
24                federally funded technical assistance centers to

1 align technical assistance, minimize duplication,  
2 and increase client satisfaction.

3 “(2) INDEPENDENT ENTITY.— In addition to  
4 the evaluation described in paragraph (1), the Sec-  
5 retary shall ensure that each comprehensive center  
6 receiving assistance under this title is evaluated by  
7 an independent entity, which shall be completed not  
8 less than 1 fiscal year prior to the end of the period  
9 of the grant, contract, or cooperative agreement with  
10 the eligible entity that operates the comprehensive  
11 center, and which shall—

12 “(A) include each of the analyses and as-  
13 sessments described in paragraph (1); and

14 “(B) determine the extent to which such  
15 center effectively supported the decisionmaking  
16 of practitioners, education system leaders, and  
17 policymakers located in the region served by the  
18 center.

19 “(b) FOCUS CENTER EVALUATION.—The Secretary  
20 shall provide for ongoing independent evaluations by the  
21 National Center for Education Evaluation and Evidence  
22 Use of the focus centers receiving assistance under this  
23 title, the results of which shall be transmitted to the Com-  
24 mittee on Health, Education, Labor, and Pensions and the  
25 Committee on Appropriations of the Senate and the Com-

1 mittee on Education and the Workforce and the Com-  
2 mittee on Appropriations of the House of Representatives,  
3 the Director of the Institute of Education Sciences, and  
4 the public. Such evaluations shall include an analysis of  
5 the evidence use activities carried out by such center, and  
6 such center’s effectiveness in addressing topics of shared  
7 importance and urgency.

8 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

9 “There are authorized to be appropriated to carry out  
10 this title such sums as may be necessary for fiscal year  
11 2024 and for each of the 5 succeeding fiscal years.”.

12 **TITLE III—NATIONAL ASSESS-**  
13 **MENT OF EDUCATIONAL**  
14 **PROGRESS**

15 **SEC. 301. REFERENCES.**

16 Except as otherwise expressly provided, whenever in  
17 this title an amendment or repeal is expressed in terms  
18 of an amendment to, or repeal of, a section or other provi-  
19 sion, the reference shall be considered to be made to a  
20 section or other provision of the National Assessment of  
21 Educational Progress Authorization Act (20 U.S.C. 9621  
22 et seq.).

23 **SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

24 Section 302 (20 U.S.C. 9621) is amended—

25 (1) in subsection (c), by striking paragraph (4);

1           (2) by striking subparagraph (A) of subsection  
2           (e)(1) and inserting the following:

3                   “(A) establish an assessment schedule, in  
4                   consultation with the Commissioner for Edu-  
5                   cation Statistics to ensure the technical and  
6                   cost feasibility of such schedule’s implementa-  
7                   tion, that complies with the requirements of  
8                   section 303(b), including—

9                           “(i) selecting the subject areas and  
10                           grades or ages to be assessed; and

11                           “(ii) determining the years in which  
12                           such assessments will be conducted;”;

13           (3) in subsection (g)(2), by striking “on the De-  
14           partment’s” and all that follows through the period  
15           at the end and inserting the following: “on—

16                   “(A) the Department’s actions to imple-  
17                   ment the decisions of the Assessment Board;  
18                   and

19                   “(B) the budget of the Department regard-  
20                   ing the costs associated with the duties of the  
21                   Assessment Board and activities relating to the  
22                   National Assessment, including the technical  
23                   and cost feasibility of carrying out the assess-  
24                   ment schedule established under subsection  
25                   (e)(1)(A).”.

1 **SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL**  
2 **PROGRESS.**

3 Section 303 (20 U.S.C. 9622) is amended—

4 (1) in subsection (b)—

5 (A) in paragraph (2)—

6 (i) in subparagraph (B), by inserting  
7 “subject to paragraph (4),” before “con-  
8 duct”;

9 (ii) in subparagraph (C)—

10 (I) by inserting “subject to para-  
11 graph (4),” before “conduct a”; and

12 (II) by striking “, but at least  
13 as” and all that follows through the  
14 semicolon and inserting “and at least  
15 once every 4 years;”; and

16 (iii) in subparagraph (E), by striking  
17 “, to provide” and all that follows through  
18 the semicolon and inserting “, subject to  
19 paragraph (4);”;

20 (B) in paragraph (3)—

21 (i) in subparagraph (A)—

22 (I) in clause (i), by inserting  
23 “subject to paragraph (4),” before  
24 “shall”; and

1 (II) in clause (iv), by inserting  
2 “subject to paragraph (4),” before  
3 “shall”; and

4 (ii) in subparagraph (B)(ii), by insert-  
5 ing “on” before “the standards”;

6 (C) by redesignating paragraphs (4)  
7 through (6) as paragraphs (5) through (7), re-  
8 spectively;

9 (D) by inserting after paragraph (3) the  
10 following:

11 “(4) DELAYS.—

12 “(A) FREQUENCY OF GRADE 4 AND GRADE  
13 8 ASSESSMENTS.—In carrying out the reading  
14 and mathematics assessments requirements  
15 under subparagraphs (B) and (E) of paragraph  
16 (2) and paragraph (3), the Commissioner for  
17 Education Statistics shall conduct such assess-  
18 ments in—

19 “(i) 2024;

20 “(ii) 2027; and

21 “(iii) every other year thereafter, in  
22 order to provide for 1 year in which no  
23 such assessments are conducted between  
24 each administration of such assessments.



1           “(B) FREQUENCY OF GRADE 12 ASSESS-  
2           MENTS.—In carrying out the reading and math-  
3           ematics assessments under paragraph (2)(C),  
4           the Commissioner for Education Statistics shall  
5           conduct such assessments in—

6                     “(i) 2024;

7                     “(ii) 2029; and

8                     “(iii) every 4 years thereafter.”; and

9           (E) in paragraph (6)(C), as redesignated  
10          by subparagraph (C), by striking “information  
11          on” and all that follows through the period at  
12          the end and inserting “, to the extent feasible,  
13          information needed to carry out paragraph  
14          (2)(G).”;

15          (2) in subsection (c)—

16                 (A) in paragraph (2)(D), by striking  
17                 “Chairman of the House Committee” and all  
18                 that follows through the period at the end and  
19                 inserting “Committee on Education and the  
20                 Workforce of the House of Representatives and  
21                 the Committee on Health, Education, Labor,  
22                 and Pensions of the Senate.”; and

23                 (B) in paragraph (4), by inserting a  
24                 comma after “Code”;



1 sonable, valid, and informative to the pub-  
2 lic.”;

3 (iii) by striking subparagraphs (C)  
4 and (D); and

5 (iv) by redesignating subparagraph  
6 (E) as subparagraph (C); and

7 (B) in paragraph (4)—

8 (i) by striking “trial”;

9 (ii) by inserting “under this sub-  
10 section,” after “development”; and

11 (iii) by inserting a comma after “offi-  
12 cer”;

13 (5) in subsection (f)(1)(B)(ii), by striking “-”  
14 after the semicolon; and

15 (6) in subsection (g)(2)—

16 (A) in the paragraph heading, by striking  
17 “INDIAN AFFAIRS SCHOOLS” and inserting “IN-  
18 DIAN EDUCATION”; and

19 (B) by striking “Indian Affairs” and in-  
20 serting “Indian Education”.

21 **SEC. 304. DEFINITIONS.**

22 Section 304 (20 U.S.C. 9623) is amended—

23 (1) by redesignating paragraphs (1) and (2) as  
24 paragraphs (2) and (3), respectively;

1           (2) by inserting before paragraph (2), as redesi-  
2           gnated by paragraph (1), the following:

3           “(1) IN GENERAL.—The terms ‘elementary  
4           school’, ‘local educational agency’, ‘secondary  
5           school’, and ‘Secretary’ have the meanings given  
6           those terms in section 8101 of the Elementary and  
7           Secondary Education Act of 1965.”;

8           (3) in paragraph (2), as redesignated by para-  
9           graph (1), by inserting “DIRECTOR.—” before “The  
10          term”; and

11          (4) in paragraph (3), as so redesignated, by in-  
12          serting “STATE.—” before “The term”.

13 **SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

14          Section 305(a) (20 U.S.C. 9624(a)) is amended to  
15          read as follows:

16          “(a) IN GENERAL.—There are authorized to be ap-  
17          propriated—

18                 “(1) for fiscal year 2024—

19                         “(A) such sums as may be necessary to  
20                         carry out section 302; and

21                         “(B) such sums as may be necessary to  
22                         carry out section 303; and

23                 “(2) for each of the 5 succeeding fiscal years,  
24                 such sums as may be necessary to carry out sections  
25                 302 and 303.”.