

118TH CONGRESS  
1ST SESSION

**S.** \_\_\_\_\_

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.

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IN THE SENATE OF THE UNITED STATES

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Mr. SANDERS (for himself and Mr. CASSIDY) introduced the following bill;  
which was read twice and referred to the Committee on

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## **A BILL**

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.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

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.

## 2

- Sec. 2. Table of contents.
- Sec. 3. Short title; table of contents for public law.

## TITLE I—EDUCATION SCIENCES REFORM

- Sec. 101. References.
- Sec. 102. Redesignations.
- 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.

- “See. 115. Priorities.
- “See. 115A. Plans.
- “See. 115B. Education researcher pipeline.
- “See. 116. National Board for Education Sciences.
- “See. 117. Commissioners of the National Education Centers.
- “See. 118. Agreements.
- “See. 119. Director biennial report.
- “See. 120. Competitive awards.
- “See. 121. Transparency.

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

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

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

- “See. 141. Establishment.
- “See. 142. Commissioner for Education Statistics.
- “See. 143. Duties.
- “See. 144. Performance of duties.
- “See. 145. Reports.
- “See. 146. Dissemination.
- “See. 147. Cooperative education statistics partnerships.
- “See. 148. State defined.
- “See. 149. Grant program for statewide longitudinal data systems.
- “See. 150. Data innovation grants.

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

- “See. 151. Establishment.
- “See. 152. Commissioner for Education Evaluation and Evidence Use.
- “See. 153. Duties.
- “See. 154. Evaluations.
- “See. 155. What Works Clearinghouse and related functions.
- “See. 156. Evidence use activities.
- “See. 157. Regional educational laboratories for applied research, development,  
and evidence use.

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

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

“PART F—GENERAL PROVISIONS

- “See. 171. Interagency data sources and formats.
- “See. 172. Prohibitions.
- “See. 173. Confidentiality.
- “See. 174. Availability of data.
- “See. 175. Performance management.
- “See. 176. Authority to publish.

- “See. 177. Vacancies.
- “See. 178. Scientific or technical employees.
- “See. 179. Voluntary service.
- “See. 180. Rulemaking.
- “See. 181. Copyright.
- “See. 182. Authorization of appropriations.

“TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

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

“TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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

“TITLE IV—AMENDATORY PROVISIONS

- “See. 401. Resignations.
- “See. 402. Amendments to Department of Education Organization Act.
- “See. 403. Repeals.
- “See. 404. Conforming and technical amendments.
- “See. 405. Orderly transition.
- “See. 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

1 section or other provision of the Education Sciences Re-  
2 form Act of 2002 (20 U.S.C. 9501 et seq.).

3 **SEC. 102. REDESIGNATIONS.**

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

9 **SEC. 103. DEFINITIONS.**

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

11 (1) by striking paragraph (1), and inserting the  
12 following:

13 “(1) IN GENERAL.—

14 “(A) ESEA TERMS.—

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

1 tary and Secondary Education Act of  
2 1965.

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

5 “(I) means each subgroup of stu-  
6 dents described in section  
7 1111(h)(1)(C)(ii) of the Elementary  
8 and Secondary Education Act of  
9 1965; and

10 “(II) includes first generation  
11 college students, as defined in section  
12 402A(h) of the Higher Education Act  
13 of 1965.

14 “(iii) CHARTER SCHOOL.—The term  
15 ‘charter school’ has the meaning given the  
16 term in section 4310(2) of the Elementary  
17 and Secondary Education Act of 1965.

18 “(B) IDEA TERMS.—

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

24 “(ii) INFANT OR TODDLER WITH A  
25 DISABILITY.—The term ‘infant or toddler

1 with a disability’ has the meaning given  
2 the term in section 632 of the Individuals  
3 with Disabilities Education Act.

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

10 (2) in paragraph (2)(B), by inserting “or the  
11 identification of evidence-based practices” after  
12 “field of education”;

13 (3) in paragraph (5), by striking “Affairs” and  
14 inserting “Education”;

15 (4) by striking paragraphs (17) and (21);

16 (5) by redesignating paragraphs (6), (7), (8),  
17 (9), (10), (11), (12), (13), (14), (15), (16), (18),  
18 (19), (20), (22), and (23), as paragraphs (8), (9),  
19 (10), (11), (12), (14), (17), (19), (21), (22), (24),  
20 (25), (28), (29), (30), and (31), respectively;

21 (6) by inserting after paragraph (5) the fol-  
22 lowing:

23 “(6) BUREAU-FUNDED SCHOOL.—The term  
24 ‘Bureau-funded school’ has the meaning given the



1 term in section 1141 of the Education Amendments  
2 of 1978 (25 U.S.C. 2021).

3 “(7) CAREER AND TECHNICAL EDUCATION.—  
4 The term ‘career and technical education’ has the  
5 meaning given the term in section 3 of the Carl D.  
6 Perkins Career and Technical Education Act of  
7 2006.”;

8 (7) in paragraph (8), as redesignated by para-  
9 graph (5), by striking “means an entity established  
10 under section 203 of the Educational Technical As-  
11 sistance Act of 2002” and inserting “has the mean-  
12 ing given the term in section 202”;

13 (8) in paragraph (10), as redesignated by para-  
14 graph (5)—

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

17 (B) by striking “teaching” and all that fol-  
18 lows through the period at the end and insert-  
19 ing “teaching and learning, that lead to the im-  
20 provement of student outcomes, including the  
21 academic skills of students, and that may be  
22 replicable in heterogeneous local educational  
23 contexts.”;

24 (9) in paragraph (12), as redesignated by para-  
25 graph (5)—

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

3 (B) by inserting “specialized instructional  
4 support personnel, other staff, early childhood  
5 educators, administrators of early childhood  
6 education programs, faculty, student support  
7 staff, paraprofessionals,” after “other practi-  
8 tioners,”;

9 (10) by inserting after paragraph (12) the fol-  
10 lowing:

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

15 (11) in paragraph (14), as redesignated by  
16 paragraph (5), by striking “providing,” and all that  
17 follows through the period at the end and inserting  
18 “providing services to children in an early childhood  
19 education program.”;

20 (12) by inserting after paragraph (14), as re-  
21 redesignated by paragraph (5), the following:

22 “(15) EVIDENCE-BASED.—The term ‘evidence-  
23 based’ means any educational activity, strategy,  
24 intervention, or policy design that demonstrates a  
25 statistically significant effect on improving relevant

1 outcomes for intended beneficiaries at the individual,  
2 classroom, program, school, institutional, education,  
3 or workforce system level based on evidence from at  
4 least 1 well-designed and well-implemented study ca-  
5 pable of causal inference, particularly randomized-  
6 control trials.

7 “(16) EVIDENCE USE.—The term ‘evidence use’  
8 means activities that build the capacity of practi-  
9 tioners to effectively understand evidence-based  
10 practices and scientifically valid research—

11 “(A) to comprehend the design principles  
12 of evidence-based practices and identify, select,  
13 implement, and adapt such practices in hetero-  
14 geneous local educational contexts;

15 “(B) to support high-quality teaching and  
16 learning and the continuous improvement of  
17 education systems; and

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

24 (13) in paragraph (17), as redesignated by  
25 paragraph (5), by striking “(including teachers and

1 other practitioners) and that conforms to standards”  
2 and inserting “in collaboration with practitioners or  
3 education system leaders and that conforms to the  
4 principles”;

5 (14) by inserting after paragraph (17), as re-  
6 designated by paragraph (5), the following:

7 “(18) GEOGRAPHIC REGION.—The term ‘geo-  
8 graphic region’ means each of the 10 geographic re-  
9 gions served by the regional educational labora-  
10 tories.”;

11 (15) by inserting after paragraph (19), as re-  
12 designated by paragraph (5), the following:

13 “(20) INDIAN TRIBE.—The term ‘Indian Tribe’  
14 has the meaning given the term in section 4 of the  
15 Indian Self-Determination and Education Assistance  
16 Act (25 U.S.C. 5304).”;

17 (16) by inserting after paragraph (22), as re-  
18 designated by paragraph (5), the following:

19 “(23) MINORITY-SERVING INSTITUTION.—The  
20 term ‘minority-serving institution’ means an institu-  
21 tion of higher education described in section 371(a)  
22 of the Higher Education Act of 1965.”;

23 (17) in paragraph (24), as redesignated by  
24 paragraph (5), by striking “section 133(c)” and in-  
25 serting “section 133(g)”;

1           (18) by striking paragraph (25), as redesignated by paragraph (5), and inserting the following:

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

5                   “(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid  
6 knowledge relevant to the needs of students,  
7 families, practitioners, education system leaders,  
8 and policymakers;

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

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

12                           “(i) use of research designs and methods appropriate to the research question  
13 posed;

14                           “(ii) use of systematic, empirical methods that draw on observation or experiment;

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

16                           “(iv) making claims of causal relationships only in random assignment experi-

1                   ments or other designs (to the extent such  
2                   designs substantially eliminate plausible  
3                   competing explanations for the obtained re-  
4                   sults);

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

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

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

17                  (19) by inserting after paragraph (25), as re-  
18                  designated by paragraph (5), the following:

19                  “(26) PRIORITIES.—The term ‘priorities’ means  
20                  the priorities proposed by the Director and approved  
21                  by the Board under section 115.

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

1           (20) in paragraph (28), as redesignated by  
2 paragraph (5), by striking subparagraph (B) and in-  
3 sserting the following:

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

13           (21) in paragraph (29), as redesignated by  
14 paragraph (5), by striking “scientifically based re-  
15 search standards” and inserting “principles of sci-  
16 entifically valid research”;

17           (22) by striking paragraph (30), as redesi-  
18 gnated by paragraph (5), and inserting the following:

19           “(30) STATE.—

20           “(A) IN GENERAL.—The term ‘State’ in-  
21 cludes (except as provided in section 148) 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) OUTLYING AREA.—The term ‘out-  
2           lying area’ has the meaning given such term in  
3           section 1121(c) of the Elementary and Sec-  
4           ondary Education Act of 1965.

5           “(C) FREELY ASSOCIATED STATES.—The  
6           term ‘freely associated states’ means the Re-  
7           public of the Marshall Islands, the Federated  
8           States of Micronesia, and the Republic of  
9           Palau.”;

10          (23) by striking paragraph (31), as redesign-  
11          ated by paragraph (5), and inserting the following:

12          “(31) 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           “(C) assistance in identifying and applying  
2           to research funding opportunities provided by  
3           the Institute; or

4           “(D) other assistance necessary to encour-  
5           age the improvement of teaching and learning  
6           through the applications of techniques sup-  
7           ported by scientifically valid research.”; and  
8           (24) by adding at the end the following:

9           “(32) TRIBAL COLLEGE OR UNIVERSITY.—The  
10          term ‘Tribal College or University’ has the meaning  
11          given the term in section 316 of the Higher Edu-  
12          cation Act of 1965.

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

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

21           **PART A—THE INSTITUTE OF EDUCATION**

22                           **SCIENCES**

23           **SEC. 111. ESTABLISHMENT.**

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

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

3           “(b) MISSION.—

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

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

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

20                   “(C) the effectiveness of Federal and other  
21 education programs.

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

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

7           “(B) ensure that such activities—

8                 “(i) conform to high standards of  
9                 quality, integrity, and accuracy; and

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

15           (2) in subsection (c)(3)(C), by striking “the  
16           National Center for Education Evaluation and Re-  
17           gional Assistance” and inserting “the National Cen-  
18           ter for Education Evaluation and Evidence Use”.

19 **SEC. 112. FUNCTIONS.**

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

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

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

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

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

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

19          “(4) strengthen the national, State, regional,  
20          and local capacity to conduct, develop, and widely  
21          disseminate activities described in paragraph (1), in-  
22          cluding by increasing the participation of researchers  
23          and institutions that have been historically under-  
24          represented in Federal education research activities  
25          of the Institute, including historically Black colleges

1 and universities, Tribal Colleges and Universities,  
2 and other minority-serving institutions;”.

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

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

5 (1) in subsection (a), by striking “Except as  
6 provided in subsection (b)(2), the” and inserting  
7 “The”;

8 (2) by striking subsection (b) and inserting the  
9 following:

10 “(b) TERM.—

11 “(1) IN GENERAL.—

12 “(A) 6 YEAR TERM.—Except as provided  
13 in subparagraph (B), the Director shall serve  
14 for a term of 6 years, beginning on the date of  
15 appointment of the Director.

16 “(B) EXCEPTION.—If a successor to the  
17 Director has not been named as of the date of  
18 expiration of the Director’s term, the Director  
19 may serve for not more than an additional 1-  
20 year period, beginning on the day after the date  
21 of expiration of the Director’s term, or until a  
22 successor has been appointed under subsection  
23 (a), whichever occurs first.

24 “(2) RECOMMENDATIONS.—The Board shall  
25 make recommendations to the President with respect

1 to the appointment of a Director under subsection  
2 (a).”;

3 (3) in subsection (d), by striking “productivity  
4 and leadership” and inserting “productivity, leader-  
5 ship, and support for wide dissemination and evi-  
6 dence use”;

7 (4) in subsection (f)—

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

11 (B) by striking paragraph (3) and insert-  
12 ing the following:

13 “(3) To coordinate education research and re-  
14 lated activities carried out by the Institute with such  
15 research and activities carried out by other agencies  
16 within the Department and the Federal Government  
17 in order ensure such activities—

18 “(A) support high-quality teaching and  
19 learning for students, particularly for each sub-  
20 group of students; and

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

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

1 (D) in paragraph (5)—

2 (i) by striking “necessary” and insert-  
3 ing “and maintain high-quality and time-  
4 ly”; and

5 (ii) by striking “section 116(b)(3)”  
6 and inserting “section 116(b)(4)”;

7 (E) in paragraph (6), by striking “section  
8 183 of this title” and inserting “section 173”;

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

13 (G) by striking paragraph (8) and insert-  
14 ing the following:

15 “(8) To undertake initiatives and programs to  
16 increase the participation of researchers and institu-  
17 tions that have been historically underrepresented in  
18 Federal education research activities of the Institute,  
19 including historically Black colleges or universities,  
20 Tribal Colleges and Universities, or other minority-  
21 serving institutions.”;

22 (H) in paragraph (9), by striking “and  
23 comprehensive centers” and inserting “, tech-  
24 nical assistance centers supported by the De-  
25 partment, and comprehensive centers, to in-

1           crease evidence use among practitioners, edu-  
2           cation system leaders, and policymakers”;

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

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

6                   “(13) To ensure that information, statistics,  
7           products, and publications of the Institute are pre-  
8           pared in a timely manner and are widely dissemi-  
9           nated to practitioners, education system leaders, and  
10          policymakers in formats that are high quality, easily  
11          accessible, understandable, and actionable.”; and

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

15                   “(1) review the products and publications of  
16          other offices of the Department to certify that evi-  
17          dence-based claims about those products and publi-  
18          cations are scientifically valid; and

19                   “(2) accurately synthesize and effectively com-  
20          municate the research base of evidence-based prac-  
21          tices that address educational challenges facing stu-  
22          dents, families, practitioners, and education system  
23          leaders.”.



1 **SEC. 114. PRIORITIES.**

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

4 **“SEC. 115. PRIORITIES.**

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

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

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

18 “(3) subsequent to reviewing public comments  
19 under paragraph (2), identifying priority topics  
20 under subsection (c).

21 “(b) PUBLIC COMMENT.—Before submitting to the  
22 Board proposed priorities for the Institute, the Director  
23 shall—

24 “(1) make such priorities available to the public  
25 for comment for not less than 60 days (including by  
26 electronic means such as posting in an easily acces-

1       sible manner on the Institute’s website and through  
2       publishing such priorities in the Federal Register);

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

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

8       “(c) PRIORITY TOPICS.—After reviewing public com-  
9       ments submitted in accordance with subsection (b), the  
10       Director shall identify priority topics that may require  
11       long-term research or that are focused on understanding  
12       and solving particular education problems and issues, in-  
13       cluding those associated with the goals and requirements  
14       of the Head Start Act (42 U.S.C. 9831 et seq.), the Child  
15       Care and Development Block Grant Act of 1990 (42  
16       U.S.C. 9857 et seq.), the Elementary and Secondary Edu-  
17       cation Act of 1965, the Individuals with Disabilities Edu-  
18       cation Act, the Carl D. Perkins Career and Technical  
19       Education Act of 2006, the Higher Education Act of  
20       1965, and the Adult Education and Family Literacy Act  
21       (29 U.S.C. 3271 et seq.), which may include—

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

1 to high-quality educational opportunities and to im-  
2 prove educational outcomes, particularly student  
3 academic achievement; and

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

9 “(d) APPROVAL.—

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

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

21 “(e) FINAL PRIORITIES.—The Director shall make  
22 the final priorities approved by the Board under sub-  
23 section (d) widely available to the public, including by elec-  
24 tronic means such as posting in an easily accessible man-  
25 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       and other minority-serving institutions.

9       “(b) FELLOWSHIPS.—

10               “(1) IN GENERAL.—The Director shall establish  
11       and maintain—

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

19               “(i) graduate and postdoctoral study  
20       onsite at the Institute or at the institution  
21       of higher education; and

22               “(ii) early career researchers; and

23               “(B) fellowships in new and emerging  
24       areas of study.

1           “(2) RECRUITMENT.—In establishing the fel-  
2           lowships under paragraph (1), the Director shall en-  
3           sure that women and minorities are actively re-  
4           cruited for participation.

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

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

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

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

12           “(a) ESTABLISHMENT.—

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

16           “(2) TRANSITION.—

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

23           “(B) TRANSITION AUTHORITY.—The Sec-  
24           retary shall take such steps as may be nec-  
25           essary to ensure an orderly transition to the

1 Board, as authorized under subparagraph (A),  
2 from the Board, as in effect on the day before  
3 the date of enactment of the Advancing Re-  
4 search in Education Act , which may include  
5 adjusting term limits of members on the Board.

6 “(C) EXISTING BOARD MEMBERS.—In car-  
7 rying out subparagraph (A), the Secretary  
8 may—

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

15 “(ii) appoint members who served on  
16 the Board on the day before the date of  
17 enactment of the Advancing Research in  
18 Education Act .

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

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

23 “(2) To advise on the research, evaluation, sta-  
24 tistics, development, and evidence use dissemination  
25 activities planned or carried out by the Director and



1 the Institute and make recommendations to ensure  
2 such activities are responsive to the educational chal-  
3 lenges facing students, families, practitioners, and  
4 education system leaders.

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

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

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

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

20 “(A) strengthening education research  
21 from early childhood through postsecondary  
22 study;

23 “(B) improving evidence use and dissemi-  
24 nation; and

1                   “(C) the staffing and funding of the Insti-  
2                   tute.

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

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

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

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

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

23                  “(10) To solicit advice and information from  
24                  those in the education field, particularly practi-  
25                  tioners, education system leaders, policymakers, and

1 researchers, to recommend to the Director topics  
2 that require long-term, sustained, systematic, pro-  
3 grammatic, and integrated research efforts, con-  
4 sistent with the priorities and mission of the Insti-  
5 tute.

6 “(11) To advise the Director on opportunities  
7 for the participation in, and the advancement of,  
8 women, minorities, and persons with disabilities, and  
9 institutions that have been historically underrep-  
10 resented in Federal education research activities of  
11 the Institute, including community colleges, histori-  
12 cally Black colleges and universities, Tribal Colleges  
13 and Universities, and other minority-serving institu-  
14 tions.

15 “(12) To recommend to the Director ways to  
16 enhance strategic partnerships and collaborative ef-  
17 forts among other Federal and State research agen-  
18 cies.

19 “(13) To recommend to the Director individuals  
20 to serve as Commissioners of the National Edu-  
21 cation Centers.

22 “(c) COMPOSITION.—

23 “(1) VOTING MEMBERS.—The Board shall have  
24 9 voting members appointed by the Secretary.

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

10           “(3) NONVOTING EX OFFICIO MEMBERS.—The  
11 Board may have the following nonvoting ex officio  
12 members:

13           “(A) The Director of the Institute of Edu-  
14 cation Sciences.

15           “(B) Each of the Commissioners of the  
16 National Education Centers.

17           “(C) The Director of the National Insti-  
18 tute of Child Health and Human Development.

19           “(D) The Director of the Census.

20           “(E) The Commissioner of Labor Statis-  
21 tics.

22           “(F) The Director of the National Science  
23 Foundation.

24           “(4) APPOINTED MEMBERSHIP.—

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

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

13           “(ii) At least 1 practitioner who is a  
14 school-based professional educator, teacher,  
15 principal, other school leader, local edu-  
16 cational agency superintendent, or member  
17 of a local board of education or Bureau-  
18 funded school board.

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

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

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

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

10                   “(I) 6 years for each of 3 mem-  
11                   bers;

12                   “(II) 4 years for each of 3 mem-  
13                   bers; and

14                   “(III) 2 years for each of 3 mem-  
15                   bers;

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

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

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

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

13           “(5) CHAIR.—

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

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

20           “(C) CHAIR VACANCY.—If the chair has  
21 been vacant for more than 3 months, at the  
22 written request of a quorum of the Board, the  
23 Director shall convene a meeting of the Board  
24 to, at a minimum, elect a chair.

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

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

12           “(8) POWERS OF THE BOARD.—

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

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

24           “(C) ADMINISTRATIVE SUPPORT.—The  
25 Board shall receive administrative support from



1 the Director and may use additional staff as  
2 may be appointed or assigned by the Director,  
3 in consultation with the Chair and the Execu-  
4 tive Director.

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

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

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

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

24 “(9) MEETINGS.—The Board shall meet not  
25 less often than 3 times each year. The Board shall

1 hold additional meetings at the call of the Chair or  
2 upon the written request of not less than a quorum  
3 of the Board. Meetings of the Board are subject to  
4 section 552b of title 5, United States Code (com-  
5 monly referred to as the Government in the Sun-  
6 shine Act).

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

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

21 “(1) an evaluation of the Institute’s activities to  
22 ensure that research, evaluation, statistics, develop-  
23 ment, and evidence use and dissemination activities  
24 are—

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

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

7           “(2) an assessment of the effectiveness of the  
8 Institute in—

9           “(A) carrying out the Institute’s priorities  
10 and mission;

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

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

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

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

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

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

22         **SEC. 117. COMMISSIONERS OF THE NATIONAL EDUCATION**  
23                                 **CENTERS.**

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

25                         (1) in subsection (a)—

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

4 (B) in paragraph (2), by striking “Except  
5 as provided in subsection (b), each” and insert-  
6 ing “Each”; and

7 (C) in paragraph (3), by striking “Except  
8 as provided in subsection (b), each” and insert-  
9 ing “Each”;

10 (2) by striking subsection (b);

11 (3) by redesignating subsections (c) and (d) as  
12 subsections (b) and (c), respectively;

13 (4) in subsection (c), as redesignated by para-  
14 graph (3)—

15 (A) by striking “Each Commissioner, ex-  
16 cept the Commissioner for Education Statistics,  
17 shall” and inserting the following:

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

19 and

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

21 “(2) TIMELINESS.—In carrying out supervision  
22 and approval as described under subparagraph (A),  
23 the Director shall ensure that each Commissioner  
24 carries out the Commissioner’s duties in a manner  
25 that promotes high-quality, easily accessible, action-

1       able, and timely information, consistent with the  
2       mission of the Institute.”.

3       **SEC. 118. AGREEMENTS.**

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

6       **“SEC. 118. AGREEMENTS.**

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

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

20      **SEC. 119. DIRECTOR BIENNIAL REPORT.**

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

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

24      “(a) IN GENERAL.—The Director shall, on a biennial  
25      basis, transmit to the President, the Board, and the Com-

1 mittee on Health, Education, Labor, and Pensions and the  
2 Committee on Appropriations of the Senate and the Com-  
3 mittee on Education and the Workforce and the Com-  
4 mittee on Appropriations of the House of Representatives,  
5 a report and make such report widely available to the pub-  
6 lic (including by electronic means such as posting in an  
7 easily accessible manner on the Department’s website),  
8 containing the following:

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

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

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

1 Board in the planning and carrying out of the  
2 Institute's activities.

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

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

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

19 **SEC. 120. TRANSPARENCY.**

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

22 **“SEC. 121. TRANSPARENCY.**

23 “Not later than 1 year after the date of enactment  
24 of the Advancing Research in Education Act , the Director  
25 shall develop and manage a database in an easily acces-



1 sible manner, such as through electronic means and post-  
2 ing on the Institute’s website, to store and update infor-  
3 mation regarding—

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

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

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

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

14 **RESEARCH**

15 **SEC. 131. ESTABLISHMENT.**

16 Section 131(b) (20 U.S.C. 9531(b)) is amended—

17 (1) by striking paragraph (1) and inserting the  
18 following:

19 “(1) to sponsor sustained research that will  
20 lead to the accumulation of knowledge and under-  
21 standing of education to ensure that all students,  
22 particularly subgroups of students, have access to  
23 high-quality educational opportunities, including  
24 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) by striking paragraphs (2) through (4) and  
18          inserting the following:

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

23               “(3) to promote engagement, the synthesis of  
24               education research, the development of evidence-

1 based practices, wide dissemination of research, and  
2 evidence use—

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

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

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

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

12 **SEC. 133. DUTIES.**

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

14 (1) by redesignating subsections (b) and (c) as  
15 subsections (e) and (g), respectively;

16 (2) by striking subsection (a) and inserting the  
17 following:

18 “(a) GENERAL DUTIES.—The Research Commis-  
19 sioner shall—

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

1           “(2) propose to the Director a research plan in  
2           accordance with subsection (b), and implement the  
3           research plan approved as part of the Institute’s  
4           plan under section 115A;

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

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

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

17          “(6) ensure that research conducted under the  
18          direction of the Research Center—

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

24                 “(B) is relevant to improving education  
25                 practice and policy; and

1                   “(C) informs decision-making by education  
2                   system leaders and policymakers;

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

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

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

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

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

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

1 tional Education Research Database described in  
2 section 155.

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

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

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

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

23 “(4) includes both basic research and applied  
24 research, which shall include research conducted

1 through field-initiated research and ongoing research  
2 initiatives.”;

3 (3) by inserting after subsection (c), as redesignated by paragraph (1), the following:

4 “(d) GRANT CYCLE.—

5 “(1) IN GENERAL.—The Research Commissioner shall, for research to be conducted through  
6 contracts, grants, or cooperative agreements under  
7 this section, conduct, to the greatest extent practicable, not less than 2 separate application periods  
8 in a given fiscal year.

9 “(2) IMPLEMENTATION.—The Secretary and the Director shall take steps to implement paragraph (1) not later than the beginning of the third  
10 fiscal year after the date of enactment of the Advancing Research in Education Act.

11 “(3) TECHNICAL ASSISTANCE.—In carrying out the grant cycle described in this subsection, the Research Commissioner shall provide technical assistance to prospective applicants, with a focus on increasing the participation of researchers and institutions that have been historically underrepresented in  
12 Federal education research activities of the Institute, including historically Black colleges and universities,

1 Tribal Colleges or Universities, and other minority-  
2 serving institutions.

3 “(e) RESEARCH-PRACTICE PARTNERSHIPS.—

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

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

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

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

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

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

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

23 “(I) An early childhood education  
24 program, Head Start agency, or lead  
25 agency designated under section 658D



1 of the Child Care and Development  
2 Block Grant Act of 1990 (42 U.S.C.  
3 9858b).

4 “(II) A public elementary school  
5 or secondary school (including a char-  
6 ter school), local educational agency,  
7 or State educational agency.

8 “(III) An institution of higher  
9 education, including a community col-  
10 lege, a historically Black college or  
11 university, a Tribal College or Univer-  
12 sity, or other minority-serving institu-  
13 tion.

14 “(B) RESEARCH-PRACTICE PARTNER-  
15 SHIP.—The term ‘research-practice partnership’  
16 means mutually beneficial and ongoing collabo-  
17 rations between researchers, practitioners, and  
18 education system leaders—

19 “(i) to identify and develop research  
20 questions, designs, measurements, and  
21 methods that address educational chal-  
22 lenges in early childhood through postsec-  
23 ondary study, as applicable;

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

1                   “(iii) to engage in activities that sup-  
2                   port researchers, practitioners, and edu-  
3                   cation system leaders in understanding and  
4                   using scientifically-valid research, statis-  
5                   tics, and evaluations, including the find-  
6                   ings, research base, and implications of  
7                   such work, in order to support evidence  
8                   use and continuous improvement.

9                   “(f) STATE CAPACITY R&D GRANTS.—

10                   “(1) IN GENERAL.—The Director may award  
11                   grants to, or enter into contracts or cooperative  
12                   agreements with, State educational agencies and the  
13                   Bureau of Indian Education to increase such enti-  
14                   ties’ capacity to carry out scientifically valid re-  
15                   search, data collection, statistical analysis, evalua-  
16                   tion, research-practice partnerships (as such term is  
17                   defined in subsection (e)(2)(B)), or planning for  
18                   such activities—

19                   “(A) in a manner that is responsive to the  
20                   needs of students, families, practitioners, edu-  
21                   cation system leaders, and policymakers in the  
22                   State; and

23                   “(B) in accordance with section 173.

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

4                   “(A) address research questions developed  
5                   by practitioners in consultation with research-  
6                   ers; and

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

10           (4) in subsection (g), as redesignated by para-  
11           graph (1)—

12                   (A) by striking paragraph (2) and insert-  
13                   ing the following:

14           “(2) TOPICS OF RESEARCH.—

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

18                           “(i) Science of learning and develop-  
19                           ment.

20                           “(ii) School improvement, including  
21                           standards, systems of assessment, and ac-  
22                           countability research to support teaching  
23                           and learning.

24                           “(iii) Early childhood development  
25                           and education.

- 1 “(iv) English learners research.
- 2 “(v) Improving teaching and learning.
- 3 “(vi) Innovative and promising prac-  
4 tices in State and local educational policy.
- 5 “(vii) Student well-being, including  
6 mental health.
- 7 “(viii) Postsecondary education and  
8 workforce development.
- 9 “(ix) Rural education.
- 10 “(x) Teacher, principal, and school  
11 leader quality.
- 12 “(xi) Reading and literacy, including  
13 adult literacy.
- 14 “(xii) Supporting infants and toddlers  
15 with disabilities, children with disabilities,  
16 and youth with disabilities, particularly in-  
17 clusive educational practices to serve such  
18 populations.
- 19 “(xiii) Educational technology, includ-  
20 ing artificial intelligence.
- 21 “(B) FIELD ADVANCEMENT.—The Sec-  
22 retary shall support the topics of research de-  
23 scribed in subparagraph (A) through national  
24 research and development centers or through

1 other means, including convening experts to ad-  
2 vance the field of such topics.

3 “(C) COORDINATION.—The Research Com-  
4 missioner shall coordinate with the Special  
5 Education Research Commissioner in carrying  
6 out subparagraph (A)(xii).”;

7 (B) in paragraph (3)—

8 (i) in the first sentence, by striking  
9 “including in educational technology  
10 areas” and inserting “and be responsive to  
11 the challenges facing students, practi-  
12 tioners, and education system leaders”;  
13 and

14 (ii) by striking the third sentence; and

15 (C) by striking paragraph (7) and insert-  
16 ing the following:

17 “(7) DISAGGREGATION.—To the extent feasible  
18 when aligned with the principles of scientifically  
19 valid research, research conducted under this sub-  
20 section shall be disaggregated and made available to  
21 the public in an easily accessible and user-friendly  
22 manner that—

23 “(A) can be cross-tabulated by, at a min-  
24 imum, age, race, sex, English proficiency sta-  
25 tus, disability status (including by disability

1 category under the Individuals with Disabilities  
2 Education Act, as appropriate), and socio-  
3 economic background;

4 “(B) ensures that any reported informa-  
5 tion does not reveal personally identifiable in-  
6 formation; and

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

8 **SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF**  
9 **RESEARCH.**

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

11 (1) in subsection (a)—

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

15 (B) in paragraph (2), by striking “and  
16 wide dissemination activities” and inserting  
17 “engagement, wide dissemination, and evidence  
18 use activities”;

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

21 (D) by redesignating paragraph (4) as  
22 paragraph (5);

23 (E) by inserting after paragraph (3) the  
24 following:

1           “(4) ensure that data resulting from research  
2           conducted under the direction of the Research Cen-  
3           ter be made available in public, restricted-use, and  
4           easily accessible formats for further analyses, repro-  
5           ducibility studies, and replication of research, as  
6           long as any reported information does not reveal  
7           personally identifiable information; and”;

8           (F) in paragraph (5), as redesignated by  
9           subparagraph (D), by inserting “, confiden-  
10          tiality, and privacy” after “misconduct”; and

11          (2) in subsection (b)—

12           (A) by redesignating paragraph (2) as  
13          paragraph (3); and

14           (B) by inserting after paragraph (1) the  
15          following:

16          “(2) REQUIREMENTS.—The Director shall en-  
17          sure that the system established under paragraph  
18          (1)—

19           “(A) ensures that research funded by the  
20          Institute is high-quality;

21           “(B) utilized high-quality and timely proce-  
22          dures, in a manner that does not take longer  
23          than is necessary to ensure quality; and

24           “(C) is conducted with fair review proc-  
25          esses to ensure that applications and products

1 are evaluated on their merit, which may include  
2 consulting with other Federal research agencies  
3 to promote fair merit-based peer review.”.

4 **PART C—NATIONAL CENTER FOR EDUCATION**  
5 **STATISTICS**

6 **SEC. 141. ESTABLISHMENT.**

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

9 (1) in paragraph (1), by striking “in a manner  
10 that meets the highest methodological standards”  
11 and inserting “from early childhood through postsec-  
12 ondary study in a manner that meets the highest  
13 methodological and data usability standards”;

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

16 “(2) to report valid and reliable education infor-  
17 mation and statistics in a manner that is high-qual-  
18 ity, actionable, timely, and easily accessible to the  
19 public; and”; and

20 (3) in paragraph (3)—

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



1 (B) in subparagraph (B), by inserting  
2 “education system leaders,” after “practi-  
3 tioners,”.

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

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

9 “(1) be highly qualified;

10 “(2) have substantial knowledge of—

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

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

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

18 **SEC. 143. DUTIES.**

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

21 (1) in subsection (a)—

22 (A) in the matter preceding paragraph (1),  
23 by striking “The Statistics Center” and all that  
24 follows through “nations” and inserting “The  
25 Statistics Commissioner shall collect, report,

1 analyze, and disseminate valid and reliable sta-  
2 tistical data related to education from early  
3 childhood through postsecondary study in the  
4 United States and in other countries”;

5 (B) in paragraph (1)—

6 (i) in the matter preceding subpara-  
7 graph (A)—

8 (I) by inserting “(where appro-  
9 priate, using universal or sampling  
10 methodologies or analysis of adminis-  
11 trative data)” after “collecting”; and

12 (II) by striking “preschool, ele-  
13 mentary, secondary, postsecondary,  
14 and adult” and inserting “early child-  
15 hood, elementary, secondary, postsec-  
16 ondary, workforce, and adult edu-  
17 cation”;

18 (ii) in subparagraph (A), by striking  
19 “reform activities” and inserting “activities  
20 to ensure all children, and particularly  
21 each subgroup of students, have access to  
22 high-quality educational opportunities”;

23 (iii) by redesignating subparagraphs  
24 (H) through (O) as subparagraphs (L)  
25 through (S), respectively;

1 (iv) by striking subparagraphs (D)  
2 through (G) and inserting the following:

3 “(D) special education services and sup-  
4 ports;

5 “(E)(i) secondary school completions  
6 (disaggregated by attainment of a regular high  
7 school diploma or a recognized equivalent of a  
8 diploma);

9 “(ii) secondary school graduation and com-  
10 pletion rates, including the four-year adjusted  
11 cohort graduation rate (as defined in section  
12 8101 of the Elementary and Secondary Edu-  
13 cation Act of 1965) and the extended-year ad-  
14 justed cohort graduation rate (as defined in  
15 such section); and

16 “(iii) secondary school dropouts;

17 “(F) postsecondary education enrollment,  
18 retention, transfer, and completion rates  
19 (disaggregated by programs of study, enroll-  
20 ment status, status as a recipient of a Federal  
21 Pell Grant under section 401 of the Higher  
22 Education Act of 1965, and subgroups of stu-  
23 dents), and labor market outcomes, including in  
24 early college high school or dual or concurrent  
25 enrollment programs;

1           “(G) cost of attendance, net price, and rev-  
2           enue of, and expenditures in, postsecondary  
3           education, including data on Federal, State,  
4           and local financial aid to postsecondary stu-  
5           dents;

6           “(H) access to, and opportunity for, adult  
7           literacy and education;

8           “(I) teaching, including—

9           “(i) data on the availability of teacher  
10          and school leader preparation programs,  
11          including—

12                   “(I) requirements related to  
13                   courses taken in the core academic  
14                   content areas of the program; and

15                   “(II) requirements related to evi-  
16                   denced-based clinical experiences;

17           “(ii) data on teacher and school leader  
18          demographics and qualifications, including  
19          the percentage of teachers who—

20                   “(I) meet the applicable State  
21                   certification and licensure require-  
22                   ments, including requirements for cer-  
23                   tification obtained through alternative  
24                   routes to certification; and

1                   “(II) fully meet applicable State  
2                   certification and licensure require-  
3                   ments in the area such teachers are  
4                   assigned to teach, including, with re-  
5                   gard to special education teachers, the  
6                   qualifications described in section  
7                   612(a)(14)(C) of the Individuals with  
8                   Disabilities Education Act; and  
9                   “(iii) data on teacher and school lead-  
10                  er professional development; and  
11                  “(J) the conditions of the education work-  
12                  place, including annual base salaries and total  
13                  compensation of full-time teachers, and the sup-  
14                  ply of, and demand for, teachers, including edu-  
15                  cator shortages related to specific subject areas  
16                  and regions;  
17                  “(K) indicators of school climate and stu-  
18                  dent mental health;”;  
19                  (v) in subparagraph (M), as redesi-  
20                  gnated by clause (iii), by inserting “(includ-  
21                  ing Federal, State, and local per-pupil ex-  
22                  penditures), and the condition of school fa-  
23                  cilities” before the semicolon at the end;

1 (vi) in subparagraph (N), as so redesi-  
2 gnated, by striking “social and economic”  
3 and inserting “socioeconomic”;

4 (vii) by striking subparagraph (O), as  
5 so redesignated, and inserting the fol-  
6 lowing:

7 “(O) access to, and use of, technology (in-  
8 cluding assistive and adaptive technology) and  
9 Internet connectivity;”;

10 (viii) in subparagraph (Q), as so re-  
11 designated, by striking “and after-school  
12 programs” and inserting “, after-school,  
13 and summer learning and enrichment pro-  
14 grams”; and

15 (ix) by striking subparagraph (R), as  
16 so redesignated, and inserting the fol-  
17 lowing:

18 “(R) the availability of, and access to, ca-  
19 reer and technical education programs,  
20 disaggregated by career cluster; and”;

21 (C) by striking paragraph (3) and insert-  
22 ing the following:

23 “(3) collecting, analyzing, cross-tabulating, and  
24 reporting, where available and in a manner that does  
25 not reveal personally identifiable information (in ac-

1 cordance with section 173), information  
2 disaggregated by—

3 “(A) sex, race, ethnicity, socioeconomic  
4 status, English learner status, disability status  
5 (including by disability category under the Indi-  
6 viduals with Disabilities Education Act as ap-  
7 propriate), homeless status, status as a child in  
8 foster care, and status as a student with a par-  
9 ent who is a member of the Armed Forces (as  
10 defined in section 101(a)(4) of title 10, United  
11 States Code); and

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

14 (D) by redesignating paragraphs (7), (8),  
15 and (9) as paragraphs (8), (9), and (10), re-  
16 spectively;

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

19 “(4) collecting and compiling data required to  
20 be accessible to the public from annual State report  
21 cards described in section 1111(h)(1)(C) of the Ele-  
22 mentary and Secondary Education Act of 1965 and  
23 from annual local educational agency report cards  
24 described in section 1111(h)(2)(C) of such Act;

1           “(5) assisting public and private educational  
2 agencies, organizations, and institutions in—

3           “(A) improving and automating statistical  
4 and data collection activities;

5           “(B) promoting privacy, security, and con-  
6 fidentiality of student data, and

7           “(C) developing and improving statewide  
8 longitudinal data systems that integrate data  
9 from early childhood education, elementary and  
10 secondary education, postsecondary education,  
11 adult education, workforce development, and  
12 labor market outcomes, as applicable;

13           “(6) supporting State public agencies in devel-  
14 oping and operating statewide longitudinal data sys-  
15 tems to improve student academic achievement and  
16 close achievement gaps by—

17           “(A) developing voluntary standards to  
18 promote data interoperability, modernization,  
19 analysis, and security; and

20           “(B) providing technical assistance to—

21           “(i) improve data sharing and pro-  
22 mote linkages across early childhood edu-  
23 cation, elementary, secondary, and postsec-  
24 ondary education, workforce, and the labor  
25 market;



1                   “(ii) build capacity and tools to sup-  
2                   port public analysis of such systems to in-  
3                   form decision-making by education system  
4                   leaders and policymakers; and

5                   “(iii) protect student confidentiality  
6                   consistent with section 173;

7                   “(7) acquiring and disseminating data on edu-  
8                   cational activities and student achievement (such as  
9                   the Trends in International Math and Science Study  
10                  and the Program for International Student Assess-  
11                  ment) in the United States compared with foreign  
12                  countries;”; and

13                  (F) by striking paragraph (10), as redesign-  
14                  ated by subparagraph (D), and inserting the  
15                  following:

16                  “(10) developing, in coordination with the Di-  
17                  rector of the Census Bureau, a valid and accurate  
18                  alternative student poverty measurement to improve  
19                  the identification of students from low-income back-  
20                  grounds and schools and local educational agencies  
21                  that serve a high number or percentage of such stu-  
22                  dents.”;

23                  (2) by redesignating subsection (b) as sub-  
24                  section (d); and

1           (3) by inserting after subsection (a) the fol-  
2           lowing:

3           “(b) STATISTICAL PLAN.—Not later than 60 days  
4 after the date on which the Board approves priorities of  
5 the Institute, the Statistics Commissioner shall develop  
6 and submit a statistics plan to the Director that is con-  
7 sistent with the mission of the Statistics Center and speci-  
8 fies the Statistics Center’s plan to—

9           “(1) carry out the duties described in sub-  
10          section (a) and issue reports described in section  
11          145, consistent with the requirements of section  
12          173;

13          “(2) continuously improve aspects of statistical  
14          operations, testing, and implementation of new  
15          methods to enhance the usability and cost-effective-  
16          ness of data collections, processing, and dissemina-  
17          tion carried out by the Statistics Center; and

18          “(3) improve the efficiency, timeliness, rel-  
19          evance, usage, and impact of the education informa-  
20          tion, statistics, and products issued by the Statistics  
21          Center.

22          “(c) REPORT ON ALTERNATIVE POVERTY MEAS-  
23          URES.—Not later than 2 years after the date of enactment  
24 of the Advancing Research in Education Act, and every  
25 3 fiscal years thereafter, the Director, in consultation with

1 the Statistics Commissioner and the Director of the Cen-  
2 sus Bureau, shall submit, to the Committee on Health,  
3 Education, Labor, and Pensions and the Committee on  
4 Appropriations of the Senate and the Committee on Edu-  
5 cation and the Workforce and the Committee on Appro-  
6 priations of the House of Representatives, a report de-  
7 scribing—

8           “(1) activities carried out by the Statistics Cen-  
9           ter as required under subsection (a)(10) and section  
10          144(d) to support the development of a valid and ac-  
11          curate alternative student poverty measurement, in-  
12          cluding for students who reside in rural commu-  
13          nities;

14           “(2) an assessment of State efforts to improve  
15          the identification of students from low-income back-  
16          grounds, and Federal, State, and local recommenda-  
17          tions to support effective approaches; and

18           “(3) the number of staff and amount of funding  
19          allocated by the Institute to support the development  
20          of alternative poverty measurements.”.

21 **SEC. 144. PERFORMANCE OF DUTIES.**

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

24           (1) in subsection (a)—

1 (A) by striking “AGREEMENTS.—In car-  
2 rying out” and inserting the following: “AGREE-  
3 MENTS—

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

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

6 “(2) DATA MANAGEMENT PLANS.—A recipient  
7 of a grant, contract, or cooperative agreement under  
8 this part shall submit to the Statistics Commissioner  
9 a plan describing how such recipient will address  
10 and demonstrate progress on the requirements of  
11 the performance management system described in  
12 section 175 with respect to the activities that will be  
13 carried out under the grant, contract, or cooperative  
14 agreement.”;

15 (2) in subsection (b)—

16 (A) in paragraph (2)(A), by striking  
17 “preschools” and all that follows through “stu-  
18 dents” and inserting “early childhood education  
19 programs, institutions of higher education, ca-  
20 reer and technical education programs, adult  
21 education and literacy activities, libraries, ad-  
22 ministrators, teachers, principals, other school  
23 leaders, paraprofessionals, students,”; and

24 (B) in paragraph (4)—

1 (i) in the matter preceding subpara-  
2 graph (A), by striking “to serve the edu-  
3 cational needs of children and youth” and  
4 inserting “to be responsive to the edu-  
5 cational challenges facing students, fami-  
6 lies, practitioners, and education system  
7 leaders”; and

8 (ii) in subparagraph (B), by inserting  
9 “, including data reported to the Depart-  
10 ment in accordance with the Elementary  
11 and Secondary Education Act of 1965, the  
12 Carl D. Perkins Career and Technical  
13 Education Act of 2006, the Individuals  
14 with Disabilities Education Act, and the  
15 Higher Education Act of 1965” before the  
16 period at the end; and

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

18 “(d) ALTERNATIVE POVERTY MEASUREMENT.—Con-  
19 sistent with the requirements of section 143(a)(10), the  
20 Statistics Commissioner shall dedicate sufficient staffing  
21 and financial resources to support the development, in co-  
22 ordination with the Director of the Census Bureau, of a  
23 valid and accurate alternative student poverty measure-  
24 ment, which may support the purpose of title I of the Ele-

1 mentary and Secondary Education Act of 1965 and other  
2 applicable Federal education laws.”.

3 **SEC. 145. REPORTS.**

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

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

10 “(1) of high quality and subject to rigorous  
11 peer review; and

12 “(2) produced in a timely fashion and in a  
13 manner that is—

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

18 “(B) relevant and useful to practitioners,  
19 education system leaders, researchers, policy-  
20 makers, and the public.”;

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

23 (3) in subsection (c), by striking “priorities and  
24 the mission of the Statistics Center” and inserting

1 “priorities and mission of the Institute and the mis-  
2 sion of the Statistics Center”; and

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

4 “(d) EXPEDITED SURVEYS.—The Statistics Commis-  
5 sioner shall—

6 “(1) develop and maintain the ability to create  
7 and administer expedited surveys on emerging and  
8 time-sensitive education topics; and

9 “(2) report data gathered from such surveys in  
10 a way that is of high quality, actionable, timely, and  
11 easily accessible.

12 “(e) TIMELINESS.—

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

21 “(2) PUBLIC NOTICE.—If the Statistics Com-  
22 missioner cannot publicly report statistical data  
23 under paragraph (1) from a data collection under  
24 this part by the date that is 2 years after the date  
25 on which such data collection is completed, the Di-

1 rector shall publish a notice in the Federal Register  
2 that describes the reasons for a delay and a plan to  
3 report some or part of such statistical data as soon  
4 as possible, consistent with applicable procedures or  
5 standards under this title.”.

6 **SEC. 146. DISSEMINATION.**

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

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

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

17 (3) in subsection (e)(1), by striking “section  
18 183” and inserting “section 173”.

19 **SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-**  
20 **SHIPS.**

21 Section 147 (20 U.S.C. 9547), as redesignated by  
22 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 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, as redesignated by section 102, is  
23 amended by adding after section 148 the following:

24 **“SEC. 149. GRANT PROGRAM FOR STATEWIDE LONGITU-**  
25 **DINAL DATA SYSTEMS.**

26 “(a) DEFINITIONS.—In this section:

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

3           “(A) a State educational agency;

4           “(B) the office of the Governor;

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

8           “(D) an outlying area; or

9           “(E) a consortium of entities described in  
10 subparagraphs (A) through (C) located in a sin-  
11 gle State or a consortium of such entities lo-  
12 cated in 2 or more States.

13           “(2) STATEWIDE LONGITUDINAL DATA SYS-  
14 TEM.—The term ‘statewide longitudinal data system’  
15 means a data system operated at the State level by  
16 an eligible agency that connects individual level data  
17 from early childhood education, elementary and sec-  
18 ondary education, postsecondary education, work-  
19 force development, labor market outcomes, and other  
20 data sources, as determined by the State, in a man-  
21 ner that—

22           “(A) protects and promotes individual pri-  
23 vacy and data security, in accordance with ap-  
24 plicable Federal, State, and local privacy laws,

1 increases data transparency, and minimizes re-  
2 porting burden; and

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

11 “(b) GRANTS AUTHORIZED.—

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

21 “(2) PLANNING GRANTS.—

22 “(A) IN GENERAL.—Of amounts made  
23 available to carry out this section, the Secretary  
24 may reserve not more than 10 percent of such  
25 amounts to award planning grants to eligible

1 agencies to support planning related to the de-  
2 sign, development, implementation, improve-  
3 ment, and sustainability of statewide longitu-  
4 dinal data systems, which may include planning  
5 to support—

6 “(i) the integration or coordination of  
7 additional Federal, State, or local data  
8 sources in the statewide longitudinal data  
9 system, which may include facilitating  
10 interoperability across such data sources,  
11 including from across Federal, State, or  
12 local agencies;

13 “(ii) alignment with the voluntary  
14 standards and guidelines described in sec-  
15 tion 143(a)(6);

16 “(iii) the development of products,  
17 tools, or interfaces that provide appro-  
18 priate access to data insights produced by  
19 the statewide longitudinal data system; or

20 “(iv) upgrading data infrastructure or  
21 reporting systems.

22 “(B) DURATION.—Awards made under  
23 subparagraph (A) shall be for a duration of not  
24 longer than 18 months.

1           “(C) ENGAGEMENT.—In carrying out  
2           planning activities under this paragraph, an eli-  
3           gible agency that receives an award under this  
4           paragraph shall, to the greatest extent prac-  
5           ticable, engage students, families, practitioners,  
6           education system leaders, policymakers, commu-  
7           nity organizations, and State and local public  
8           agencies to inform such planning.

9           “(c) AWARDING OF GRANTS.—

10           “(1) IN GENERAL.—In making awards under  
11           subsection (b)(1) , the Secretary shall use a peer re-  
12           view process that—

13           “(A) ensures technical quality (including  
14           validity and reliability), promotes data linkages  
15           within the State, and ensures the protection of  
16           individual privacy consistent with section 173;

17           “(B) promotes the generation and accurate  
18           and timely use of data that is needed—

19           “(i) to support implementation of—

20           “(I) the Elementary and Sec-  
21           ondary Education Act of 1965;

22           “(II) the Higher Education Act  
23           of 1965;

24           “(III) the Individuals with Dis-  
25           abilities Education Act;

1                   “(IV) the Carl D. Perkins Career  
2                   and Technical Education Act of 2006;

3                   “(V) the Workforce Innovation  
4                   and Opportunity Act (29 U.S.C. 3101  
5                   et seq.);

6                   “(VI) the Child Care and Devel-  
7                   opmental Block Grant Act of 1990  
8                   (42 U.S.C. 9857 et seq.); and

9                   “(VII) other relevant Federal  
10                  laws; and

11                  “(ii) to facilitate research to improve  
12                  educational and employment opportunities  
13                  and outcomes, including student academic  
14                  achievement, postsecondary education ac-  
15                  cess and completion, labor market out-  
16                  comes, and closing opportunity and  
17                  achievement gaps between subgroups of  
18                  students.

19                  “(2) PRIORITIES.—In making awards under  
20                  subsection (b)(1), the Secretary shall give priority to  
21                  applications submitted by eligible agencies that—

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

1           “(B) propose to develop products, tools, or  
2 interfaces that provide appropriate access to  
3 data insights produced by the statewide longitu-  
4 dinal data system; or

5           “(C) require the use of the voluntary  
6 standards and guidelines described in section  
7 143(a)(6).

8           “(3) DURATION.—

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

12           “(B) RENEWAL.—The Secretary may  
13 renew grants under subsection (b)(1) for 2 ad-  
14 ditional years if the eligible agency dem-  
15 onstrates significant progress in meeting its  
16 goals.

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

22           “(1) A description of how the eligible agency  
23 will design, develop, implement, or improve a state-  
24 wide longitudinal data system that will integrate  
25 data in accordance with the individual privacy and

1 data security requirements specified in section 173,  
2 from the following data sources, to the greatest ex-  
3 tent practicable:

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

6 “(B) Elementary and secondary education,  
7 including data reported from local educational  
8 agencies and the State educational agency.

9 “(C) Career and technical education, to the  
10 greatest extent practicable.

11 “(D) Postsecondary education, including  
12 data reported from, at a minimum, public insti-  
13 tutions of higher education and public systems  
14 of institutions of higher education.

15 “(E) Workforce development programs.

16 “(F) Unemployment insurance or other  
17 statewide data sources with access to labor  
18 market outcomes or wage record data and in  
19 accordance with privacy and data security re-  
20 quirements of the State.

21 “(2) A description of how the eligible agency  
22 will design, develop, implement, or improve a state-  
23 wide longitudinal data system that may integrate  
24 data from other Federal, State, or local public or



1 private agencies or organizations, in accordance with  
2 Federal and State privacy laws.

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

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

8 “(B) ensure technical quality, including va-  
9 lidity and reliability, of the data managed by  
10 the statewide longitudinal data system; and

11 “(C) enable the development of tools, prod-  
12 ucts or interfaces that ensure the statewide lon-  
13 gitudinal data system will provide publicly ac-  
14 cessible and useful information to students,  
15 families, practitioners, education system lead-  
16 ers, policymakers, community organizations,  
17 State and local public agencies, and the public  
18 in a manner that protects and promotes indi-  
19 vidual privacy and data security.

20 “(4) A description of how the statewide longitu-  
21 dinal data system will, to the extent practicable, pro-  
22 mote standardized data definitions, open data for-  
23 mats, other standards, and linkages utilized in mul-  
24 tiple States, and be aligned with the subchapter I of  
25 chapter 35 of title 44, United States Code.

1           “(5) A description of the eligible agency’s plan  
2 to protect and promote individual privacy and data  
3 security in implementing the State longitudinal data  
4 system, including—

5           “(A) defining policies, guidelines, or proto-  
6 cols, as appropriate for data collection, storage,  
7 data sharing, use, data destruction, and disclo-  
8 sure avoidance to secure any personally identifi-  
9 able information;

10           “(B) reviewing how State agencies, local  
11 agencies, and other entities that will have ac-  
12 cess to the statewide longitudinal data systems  
13 under this section will adhere to Federal or  
14 State privacy laws and protections in the build-  
15 ing, maintenance, and use of such data sys-  
16 tems; and

17           “(C) providing training or professional de-  
18 velopment to any employee or contractor of  
19 such system to ensure compliance with section  
20 444 of the General Education Provisions Act  
21 (commonly known as the “Family Educational  
22 Rights and Privacy Act of 1974”), section 445  
23 of that Act (commonly known as the ‘Protection  
24 of Pupil Rights Amendment’), the Children’s  
25 Online Privacy Protection Act of 1998 (15

1 U.S.C. 6501 et seq.), the Health Insurance  
2 Portability and Accountability Act of 1996  
3 (Public Law 104–191), and any other relevant  
4 Federal or State privacy law.

5 “(6) A description of the data governance struc-  
6 ture for the statewide longitudinal data system,  
7 which shall, to the greatest extent practicable, sup-  
8 port the implementation of statewide data govern-  
9 ance structures that involve all relevant State agen-  
10 cies, which may include establishing a State chief  
11 privacy officer or a data governance coordinator.

12 “(7) A description of the eligible agency’s plan  
13 to promote long-term sustainability of the statewide  
14 longitudinal data system, including identifying State  
15 and local funding that will be used to support the  
16 operation, maintenance, and upgrades of such sys-  
17 tem.

18 “(e) USE OF FUNDS.—An eligible agency receiving  
19 an award under subsection (c)(1)—

20 “(1) shall use funds to enhance or modernize  
21 data infrastructure and analytics capacity to inte-  
22 grate data across early childhood education through  
23 postsecondary study and labor market outcomes into  
24 the State longitudinal data system, including the

1 data sources required, to the greatest extent prac-  
2 ticable, in subsection (d)(1)(A); and

3 “(2) may carry out 1 or more of the following  
4 activities:

5 “(A) Integrate additional local, State, or  
6 Federal data sources in the statewide longitu-  
7 dinal data system or facilitate interoperability  
8 between such data sources.

9 “(B) Develop or increase the public’s ac-  
10 cess to products, tools, or interfaces and that  
11 provide appropriate access to data insights pro-  
12 duced by the statewide longitudinal data sys-  
13 tem.

14 “(C) Implement policies to protect and  
15 promote student privacy and data security.

16 “(D) Provide professional development to  
17 individuals, practitioners, and education system  
18 leaders to better understand, use, and analyze  
19 data from the statewide longitudinal data sys-  
20 tem.

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

1           “(g) REPORT.—Not later than 1 year after the date  
2 of enactment of the Advancing Research in Education Act,  
3 and again 3 years after such date of enactment, the Sec-  
4 retary, in consultation with the National Academies Com-  
5 mittee on National Statistics, shall make publicly available  
6 a report on the implementation and effectiveness of Fed-  
7 eral, State, and local efforts related to the goals of this  
8 section, including—

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

12           “(2) evaluating the ability of such systems to  
13 manage individual student data, promote linkages  
14 across States, and protect student privacy consistent  
15 with section 173; and

16           “(3) identifying best practices and areas for im-  
17 provement.

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

22           “(1) protecting and promoting individual pri-  
23 vacy and data security in implementing statewide  
24 longitudinal data systems in accordance with appli-  
25 cable Federal, State, and local privacy laws;

1           “(2) developing or increasing the public’s access  
2           to products, tools, or interfaces that provide appro-  
3           priate access to data insights produced by statewide  
4           longitudinal data systems, which may support the  
5           public, researchers, policymakers, practitioners, and  
6           States in efficiently and accurately accessing, man-  
7           aging, analyzing, and using data to inform decision-  
8           making and improve educational opportunities and  
9           outcomes, including academic achievement, postsec-  
10          ondary education access and completion, and labor  
11          market outcomes; and

12           “(3) supporting data linkages between a state-  
13          wide longitudinal data system and data from post-  
14          secondary education, workforce programs, unemploy-  
15          ment insurance, or other statewide data sources with  
16          access to wage record data, which shall include the  
17          use of different unique identifiers and may include  
18          the use of Social Security numbers, in accordance  
19          with applicable Federal, State, and local privacy  
20          laws.

21          “(i) EARLY CHILDHOOD EDUCATION DATA.—The  
22          Secretary of Health and Human Services, in coordination  
23          with the Statistics Commissioner, shall develop guidance  
24          for eligible agencies on integrating data voluntarily re-  
25          ported under the Head Start Act (42 U.S.C. 9831 et seq.)

1 and other early childhood education data in the statewide  
2 longitudinal data system.

3 “(j) EARLY COLLEGE HIGH SCHOOL OR DUAL OR  
4 CONCURRENT ENROLLMENT PROGRAMS.—The Statistics  
5 Commissioner shall provide technical assistance to eligible  
6 agencies to efficiently collect and report data related to  
7 enrollment, retention, transfer, and completion rates in  
8 early college high school or dual or concurrent enrollment  
9 programs.”.

10 **SEC. 149. DATA INNOVATION GRANTS.**

11 Part C of title I, as amended by section 148, is fur-  
12 ther amended by adding after section 149 the following:

13 **“SEC. 150. DATA INNOVATION GRANTS.**

14 “(a) GRANTS AUTHORIZED.—

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

1           “(2) RESERVATION.—From amounts appro-  
2           priated to carry out this section, the Director may  
3           reserve not more than 2 percent of such amounts for  
4           program administration, technical assistance, and  
5           carrying out the evaluation described in subsection  
6           (f).

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

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

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

21                 “(2) a description of such agency’s data infra-  
22                 structure, staffing, data analytics, reporting, and  
23                 sharing capabilities, and such agency’s efforts to  
24                 protect and promote individual privacy and data se-  
25                 curity, in accordance with applicable Federal, State,



1 and local privacy laws, increase data transparency,  
2 and minimize reporting burden.

3 “(d) USES OF FUNDS.—A public agency that receives  
4 a grant, contract, or cooperative agreement under this sec-  
5 tion shall use such award to increase the agency’s capacity  
6 to, in accordance with applicable Federal, State, and local  
7 privacy laws, accurately manage, analyze, and use data to  
8 inform decisionmaking and improve educational opportu-  
9 nities and outcomes, as described in subsection (a)(1),  
10 which may include the following activities:

11 “(1) Improving data quality, standardization,  
12 and such agency’s capabilities related to data infra-  
13 structure, staffing, data analytics, reporting, and  
14 data sharing, including among a consortium of pub-  
15 lic agencies located in a single State or a consortium  
16 of public agencies located in 2 or more States.

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

24 “(3) Developing and implementing privacy and  
25 security techniques, platforms, protocols, or tech-

1 nology for using and securing personally identifiable  
2 information and data managed by public agencies.

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

7 “(A) Improving the quality of data used to  
8 identify students directly certified or categori-  
9 cally eligible for free meals under the Richard  
10 B. Russell National School Lunch Act (42  
11 U.S.C. 1751 et seq.) and linking such data with  
12 other individual-level measures, including from  
13 the Medicaid program under title XIX of the  
14 Social Security Act (42 U.S.C. 1396 et seq.),  
15 the Children’s Health Insurance Program under  
16 title XXI of the Social Security Act (42 U.S.C.  
17 1397aa et seq.), and other public agencies.

18 “(B) Utilizing data from Federal or State  
19 tax records.

20 “(C) Developing and utilizing local data,  
21 such as student neighborhood characteristics,  
22 which may include utilizing data published by  
23 the United States Census Bureau.

1 “(e) EVALUATION.—The Director shall carry out an  
2 independent evaluation of activities carried out under this  
3 section.”.

4 **PART D—NATIONAL CENTER FOR EDUCATION**  
5 **EVALUATION AND EVIDENCE USE**

6 **SEC. 151. NATIONAL CENTER FOR EDUCATION EVALUA-**  
7 **TION AND EVIDENCE USE.**

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

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

12 **“SEC. 151. ESTABLISHMENT.**

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

17 “(b) MISSION.—The mission of the Evaluation and  
18 Evidence Use Center shall be—

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

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

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

7                           “(i) educational outcomes, particularly  
8                           student academic achievement, for all stu-  
9                           dents, particularly each subgroup of stu-  
10                           dents; or

11                           “(ii) access to high-quality educational  
12                           opportunities; and

13                   “(B) support the identification of evidence-  
14                   based practices that may be adapted and imple-  
15                   mented in heterogeneous local educational con-  
16                   texts;

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

22                   “(4) to oversee regional educational laboratories  
23                   to serve the educational needs of the geographic re-  
24                   gions served by such laboratories.

1 **“SEC. 152. COMMISSIONER FOR EDUCATION EVALUATION**  
2 **AND EVIDENCE USE.**

3 “(a) IN GENERAL.—The Evaluation and Evidence  
4 Use Center shall be headed by a Commissioner for Edu-  
5 cation Evaluation and Evidence Use (in this part referred  
6 to as the ‘Evaluation and Evidence Use Commissioner’)  
7 who—

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

10 “(2) has demonstrated a capacity to support  
11 engagement between researchers, practitioners, edu-  
12 cation system leaders, and policymakers to effec-  
13 tively communicate the implications of scientifically  
14 valid research, statistics, and evaluations to support  
15 evidence use and continuous improvement.

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

20 **“SEC. 153. DUTIES.**

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

23 “(1) conduct evaluations under section 154;

24 “(2) promote evidence use among practitioners,  
25 education system leaders, and policymakers and pro-

1 mote continuous improvement across early childhood  
2 through postsecondary study;

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

5 “(4) support engagement between the Institute  
6 and practitioners, education system leaders, and pol-  
7 icymakers, which may include—

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

13 “(B) supporting practitioners in under-  
14 standing research processes in order to maxi-  
15 mize the participation and engagement of such  
16 practitioners in developing research questions,  
17 designs, measurements, and methods; and

18 “(C) communicating research areas identi-  
19 fied under subparagraph (A) to the Commis-  
20 sioner for Education Research, the Commis-  
21 sioner for Special Education Research, and re-  
22 searchers in order to help increase and build  
23 the evidence bases of research areas related to  
24 challenges facing students and practitioners,  
25 which may be carried out through the functions

1 of the National Education Research Database  
2 developed under section 155(b);

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

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

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

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

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

23 “(10) ensure that information disseminated  
24 under this part is provided in a cost-effective, non-  
25 duplicative manner that includes the most current

1 research findings, as of the date of the dissemina-  
2 tion; and

3 “(11) assist the Director in the preparation of  
4 a biennial report, as described in section 119.

5 “(b) EVALUATION AND EVIDENCE USE PLAN.—Not  
6 later than 60 days after the date on which the Board ap-  
7 proves the priorities under section 115, the Evaluation  
8 and Evidence Use Commissioner shall develop and submit  
9 an evaluation and evidence use plan to the Director that—

10 “(1) is consistent with the mission of the Insti-  
11 tute and the mission of the Evaluation and Evidence  
12 Use Center and specifies how the Evaluation and  
13 Evidence Use Center will carry out—

14 “(A) evaluations described in section 154;  
15 and

16 “(B) activities that promote—

17 “(i) evidence use among practitioners,  
18 education system leaders, and policy-  
19 makers; and

20 “(ii) continuous improvement across  
21 early childhood through postsecondary  
22 study, such as the development and pro-  
23 motion of practice guides to improve teach-  
24 ing and learning;



1           “(2) uses objective and measurable indicators,  
2 including timelines, to assess the progress and re-  
3 sults of such evaluations or activities;

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

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

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

20 **“SEC. 154. EVALUATIONS.**

21           “(a) IN GENERAL.—

22           “(1) REQUIREMENTS.—In carrying out the mis-  
23 sion of the Evaluation and Evidence Use Center, the  
24 Evaluation and Evidence Use Commissioner shall—

1           “(A) conduct or support evaluations con-  
2           sistent with the mission of the Evaluation and  
3           Evidence Use Center, as described in section  
4           151(b);

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

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

12          “(D) coordinate the activities of the Eval-  
13          uation and Evidence Use Center with other  
14          evaluation activities in the Department;

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

20          “(F) establish evaluation policies and  
21          methodology; and

22          “(G) support the identification of evidence-  
23          based practices that may be adapted and imple-  
24          mented in heterogeneous local educational con-  
25          texts.

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

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

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

8           “(b) ADMINISTRATION OF EVALUATIONS UNDER  
9 THE ELEMENTARY AND SECONDARY EDUCATION ACT OF  
10 1965.—The Evaluation and Evidence Use Commissioner,  
11 consistent with the mission of the Evaluation and Evi-  
12 dence Use Center, shall administer all operations and con-  
13 tracts associated with evaluations authorized by section  
14 8601 of the Elementary and Secondary Education Act of  
15 1965 and administered by the Department.

16 **“SEC. 155. WHAT WORKS CLEARINGHOUSE AND RELATED**  
17 **FUNCTIONS.**

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

22                   “(1) The National Education Research Data-  
23                   base consisting of scientifically valid research, statis-  
24                   tics, and evaluations on education reviewed by the

1 Evaluation and Evidence Use Center, as authorized  
2 under subsection (b).

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

7 “(b) NATIONAL EDUCATION RESEARCH DATA-  
8 BASE.—

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

13 “(2) STANDARDS.—The Evaluation and Evi-  
14 dence Use Commissioner shall establish a system for  
15 technical and peer review to ensure that scientifically  
16 valid research, statistics, and evaluations reviewed  
17 and included in the National Education Research  
18 Database are consistent with the high-quality re-  
19 search standards described in section 134 and the  
20 evaluation standards adhered to under section  
21 154(a)(2)(A).

22 “(3) REVIEW.—In reviewing scientifically valid  
23 research, statistics, and evaluations under this sub-  
24 section, including individual studies, the Evaluation  
25 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   **“SEC. 156. EVIDENCE USE ACTIVITIES.**

20                  “(a) IN GENERAL.—In carrying out the mission of  
21                  the Evaluation and Evidence Use Center, the Evaluation  
22                  and Evidence Use Commissioner shall—

23                  “(1) promote engagement between researchers,  
24                  practitioners, education system leaders, and policy-  
25                  makers to effectively communicate the implications

1 of scientifically valid research, statistics, and evalua-  
2 tions to support evidence use and continuous im-  
3 provement; and

4 “(2) develop resources or train practitioners  
5 and education system leaders in early childhood edu-  
6 cation through postsecondary study in identifying,  
7 selecting, implementing, and adapting evidence-  
8 based practices in heterogeneous local educational  
9 contexts, such as through (as applicable)—

10 “(A) the activities of the regional edu-  
11 cational laboratories;

12 “(B) the What Works Clearinghouse estab-  
13 lished under section 155;

14 “(C) the provision of technical assistance  
15 to—

16 “(i) an early childhood education pro-  
17 gram, Head Start agency, or lead agency  
18 designated under section 658D of the  
19 Child Care and Development Block Grant  
20 Act of 1990 (42 U.S.C. 9858b);

21 “(ii) a public elementary school or  
22 secondary school (including a charter  
23 school), local educational agency, or State  
24 educational agency; or

1                   “(iii) an institution of higher edu-  
2                   cation, including a community college, a  
3                   historically Black college or university, a  
4                   Tribal College or University, or another  
5                   minority-serving institution; and

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

10                  “(b) NATIONAL LIBRARY OF EDUCATION.—

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

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

16                   “(B) collect and archive information;

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

20                   “(D) provide comprehensive reference serv-  
21                  ices on matters related to education to employ-  
22                  ees, contractors, and grantees of the Depart-  
23                  ment, other Federal employees, and members of  
24                  the public; and



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

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

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

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

14           “(i) consistent with—

15           “(I) scientifically valid research;

16           or

17           “(II) the priorities and mission of  
18           the Institute; and

19           “(ii) developed by the Department,  
20           other Federal agencies, or other entities.

21   **“SEC. 157. REGIONAL EDUCATIONAL LABORATORIES FOR**  
22           **APPLIED RESEARCH, DEVELOPMENT, AND**  
23           **EVIDENCE USE.**

24           “(a) AUTHORIZATION.—

25           “(1) PROGRAM AUTHORIZED.—

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

8           “(B) DURATION.—A contract under this  
9 subsection shall be for a period of not less than  
10 5 years and not more than 7 years.

11          “(2) GEOGRAPHIC REGIONS.—The regions  
12 served by the regional educational laboratories shall  
13 be the 10 geographic regions served by the regional  
14 educational laboratories established under section  
15 941(h) of the Educational Research, Development,  
16 Dissemination, and Improvement Act of 1994 (as  
17 such provision existed on the day before the date of  
18 enactment of this Act).

19          “(3) ALLOCATION.—The amount of assistance  
20 allocated to each regional educational laboratory by  
21 the Evaluation and Evidence Use Commissioner  
22 shall reflect the number of local educational agencies  
23 and the number of school-age children within the re-  
24 gion served by such laboratory, as well as the cost

1 of providing services within the geographic area en-  
2 compassed by the region.

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

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

15 “(A) share information about the activities  
16 of each regional educational laboratory awarded  
17 a contract under this section with—

18 “(i) each other regional educational  
19 laboratory awarded a contract under this  
20 section; and

21 “(ii) the Department, including the  
22 Director and the Board;

23 “(B) oversee a strategic plan for ensuring  
24 that each regional educational laboratory  
25 awarded a contract under this section increases

1 collaboration and resource-sharing in such ac-  
2 tivities;

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

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

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

22 “(A) the educational needs of the region  
23 are being met; and

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

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

15          “(b) ELIGIBLE ENTITIES.—

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

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

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

5           “(B) seek input from the chief executive  
6           officers of States, chief State school officers,  
7           educators, and parents regarding—

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

17                   “(ii) how those educational needs  
18                  could be addressed most effectively.

19           “(3) REQUIREMENTS.—In determining whether  
20           to award a contract under this section to an eligible  
21           entity, the Evaluation and Evidence Use Commis-  
22           sioner shall ensure that an eligible entity has a his-  
23           tory of effectiveness in carrying out applied research,  
24           development, and evidence use activities, including  
25           by considering the results of any completed evalua-

1       tion required under this part or title II if such entity  
2       previously received a grant, contract, or cooperative  
3       agreement under such part or title.

4       “(c) APPLICATIONS.—

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

10            “(2) PLAN.—Each application submitted under  
11       paragraph (1) shall contain—

12             “(A) a 5-year plan for carrying out the ac-  
13       tivities described in this section in a manner  
14       that addresses—

15                “(i) the priorities established under  
16       section 205;

17                “(ii) the needs of all States (and to  
18       the extent practicable, of local educational  
19       agencies) within the region to be served by  
20       the regional educational laboratory, on an  
21       ongoing basis; and

22                “(iii) how the eligible entity will sup-  
23       port the development and operation of one  
24       or more high-quality research-practice  
25       partnerships (as defined in section

1 133(e)(2)) to serve the applicable geo-  
2 graphic region that will be self-sustaining  
3 by the end of the eligible entity's contract  
4 under this section; and

5 “(B) an assurance that the eligible entity  
6 will regularly update the plan under subpara-  
7 graph (A) during the period of the grant.

8 “(3) STANDARDS.—

9 “(A) IN GENERAL.—The Evaluation and  
10 Evidence Use Commissioner shall establish a  
11 system for technical review to ensure that ap-  
12 plied research activities, evidence-based reports,  
13 and products of the regional educational labora-  
14 tories are consistent with—

15 “(i) the high-quality research stand-  
16 ards developed and maintained by such  
17 Commissioner, which shall require peer re-  
18 view for resources developed by the re-  
19 gional educational laboratory before such  
20 resources are made available in public, re-  
21 stricted-use, and easily accessible formats,  
22 in accordance with subparagraph (B); and

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



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

12          “(d) ACTIVITIES.—Each regional educational labora-  
13          tory awarded a contract under this section shall support  
14          applied research, development, and evidence use activities  
15          by—

16               “(1) developing a plan for identifying and serv-  
17               ing the needs of the geographic region, in consulta-  
18               tion with the corresponding comprehensive center  
19               that serves such region, by conducting a continuing  
20               survey of the educational needs, strengths, and  
21               weaknesses within the region, including a process of  
22               open hearings to solicit the views of schools, teach-  
23               ers, principals, other school leaders, administrators,  
24               paraprofessionals, other staff, parents, librarians,

1 local educational agencies, and State educational  
2 agencies within the region;

3 “(2)(A) carrying out applied research projects  
4 (including data analysis or evaluation) that are de-  
5 signed to serve the particular educational needs of  
6 the geographic region and that result in actionable  
7 information; or

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

11 “(3) assisting in solving site-specific problems  
12 and in development activities;

13 “(4) identifying, in a manner that is responsive  
14 to the challenges facing students and practitioners,  
15 exemplary and promising practices, supporting re-  
16 search and evaluation of such practices, and piloting  
17 or scaling relevant evidence-based practices;

18 “(5) assisting in gathering information on—

19 “(A) school finance systems to promote im-  
20 proved access to educational opportunities and  
21 to better serve all public school students; and

22 “(B) alternative administrative structures  
23 that are more conducive to planning, imple-  
24 menting, and sustaining school improvement

1 and improved educational outcomes, particu-  
2 larly student academic achievement;

3 “(6) providing training or professional learning  
4 (which may include supporting internships and fel-  
5 lowships and providing stipends) to practitioners,  
6 education system leaders, State educational agencies,  
7 local educational agencies, Bureau-funded school  
8 boards, and State boards of education, regarding  
9 evidence use and resources developed by the What  
10 Works Clearinghouse established under section 155;  
11 and

12 “(7) developing and widely disseminating, in  
13 formats that are high quality, easily accessible, un-  
14 derstandable, and actionable, scientifically valid re-  
15 search, information, reports, and publications, to—

16 “(A) student, parents, practitioners, edu-  
17 cation system leaders, and policymakers, as ap-  
18 propriate, within the region in which the re-  
19 gional educational laboratory is located; and

20 “(B) the Evaluation and Evidence Use  
21 Center.

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

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

3                   “(A) maximize the use of research con-  
4                   ducted through the National Education Centers  
5                   in the work of such laboratory;

6                   “(B) keep the National Education Centers  
7                   apprised of the work of the regional educational  
8                   laboratory in the field; and

9                   “(C) inform the National Education Cen-  
10                  ters about additional research needs identified  
11                  in the field;

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

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

22                  “(4)(A) identify successful educational pro-  
23                  grams that have been developed by such laboratory  
24                  in carrying out such laboratory’s functions or that

1 have been developed or used by others within the re-  
2 gion served by the laboratory; and

3 “(B) make such information available to the  
4 Secretary and the network of regional educational  
5 laboratories so that such programs may be evalu-  
6 ated, replicated, or scaled.

7 “(f) EVALUATIONS.—The Evaluation and Evidence  
8 Use Commissioner shall—

9 “(1) provide for independent evaluations of  
10 each of the regional educational laboratories in car-  
11 rying out the duties described in this section in the  
12 third year that such laboratory receives assistance  
13 under this section, in accordance with the standards  
14 developed by the Evaluation and Evidence Use Com-  
15 missioner; and

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

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

1       “(h) ADVANCE PAYMENT SYSTEM.—Each regional  
2 educational laboratory awarded a contract under this sec-  
3 tion shall participate in the advance payment system at  
4 the Department.

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

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

16               “(1) a plan covering the succeeding fiscal year,  
17 in which such laboratory’s mission, activities, and  
18 scope of work are described, including a general de-  
19 scription of the plans such laboratory expects to sub-  
20 mit in the remaining years of such laboratory’s con-  
21 tract; and

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

24                       “(A) a summary of activities during the  
25 preceding year;

1 “(B) a list of entities served;

2 “(C) a list of the products of the regional  
3 educational laboratory; and

4 “(D) any other information that the re-  
5 gional educational laboratory may consider rel-  
6 evant or the Evaluation and Evidence Use  
7 Commissioner may require.

8 “(k) EXEMPTION FOR REGIONAL EDUCATIONAL  
9 LABORATORIES FROM THE PAPERWORK REDUCTION  
10 ACT.—Subchapter I of chapter 35 of title 44, United  
11 States Code, shall not apply to the voluntary collection of  
12 information during the conduct of research by regional  
13 educational laboratories.”.

14 **PART E—NATIONAL CENTER FOR SPECIAL**  
15 **EDUCATION RESEARCH**

16 **SEC. 161. ESTABLISHMENT.**

17 Section 161 (20 U.S.C. 9567), as redesignated by  
18 section 102, is amended—

19 (1) in subsection (b)—

20 (A) in paragraph (1)—

21 (i) by inserting “sustained” before  
22 “research”; and

23 (ii) by striking “infants” and all that  
24 follows through “disabilities” and inserting  
25 “infants and toddlers with disabilities, chil-

1           dren with disabilities, and youth with dis-  
2           abilities, particularly in each subgroup of  
3           students.”;

4           (B) in paragraph (2), by striking “; and”  
5           and inserting “and to increase the identification  
6           and development of evidence-based practices or  
7           policies related to special education;”;

8           (C) in paragraph (3)—

9           (i) by striking “National Center for  
10          Education Evaluation and Regional Assist-  
11          ance” and inserting “National Center for  
12          Education Evaluation and Evidence Use”;  
13          and

14          (ii) by striking the period and insert-  
15          ing “; and”; and

16          (D) by adding at the end the following:

17          “(4) to improve evidence use by practitioners,  
18          education system leaders, and policymakers to effec-  
19          tively support infants and toddlers with disabilities,  
20          children with disabilities, and youth with disabili-  
21          ties.”; and

22          (2) by striking subsection (c).



1 **SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RE-**  
2 **SEARCH.**

3 Section 162 (20 U.S.C. 9567a), as redesignated by  
4 section 102, is amended—

5 (1) by inserting “scientifically valid” before “re-  
6 search,”; and

7 (2) by striking “children with disabilities” and  
8 inserting “infants and toddlers with disabilities, chil-  
9 dren with disabilities, and youth with disabilities”.

10 **SEC. 163. DUTIES.**

11 Section 163 (29 U.S.C. 9567b), as redesignated by  
12 section 102, is amended—

13 (1) by redesignating subsection (f) as sub-  
14 section (g);

15 (2) by striking subsections (a) through (e) and  
16 inserting the following:

17 “(a) GENERAL DUTIES.—The Special Education Re-  
18 search Commissioner shall—

19 “(1) maintain published peer-review standards  
20 and standards for the conduct and evaluation of all  
21 research and development carried out under the aus-  
22 pices of the Special Education Research Center,  
23 aligned with the principles of scientifically valid re-  
24 search, in accordance with this part;

25 “(2) propose to the Director a special education  
26 research plan in accordance with subsection (b), and

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

3 “(3) carry out research activities under this  
4 part consistent with the priorities and mission of the  
5 Institute and the mission of the Special Education  
6 Research Center described in section 161(b), and  
7 that are approved by the Director, such as activities  
8 that—

9 “(A) improve services provided under the  
10 Individuals with Disabilities Education Act in  
11 order to improve—

12 “(i) student outcomes, including aca-  
13 demic achievement, functional outcomes,  
14 and educational results for children with  
15 disabilities and youth with disabilities; and

16 “(ii) developmental outcomes for in-  
17 fants and toddlers with disabilities;

18 “(B) identify and support the development  
19 of evidence-based services, strategies, interven-  
20 tions, or policies, including multi-tier systems of  
21 supports and positive behavioral interventions  
22 and supports, that—

23 “(i) support learning and improve stu-  
24 dent outcomes, including academic achieve-  
25 ment, functional outcomes, and educational

1 results for all children with disabilities and  
2 youth with disabilities;

3 “(ii) promote participation and  
4 progress in the general education cur-  
5 riculum and general education settings;  
6 and

7 “(iii) improve reading, literacy, math-  
8 ematics, and science skills of children with  
9 disabilities and youth with disabilities;

10 “(C) ensure that research conducted under  
11 the direction of the Special Education Research  
12 Center—

13 “(i) supports the collaborative identi-  
14 fication and development of research ques-  
15 tions, designs, measurements, and methods  
16 among researchers, students, families,  
17 practitioners, education system leaders,  
18 and policymakers;

19 “(ii) improves evidence use by practi-  
20 tioners, education system leaders, and pol-  
21 icymakers;

22 “(iii) is relevant to improving edu-  
23 cation practice and policy; and

24 “(iv) informs decisionmaking by edu-  
25 cation system leaders and policymakers;

1           “(D) examine the needs of infants and tod-  
2           dlers with disabilities, including factors that  
3           may result in developmental delays;

4           “(E) improve the alignment, compatibility,  
5           and development of valid and reliable assess-  
6           ments, including alternate assessments, as re-  
7           quired by section 1111(b)(2) of the Elementary  
8           and Secondary Education Act of 1965;

9           “(F) examine challenging State academic  
10          standards and alternate assessments for stu-  
11          dents with the most significant cognitive dis-  
12          abilities in terms of academic achievement, indi-  
13          vidualized instructional need, appropriate edu-  
14          cation settings, and improved educational out-  
15          comes;

16          “(G) examine the educational, develop-  
17          mental, and transitional needs of children with  
18          high-incidence and low-incidence disabilities;

19          “(H) examine the extent to which over-  
20          identification and underidentification of infants  
21          and toddlers with disabilities, children with dis-  
22          abilities, and youth with disabilities occurs, and  
23          the causes thereof;

24          “(I) examine and improve secondary and  
25          postsecondary education, transitional, and em-

1           ployment outcomes and results for children with  
2           disabilities and youth with disabilities, including  
3           such individuals' access to or completion of—

4                       “(i) a regular high school diploma;

5                       “(ii) career and technical education;

6                       “(iii) postsecondary education; and

7                       “(iv) vocational rehabilitation and  
8                       competitive integrated employment;

9                       “(J) examine methods of early intervention  
10           for infants and toddlers with disabilities and  
11           children with disabilities, including children  
12           with multiple or complex developmental delays;

13                      “(K) examine and incorporate principles of  
14           universal design for learning in the development  
15           of standards, assessments, curricula, and in-  
16           structional methods to improve educational and  
17           transitional results for children with disabilities  
18           and youth with disabilities;

19                      “(L)(i) improve the preparation of per-  
20           sonnel, including early intervention personnel,  
21           who provide educational and related services to  
22           infants or toddlers with disabilities, children  
23           with disabilities, or youth with disabilities, in-  
24           cluding methods to support evidence use among  
25           such personnel and increase the academic

1 achievement and functional performance of such  
2 infants, toddlers, children, or youth; and

3 “(ii) examine the requirements related to  
4 the professional qualifications of such personnel  
5 in regard to sections 612(a)(14) and 635(a)(9)  
6 of the Individuals with Disabilities Education  
7 Act;

8 “(M) examine the excess costs of educating  
9 a child with a disability and expenses associated  
10 with high-cost special education and related  
11 services;

12 “(N) help parents improve educational and  
13 transitional results for infants and toddlers  
14 with disabilities, children with disabilities, and  
15 youth with disabilities;

16 “(O) examine the unique needs of infants  
17 and toddlers with disabilities, children with dis-  
18 abilities, and youth with disabilities, including  
19 who also—

20 “(i) are English learners or gifted and  
21 talented;

22 “(ii) reside in rural communities; or

23 “(iii) have the most significant cog-  
24 nitive disabilities; and

1           “(P) examine existing and emerging assist-  
2           ive, adaptive, accessible, and instructional tech-  
3           nologies, including—

4                   “(i) online delivery of services;

5                   “(ii) use of such technologies in gen-  
6           eral education settings;

7                   “(iii) factors that support or limit the  
8           use of such technologies; and

9                   “(iv) the impact of such technologies  
10           on infants or toddlers with disabilities,  
11           children with disabilities, or youth with  
12           disabilities.

13           “(b) SPECIAL EDUCATION RESEARCH PLAN.—Not  
14           later than 60 days after the date on which the Board ap-  
15           proves the priorities under section 115, the Special Edu-  
16           cation Research Commissioner shall develop, in collabora-  
17           tion with the Assistant Secretary for Special Education  
18           and Rehabilitative Services, and submit a special edu-  
19           cation research plan to the Director that—

20                   “(1) is consistent with the priorities and mis-  
21           sion of the Institute and the mission of the Special  
22           Education Research Center;

23                   “(2) is consistent with the purposes of the Indi-  
24           viduals with Disabilities Education Act;

1           “(3) contains an appropriate balance across all  
2           age ranges and by disability category under the Indi-  
3           viduals with Disabilities Education Act, as appro-  
4           priate;

5           “(4) provides for research that is objective and  
6           uses measurable indicators, including timelines, to  
7           assess its progress and results;

8           “(5) meets the procedures for peer review es-  
9           tablished by the Director under section 114(f)(5)  
10          and the standards of research described in section  
11          134;

12          “(6) is coordinated with the comprehensive plan  
13          developed under section 681 of the Individuals with  
14          Disabilities Education Act; and

15          “(7) specifies how the Special Education Re-  
16          search Center will carry out research activities de-  
17          scribed in subsection (a)(3).

18          “(c) GRANTS, CONTRACTS, AND COOPERATIVE  
19          AGREEMENTS.—

20          “(1) IN GENERAL.—In carrying out the duties  
21          under this section, the Special Education Research  
22          Commissioner may award grants to, or enter into  
23          contracts or cooperative agreements with, eligible ap-  
24          plicants.



1           “(2) GRANT CYCLE.—The requirements de-  
2           scribed in section 133(d) shall apply to the Special  
3           Education Research Commissioner in the same man-  
4           ner as such requirements apply to the Research  
5           Commissioner.

6           “(3) ELIGIBLE APPLICANTS.—Contracts,  
7           grants, or cooperative agreements for activities  
8           under this subsection shall be awarded only to appli-  
9           cants with the ability and capacity to conduct sci-  
10          entifically valid research.

11          “(4) APPLICATIONS.—An eligible applicant that  
12          wishes to receive a grant, or enter into a contract or  
13          cooperative agreement, under this subsection shall  
14          submit an application to the Director at such time,  
15          in such manner, and containing such information as  
16          the Director may require.

17          “(d) RESEARCH-PRACTICE PARTNERSHIPS.—In car-  
18          rying out the duties under subsection (a), the Special Edu-  
19          cation Research Commissioner may award grants to, or  
20          enter into contracts or cooperative agreements with, eligi-  
21          ble entities to carry out research-practice partnerships in  
22          the same manner, and subject to the same definitions,  
23          terms, and conditions, as research-practice partnerships  
24          supported under section 133(e).

1 “(e) DISSEMINATION.—The Special Education Re-  
2 search Commissioner shall—

3 “(1) synthesize and disseminate the findings  
4 and results of special education research conducted  
5 or supported by the Special Education Research  
6 Center through—

7 “(A) the National Center for Education  
8 Evaluation and Evidence Use;

9 “(B) activities funded under section 663 of  
10 the Individuals with Disabilities Education Act;

11 “(C) parent training and information cen-  
12 ters supported under section 671 of such Act;  
13 and

14 “(D) activities funded under section 673 of  
15 such Act; and

16 “(2) assist the Director in the preparation of  
17 the biennial report described in section 119.”; and

18 (3) in subsection (g), as redesignated by para-  
19 graph (1), by striking “fiscal years 2005 through  
20 2010” and inserting “fiscal years 2024 through  
21 2029”.

22 **SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
23 **RESEARCH.**

24 Part E of title I (20 U.S.C. 9567 et seq.) is amended  
25 by adding at the end the following:

1 **“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
2 **RESEARCH.**

3 “(a) STANDARDS.—The Special Education Research  
4 Commissioner shall ensure that activities assisted under  
5 this section—

6 “(1) conform to high standards of quality, in-  
7 tegrity, accuracy, validity, and reliability;

8 “(2) are carried out in accordance with—

9 “(A) the standards for the conduct and  
10 evaluation of all research and development es-  
11 tablished by the National Center for Education  
12 Research; and

13 “(B) any additional standards established  
14 by the Special Education Research Commis-  
15 sioner; and

16 “(3) are objective, secular, neutral, and non-  
17 ideological, and are free of partisan political influ-  
18 ence, and racial, cultural, gender, regional, or dis-  
19 ability bias.

20 “(b) APPLICABILITY OF EDUCATION SCIENCES RE-  
21 FORM ACT OF 2002.—Parts A and F, and the standards  
22 for peer review of applications and for the conduct and  
23 evaluation of research under sections 133(a)(1) and 134,  
24 shall apply to the Secretary, the Director, and the Special  
25 Education Research Commissioner in carrying out this  
26 part.”.

1                   **PART F—GENERAL PROVISIONS**

2   **SEC. 171. REPEALS AND REDESIGNATION.**

3           Part F of title I (20 U.S.C. 9571 et seq.) is amend-  
4 ed—

5           (1) by striking sections 179 and 183 (as such  
6 sections were redesignated by section 102); and

7           (2) by redesignating sections 180, 181, 182,  
8 and 184 (as so redesignated) as sections 179, 180,  
9 181, and 182, respectively.

10 **SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.**

11          Section 171 (20 U.S.C. 9571), as redesignated by  
12 section 102, is amended—

13           (1) by striking “The Secretary,” and inserting  
14 the following:

15           “(a) IN GENERAL.—The Secretary,”; and

16           (2) by adding at the end the following:

17           “(b) SECURE PUBLIC ACCESS.—

18           “(1) IN GENERAL.—Consistent with Federal  
19 law for privacy, intellectual property, and security,  
20 and the principles of scientifically valid research, the  
21 Director shall, subject to section 172, facilitate for  
22 the public access to research products, including  
23 data, software, and code supported by funds under  
24 this title.

25           “(2) DATA MANAGEMENT PLANS.—The Direc-  
26 tor shall require that proposals for funding for re-

1 search supported under this title, to the extent ap-  
2 propriate, include a machine-readable data manage-  
3 ment plan that includes a description of how the re-  
4 cipient of the funding will archive and preserve ac-  
5 cess to data, software, and code developed as part of  
6 the proposed project.

7 “(3) REQUIREMENTS.—In carrying out the re-  
8 quirements under this subsection, the Director  
9 shall—

10 “(A) provide necessary resources, including  
11 trainings and workshops, to educate researchers  
12 and students on how to develop and review  
13 high-quality data management plans; and

14 “(B) ensure staff and peer review panels of  
15 the Institute are equipped with the resources  
16 and training necessary to review the quality of  
17 data management plans in competitions for  
18 grants, contracts, and cooperative agreements  
19 under this title, as applicable.”.

20 **SEC. 173. PROHIBITIONS.**

21 Section 172 (20 U.S.C. 9572), as redesignated by  
22 section 102, is amended—

23 (1) in subsection (a), by striking “individually”  
24 and inserting “personally”; and

25 (2) in subsection (d)(2)—

1 (A) by striking “section 153(a)(6)” and in-  
2 serting “section 143(a)(7)”; and

3 (B) by striking “nations” and inserting  
4 “countries”.

5 **SEC. 174. CONFIDENTIALITY.**

6 Section 173 (20 U.S.C. 9573), as redesignated by  
7 section 102, is amended—

8 (1) in subsection (a), by striking “subsection  
9 (c)” and inserting “subsection (d)”;

10 (2) in subsection (b)—

11 (A) by striking “individually” and insert-  
12 ing “personally”;

13 (B) by striking “subsection (c)” and in-  
14 serting “subsection (d)”; and

15 (C) by striking “their families, and infor-  
16 mation with respect to individual schools” and  
17 inserting “and their families”;

18 (3) by redesignating subsections (c) through (e)  
19 as subsections (d) through (f), respectively;

20 (4) by inserting after subsection (b) the fol-  
21 lowing:

22 “(c) INSTITUTION-LEVEL DATA.—The Director shall  
23 ensure that any authorized disclosed information with re-  
24 spect to an early childhood education program, elementary  
25 school, secondary school, local educational agency, or insti-

1 tution of higher education shall not include personally  
2 identifiable information.”;

3 (5) in subsection (d)(2)(A), as redesignated by  
4 paragraph (3), by striking “individually” and insert-  
5 ing “personally”; and

6 (6) in subsection (e), as redesignated by para-  
7 graph (3)—

8 (A) by striking “individually identifiable  
9 information” each place the term appears and  
10 inserting “personally identifiable information”;  
11 and

12 (B) in paragraph (1)(B), by striking “Indi-  
13 vidualy identifiable information” and inserting  
14 “Personally identifiable information”.

15 **SEC. 175. AVAILABILITY OF DATA.**

16 Section 174 (20 U.S.C. 9574), as redesignated by  
17 section 102, is amended—

18 (1) by striking “section 183” and inserting  
19 “section 173”; and

20 (2) by striking “use of the Internet” and insert-  
21 ing “through electronic means, such as posting in an  
22 easily accessible manner on the website of the Insti-  
23 tute”.

1 **SEC. 176. PERFORMANCE MANAGEMENT.**

2 Section 175 (20 U.S.C. 9575), as redesignated by  
3 section 102, is amended to read as follows:

4 **“SEC. 175. PERFORMANCE MANAGEMENT.**

5 “The Director shall establish a system for managing  
6 the performance of all activities authorized under this title  
7 to ensure the effective use of Federal funds and that such  
8 activities meet the Institute’s mission, by—

9 “(1) developing and utilizing measurable per-  
10 formance indicators, including reasonable timelines,  
11 to evaluate and improve the effectiveness of such ac-  
12 tivities and to inform applicable competitions for  
13 grants, contracts, or cooperative agreements under  
14 this title;

15 “(2) ensuring information, statistics, products,  
16 and publications of the Institute are prepared in a  
17 timely manner and are widely disseminated to prac-  
18 titioners, education system leaders, and policymakers  
19 in formats that are high-quality, easily accessible,  
20 understandable, and actionable;

21 “(3) utilizing the most modern technology and  
22 other methods available, including arrangements to  
23 use data collected electronically by public agencies  
24 across early childhood education through postsec-  
25 ondary study to ensure the efficient and least bur-



1       dense collection and timely distribution of infor-  
2       mation, including data and reports;

3           “(4) promoting engagement with, wide dissemi-  
4       nation of, and evidence use of all information, prod-  
5       ucts, and publications of the Institute in a manner  
6       that is responsive to the educational challenges fac-  
7       ing students, families, practitioners, and education  
8       system leaders;

9           “(5) continuously improving management strat-  
10      egies and practices; and

11          “(6) making information available to the public  
12      in an expeditious fashion.”.

13   **SEC. 177. VACANCIES.**

14      Section 177 (20 U.S.C. 9577), as redesignated by  
15   section 102, is amended—

16          (1) by striking the first sentence; and

17          (2) by striking “section 188” and inserting  
18      “section 178”.

19   **SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.**

20      Section 178 (20 U.S.C. 9578), as redesignated by  
21   section 102, is amended—

22          (1) in the matter preceding paragraph (1) of  
23      subsection (a), by inserting “, including experts in  
24      privacy, security of personally identifiable informa-  
25      tion, and cybersecurity,” before “to carry out”; and

1 (2) by adding at the end the following:

2 “(c) ROTATORS.—The Director may, under the au-  
3 thority provided by subsection (a), appoint for a limited  
4 term, or on a temporary basis, practitioners, researchers,  
5 and other technical and professional personnel on leave of  
6 absence from academic, industrial, or research institutions  
7 to work for the Institute, which may include such per-  
8 sonnel affiliated with minority-serving institutions.”.

9 **SEC. 179. AUTHORIZATION OF APPROPRIATIONS.**

10 Section 182 (20 U.S.C. 9584), as redesignated by  
11 section 171, is amended—

12 (1) in subsection (a)—

13 (A) in the matter preceding paragraph (1),  
14 by striking “(except section 174) \$400,000,000  
15 for fiscal year 2003 and such sums as may be  
16 necessary for each of the 5 succeeding fiscal  
17 years, of which” and inserting “(except section  
18 157) such sums as may be necessary for fiscal  
19 year 2024 and each of the 5 succeeding fiscal  
20 years, of which, for each fiscal year”;

21 (B) in paragraph (1)—

22 (i) by striking “(as such Center” and  
23 all that follows through “2002” and insert-  
24 ing “for fiscal year 2023”; and

1 (ii) by striking “, as authorized under  
2 part C”;

3 (C) in paragraph (2), by striking  
4 “\$1,000,000” and inserting “\$2,000,000”;

5 (2) by redesignating subsections (b) and (c) as  
6 subsections (c) and (d), respectively;

7 (3) by inserting after subsection (a) the fol-  
8 lowing:

9 “(b) PROGRAM ADMINISTRATION.—There are au-  
10 thorized to be appropriated to carry out this title, for sala-  
11 ries and related expenses for the Director, each of the  
12 Commissioners, and employees described in section 178,  
13 such sums as may be necessary for fiscal year 2024 and  
14 each of the 5 succeeding fiscal years.”;

15 (4) in subsection (c), as redesignated by para-  
16 graph (2)—

17 (A) in the first sentence, by striking “sec-  
18 tion 174 \$100,000,000 for fiscal year 2003”  
19 and inserting “section 157 such sums as may  
20 be necessary for fiscal year 2024”; and

21 (B) by striking the second sentence; and

22 (5) in subsection (d), as redesignated by para-  
23 graph (2)—

24 (A) by inserting “for a fiscal year” after  
25 “this section”; and

1 (B) by striking “until expended” and in-  
2 serting “for the 2 succeeding fiscal years”.

3 **SEC. 180. CONFORMING AMENDMENTS.**

4 (a) GENERAL EDUCATION PROVISIONS ACT.—Sec-  
5 tion 447(b) of the General Education Provisions Act (20  
6 U.S.C. 1232j(b)) is amended by striking “section  
7 153(a)(6)” and inserting “section 143(a)(7)”.

8 (b) ELEMENTARY AND SECONDARY EDUCATION ACT  
9 OF 1965.—The Elementary and Secondary Education Act  
10 of 1965 (20 U.S.C. 6301 et seq.) is amended—

11 (1) in section 2244(b)(5), by striking “section  
12 174” and inserting “section 157”;

13 (2) in section 8101—

14 (A) in paragraph (23)—

15 (i) in subparagraph (A)(i), by striking  
16 “section 153” and inserting “section 143”;  
17 and

18 (ii) in subparagraph (D)(i), by strik-  
19 ing “section 153” and inserting “section  
20 143”; and

21 (B) in paragraph (25)—

22 (i) in subparagraph (A)(i), by striking  
23 “section 153” and inserting “section 143”;  
24 and

1 (ii) in subparagraph (D)(i), by strik-  
2 ing “section 153” and inserting “section  
3 143”; and

4 (3) in section 8529(b), by striking “section  
5 153(a)(6)” and inserting “section 143(a)(7)”.

6 (c) INDIVIDUALS WITH DISABILITIES EDUCATION  
7 ACT.—The Individuals with Disabilities Education Act  
8 (20 U.S.C. 1400 et seq.) is amended—

9 (1) in section 673(c), by striking “section 174”  
10 and inserting “section 157”; and

11 (2) in section 681(a)(1), by striking “section  
12 178(c)” and inserting “section 163(b)”.

13 **TITLE II—EDUCATIONAL**  
14 **TECHNICAL ASSISTANCE**

15 **SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.**

16 (a) IN GENERAL.—The Educational Technical As-  
17 sistance Act of 2002 (20 U.S.C. 9601 et seq.) is amended  
18 to read as follows:

19 **“TITLE II—EDUCATIONAL**  
20 **TECHNICAL ASSISTANCE**

21 **“SEC. 201. SHORT TITLE.**

22 “This title may be cited as the ‘Educational Tech-  
23 nical Assistance Act of 2002’.

24 **“SEC. 202. DEFINITIONS.**

25 “In this title:

1           “(1) ESEA TERMS.—The terms ‘child with a  
2           disability’, ‘English learner’, ‘Secretary’, and ‘school  
3           leader’ have the meanings given those terms in sec-  
4           tion 8101 of the Elementary and Secondary Edu-  
5           cation Act of 1965.

6           “(2) ESRA TERMS.—The terms ‘Bureau-fund-  
7           ed school’, ‘evidence-based’, ‘evidence use’, ‘geo-  
8           graphic region’, ‘institution of higher education’, ‘re-  
9           gional educational laboratory’, and ‘subgroup of stu-  
10          dents’ have the meanings given those terms in sec-  
11          tion 102.

12          “(3) COMPREHENSIVE CENTER.—

13                 “(A) IN GENERAL.—The term ‘comprehen-  
14                 sive center’ means a technical assistance center  
15                 authorized under section 207.

16                 “(B) NATIONAL COMPREHENSIVE CEN-  
17                 TER.—The term ‘national comprehensive cen-  
18                 ter’ means a comprehensive center established  
19                 or supported through an award under section  
20                 207(a)(2)(A) to support regional comprehensive  
21                 centers by scaling effective technical assistance,  
22                 minimizing duplication, and addressing common  
23                 implementation challenges faced by States and  
24                 emerging national education issues.

1           “(C) REGIONAL COMPREHENSIVE CEN-  
2           TER.—The term ‘regional comprehensive center’  
3           means a comprehensive center established or  
4           supported through an award under section  
5           207(a)(2)(B) that serves 1 geographic region.

6           “(4) FOCUS CENTER.—The term ‘focus center’  
7           means a technical assistance center authorized under  
8           section 208.

9   **“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.**

10          “(a) PURPOSE.—It is the purpose of this section to  
11          improve educational opportunities and outcomes, particu-  
12          larly academic achievement, for all students, particularly  
13          for each subgroup of students, through the coordination  
14          of technical assistance to support the effective implemen-  
15          tation of—

16                 “(1) the Elementary and Secondary Education  
17                 Act of 1965;

18                 “(2) the Individuals with Disabilities Education  
19                 Act;

20                 “(3) the Carl D. Perkins Career and Technical  
21                 Education Act of 2006;

22                 “(4) the Higher Education Act of 1965;

23                 “(5) section 444 of the General Education Pro-  
24                 visions Act (commonly known as the “Family Edu-  
25                 cational Rights and Privacy Act of 1974”); and

1           “(6) other relevant Federal education laws.

2           “(b) ACTIVITIES.—In meeting the purpose of sub-  
3 section (a), the Secretary shall—

4           “(1) provide technical assistance to practi-  
5 tioners, education system leaders, elementary and  
6 secondary schools, local educational agencies, State  
7 educational agencies, institutions of higher edu-  
8 cation, families, local boards and State boards (as  
9 defined under section 3 of the Workforce Innovation  
10 and Opportunity Act), and other appropriate agen-  
11 cies, to support effective implementation of the laws  
12 described in subsection (a);

13           “(2) encourage evidence use and support the  
14 implementation of evidence-based practices to im-  
15 prove educational outcomes, particularly academic  
16 achievement, for all students, and particularly for  
17 each subgroup of students; and

18           “(3) align technical assistance efforts across the  
19 Department of Education to minimize duplication of  
20 technical assistance and increase client satisfaction  
21 in a manner that—

22           “(A) promotes high-quality, actionable,  
23 timely, and easily accessible information; and



1           “(B) is responsive to the educational chal-  
2           lenges facing students, families, practitioners,  
3           and education system leaders.

4           “(c) CONTENT.—The technical assistance provided  
5           under this section may include—

6           “(1) an evaluation of the implementation of  
7           Federal programs at the local or State level, or  
8           building local or State capacity to carry out such an  
9           evaluation; and

10          “(2) improving or streamlining data collections,  
11          and increasing the capacity of agencies to analyze  
12          and communicate such data and carry out evidence  
13          use to support practitioners and education system  
14          leaders in evidence-based decisionmaking.

15   **“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE**  
16                           **CENTERS AND REGIONAL EDUCATIONAL LAB-**  
17                           **ORATORIES.**

18          “(a) IN GENERAL.—The Secretary, in consultation  
19          with the Commissioner for Education Evaluation and Evi-  
20          dence Use described in section 152, shall ensure that re-  
21          gional comprehensive centers and regional educational lab-  
22          oratories that serve the same geographic regions are effec-  
23          tively coordinated to minimize duplication and increase cli-  
24          ent satisfaction.

1       “(b) LOCAL COORDINATION.—Each regional com-  
2 prehensive center and regional educational laboratory that  
3 serve the same geographic region, to the greatest extent  
4 practicable, shall—

5           “(1) carry out local needs assessments and re-  
6 lated input gathering in a coordinated manner;

7           “(2) be familiar with each other’s work plan  
8 and areas of expertise, and with other federally  
9 funded technical assistance centers;

10          “(3) be responsive, in a timely and effective  
11 manner, to the State educational agencies, local edu-  
12 cational agencies, and, if applicable, Bureau-funded  
13 schools located in such geographic region, which may  
14 include referring such an agency to a more appro-  
15 priate federally funded technical assistance center;

16          “(4) develop and maintain a shared regional  
17 governing board, in accordance with the require-  
18 ments of section 206(a)(1); and

19          “(5) identify challenges facing students and  
20 practitioners in the region so as to inform the work  
21 of focus centers authorized under section 208.

22       “(c) CONTRACT CYCLE.—The Secretary, in consulta-  
23 tion with the Commissioner for Education Evaluation and  
24 Evidence Use, shall, to the greatest extent practicable, en-  
25 sure that the duration of grants, contacts, or cooperative

1 agreements awarded for comprehensive centers under this  
2 title is consistent with the duration of contracts awarded  
3 by such Commissioner for the regional educational labora-  
4 tory program.

5 **“SEC. 205. PRIORITIES.**

6 “The Secretary shall establish priorities for the re-  
7 gional educational laboratories and comprehensive centers,  
8 taking into account input from regional governing boards.

9 **“SEC. 206. GOVERNING BOARDS.**

10 “(a) REGIONAL GOVERNING BOARD.—

11 “(1) ESTABLISHMENT.—

12 “(A) IN GENERAL.—Each regional com-  
13 prehensive center and regional educational lab-  
14 oratory that serve the same geographic region  
15 shall have a shared regional governing board  
16 that shall guide and direct the work of such  
17 center and such laboratory.

18 “(B) COSTS.—In supporting and maintain-  
19 ing the regional governing board required under  
20 this paragraph, each regional comprehensive  
21 center and regional educational laboratory shall  
22 equally divide any costs related to developing,  
23 operating, or staffing such board. Such center  
24 or laboratory may enter into a contract with  
25 each other to carry out such activities.

1           “(2) DUTIES.—Each regional governing board  
2           established under paragraph (1) shall advise the rel-  
3           evant regional comprehensive center and regional  
4           educational laboratory on—

5                   “(A) the comprehensive center’s activities  
6                   described in section 207(f) and the laboratory’s  
7                   activities to satisfy the terms and conditions of  
8                   the contract award under section 154;

9                   “(B) the regional agenda of such center  
10                  and such laboratory, in a manner that is re-  
11                  sponsive to the challenges facing students and  
12                  practitioners of the region, which may include  
13                  the identification of exemplary, innovative, and  
14                  promising practices in the region for additional  
15                  study;

16                  “(C) ensuring the work of the comprehen-  
17                  sive center and the laboratory is high-quality,  
18                  actionable, timely, and easily accessible;

19                  “(D) identifying challenges facing students  
20                  and practitioners of the region, which shall in-  
21                  form the work of focus centers authorized  
22                  under section 208; and

23                  “(E) the implementation of such center’s  
24                  and such laboratory’s respective duties in a  
25                  manner that promotes progress toward pro-

1           viding all students, particularly each subgroup  
2           of students, access to high-quality educational  
3           opportunities and improves educational out-  
4           comes, particularly student academic achieve-  
5           ment.

6           “(3) COMPOSITION.—

7                 “(A) IN GENERAL.—Each regional gov-  
8           erning board shall be composed of—

9                 “(i) the chief State school officers, or  
10           such officers’ designees or other State offi-  
11           cials, in each State located in the cor-  
12           responding geographic region; and

13                 “(ii) not more than 10 other members  
14           who are representative of the educational  
15           interests in the corresponding geographic  
16           region, which may include the following:

17                 “(I) Representatives of local edu-  
18           cational agencies and educational  
19           service agencies, including representa-  
20           tives of local educational agencies  
21           serving urban and rural areas.

22                 “(II) Representatives of institu-  
23           tions of higher education.

24                 “(III) Parents.

1                   “(IV) Practitioners, including  
2                   classroom teachers, principals, and  
3                   other school leaders.

4                   “(V) Representatives of work-  
5                   force development.

6                   “(VI) Policymakers, expert prac-  
7                   titioners, and researchers with knowl-  
8                   edge of, and experience using re-  
9                   search, development, evaluation, and  
10                  statistics.

11               “(b) NATIONAL COMPREHENSIVE CENTER GOV-  
12               ERNING BOARD.—

13               “(1) IN GENERAL.—The National Comprehen-  
14               sive Center shall have a governing board that  
15               shall—

16                   “(A) guide and direct the work of such  
17                   center; and

18                   “(B) support such center in scaling effec-  
19                   tive technical assistance, minimizing duplica-  
20                   tion, and addressing common implementation  
21                   challenges faced by States and emerging na-  
22                   tional education issues.

23               “(2) COMPOSITION.—The governing board de-  
24               scribed this subsection shall be composed of—

1           “(A) not less than 1 member of each re-  
2           gional governing board described in subsection  
3           (a); and

4           “(B) a variety of members described in  
5           subsection (a)(3)(A)(ii).

6 **“SEC. 207. COMPREHENSIVE CENTERS.**

7           “(a) AUTHORIZATION.—

8           “(1) IN GENERAL.—The Secretary shall award  
9           11 grants, contracts, or cooperative agreements, on  
10           a competitive basis, to establish national or regional  
11           comprehensive centers, in accordance with para-  
12           graph (2).

13           “(2) AWARD CRITERIA.—In awarding grants,  
14           contracts, or cooperative agreements under para-  
15           graph (1), the Secretary—

16           “(A) shall award 1 grant, contract, or co-  
17           operative agreement to an eligible entity to en-  
18           able that eligible entity to establish a national  
19           comprehensive center that will support regional  
20           comprehensive centers by—

21           “(i) scaling effective technical assist-  
22           ance;

23           “(ii) minimizing duplication; and

24           “(iii) addressing—

1                   “(I) common implementation  
2 challenges faced by States; and

3                   “(II) emerging national edu-  
4 cation issues; and

5                   “(B) shall ensure that 1 regional com-  
6 prehensive center is established in each of the  
7 geographic regions.

8                   “(3) NATIONAL COMPREHENSIVE CENTER; RE-  
9 GIONAL COMPREHENSIVE CENTERS.—In the case  
10 of—

11                   “(A) a national comprehensive center de-  
12 scribed in paragraph (2)(A), the Nation shall be  
13 considered to be the region served by the com-  
14 prehensive center; and

15                   “(B) a regional comprehensive center de-  
16 scribed in paragraph (2)(B), the geographic re-  
17 gion shall be considered to be the region served  
18 by the comprehensive center.

19                   “(b) ELIGIBLE ENTITIES.—

20                   “(1) IN GENERAL.—Grants, contracts, or coop-  
21 erative agreements under this section may be made  
22 with research organizations, public agencies, private  
23 entities, institutions of higher education, or partner-  
24 ships among such entities, with the demonstrated  
25 ability or capacity to carry out the activities de-



1 scribed in subsection (f) (referred to in this section  
2 as ‘eligible entities’).

3 “(2) OUTREACH.—In conducting competitions  
4 for grants, contracts, or cooperative agreements  
5 under this section, the Secretary shall—

6 “(A) actively encourage eligible entities to  
7 apply for such awards by making widely avail-  
8 able information and technical assistance relat-  
9 ing to the awards described under this section;  
10 and

11 “(B) seek input from chief executive offi-  
12 cers of States, chief State school officers, teach-  
13 ers, principals, other school leaders, parents,  
14 administrators, paraprofessionals, and other in-  
15 dividuals with knowledge of the needs of the re-  
16 gions to be served by the awards, regarding—

17 “(i) the needs in the regions for tech-  
18 nical assistance authorized under this title;  
19 and

20 “(ii) how such needs may be ad-  
21 dressed most effectively.

22 “(3) REQUIREMENTS.—In determining whether  
23 to award a grant, contract, or cooperative agreement  
24 under this section, the Secretary shall ensure that  
25 an eligible entity has a history of effectiveness in

1 providing high-quality technical assistance, including  
2 by considering the results of any completed evalua-  
3 tion required under this title or part D of title I if  
4 such entity previously received a grant, contract, or  
5 cooperative agreement under this title or title I.

6 “(c) APPLICATION.—

7 “(1) SUBMISSION.—

8 “(A) IN GENERAL.—Each eligible entity,  
9 seeking a grant, contract, or cooperative agree-  
10 ment under this section shall submit an applica-  
11 tion at such time, in such manner, and con-  
12 taining such additional information as the Sec-  
13 retary may reasonably require, including the  
14 plan described in paragraph (2).

15 “(B) ENGAGEMENT.—To help ensure ap-  
16 plications submitted under this paragraph are  
17 responsive to challenges facing students, practi-  
18 tioners, and education system leaders in the re-  
19 gion proposed to be served, each eligible entity  
20 submitting such an application shall meaning-  
21 fully engage with not less than 1 individual or  
22 entity located in such region from each of the  
23 following categories, to inform the application:

24 “(i) State educational agencies.

25 “(ii) Local educational agencies.

1                   “(iii) Practitioners, including teachers,  
2                   principals, and other school leaders.

3                   “(iv) Students and parents.

4                   “(v) Policymakers, expert practi-  
5                   tioners, and researchers with knowledge of,  
6                   and experience using, the findings from re-  
7                   search, evaluation, and statistics.

8                   “(2) PLAN.—Each application submitted under  
9                   paragraph (1) shall contain—

10                   “(A) an assurance that such applicant will  
11                   develop and regularly update a 5-year service  
12                   plan for carrying out the technical assistance  
13                   and capacity-building activities for the region in  
14                   a manner that addresses—

15                   “(i) the priorities described under sec-  
16                   tion 205; and

17                   “(ii) the needs of all States (and to  
18                   the extent practicable, of local educational  
19                   agencies) within the region to be served by  
20                   the national or regional comprehensive cen-  
21                   ter, on an ongoing basis; and

22                   “(B) an assurance that such entity will de-  
23                   velop and regularly update and submit to the  
24                   Secretary a State service plan that includes—

1                   “(i) a description of the capacity-  
2                   building supports to be delivered by the  
3                   center in response to educational chal-  
4                   lenges facing students, practitioners, and  
5                   education system leaders in a manner that  
6                   supports evidence use; and

7                   “(ii) a description of the technical as-  
8                   sistance to be provided to support the ef-  
9                   fective implementation of the Elementary  
10                  and Secondary Education Act of 1965.

11               “(d) ALLOCATION.—

12                   “(1) IN GENERAL.—Each regional comprehen-  
13                  sive center established under this section shall allo-  
14                  cate such center’s resources to and within each State  
15                  in a manner which reflects the need for assistance,  
16                  taking into account such factors as—

17                   “(A) the proportion and number of stu-  
18                  dents from low-income backgrounds counted  
19                  under section 1113(a)(5) of the Elementary  
20                  and Secondary Education Act of 1965;

21                   “(B) the number of schools implementing  
22                  comprehensive support and improvement activi-  
23                  ties, targeted support and improvement activi-  
24                  ties, and additional targeted support, under sec-

1           tion 1111(d) of the Elementary and Secondary  
2           Education Act of 1965 in the region;

3           “(C) the increased cost burden of service  
4           delivery in rural areas; and

5           “(D) any special initiatives being under-  
6           taken by State, intermediate, local educational  
7           agencies, or Bureau-funded schools, as appro-  
8           priate, that may require special assistance from  
9           the center.

10          “(2) RESPONSIVENESS.—In allocating resources  
11         in accordance with paragraph (1), each regional  
12         comprehensive center shall reserve not more than 15  
13         percent of funds awarded by the Secretary for a fis-  
14         cal year to respond in a timely fashion to urgent  
15         needs of State educational agencies and local edu-  
16         cational agencies served by such center for such fis-  
17         cal year, which may also include modifying the ac-  
18         tivities of the center and the State service plan de-  
19         scribed in subsection (c)(2)(B).

20          “(e) SCOPE OF WORK.—Each comprehensive center  
21         established under this section shall work with State edu-  
22         cational agencies, local educational agencies, educational  
23         service agencies, and schools, including Bureau-funded  
24         schools, in the region where such center is located on  
25         school improvement activities that take into account fac-

1 tors such as the proportion and number of students from  
2 low-income backgrounds counted under section 1113(a)(5)  
3 of Elementary and Secondary Education Act of 1965 in  
4 the region, and give priority to—

5           “(1) schools in the region with high percentages  
6 or numbers of students from low-income back-  
7 grounds, as determined under section 1113(a)(5) of  
8 the Elementary and Secondary Education Act of  
9 1965, including such schools in rural and urban  
10 areas, and schools receiving assistance under title I  
11 of that Act;

12           “(2) local educational agencies in the region in  
13 which high percentages or numbers of school-age  
14 children are from low-income families, as determined  
15 under section 1124(c)(1)(A) of the Elementary and  
16 Secondary Education Act of 1965, including such  
17 local educational agencies in rural and urban areas;  
18 and

19           “(3) schools in the region that are imple-  
20 menting comprehensive support and improvement  
21 activities, targeted support and improvement activi-  
22 ties, and additional targeted support under section  
23 1111(d) of the Elementary and Secondary Edu-  
24 cation Act of 1965.

1       “(f) ACTIVITIES.—A comprehensive center estab-  
2 lished under this section shall provide high-quality, high-  
3 impact technical assistance and capacity-building supports  
4 to State educational agencies, local educational agencies,  
5 educational service agencies, and schools, including Bu-  
6 reau-funded schools, located in the region served by such  
7 center by—

8               “(1) providing capacity-building supports de-  
9 scribed in subsection (c)(2)(B)(i), which may include  
10 supports to—

11                       “(A) strengthen data privacy and security;

12                       or

13                       “(B) coordinate with other State and local  
14 public agencies, institutions of higher education,  
15 and entities to address challenges facing stu-  
16 dents, practitioners, and education system lead-  
17 ers;

18               “(2) providing training, professional develop-  
19 ment, and technical assistance regarding implemen-  
20 tation of laws described in subsection (c)(2)(B)(ii);

21               “(3) facilitating communication between teach-  
22 ers, principals, other school leaders, paraprofes-  
23 sionals, parents, families, librarians, and education  
24 system leaders, as appropriate;

1           “(4) supporting evidence use amongst practi-  
2           tioners and education system leaders, at a minimum,  
3           in—

4                   “(A) the core academic subjects of mathe-  
5                   matics, science, and reading or language arts;

6                   “(B) meeting the needs of English learners  
7                   and children with disabilities; and

8                   “(C) education technology (including as-  
9                   sistive and adaptive technology);

10           “(5) in coordination with the Director of the  
11           Institute of Education Sciences, disseminating and  
12           providing information, reports, and publications that  
13           support teaching and learning to improve edu-  
14           cational opportunities and student outcomes, par-  
15           ticularly academic achievement, and particularly for  
16           each subgroup of students, to students, families,  
17           practitioners, education system leaders, and policy-  
18           makers within the region served by the center;

19           “(6) bringing teams of experts together to de-  
20           velop and implement school improvement plans and  
21           strategies, especially in schools implementing com-  
22           prehensive support and improvement activities, tar-  
23           geted support and improvement activities, and addi-  
24           tional targeted support under section 1111(d) of the



1 Elementary and Secondary Education Act of 1965;  
2 and

3 “(7) supporting high-quality teacher and school  
4 leader preparation, recruitment, and retention prac-  
5 tices, including evidenced-based clinical experiences,  
6 and improving the teacher pipeline in critical areas.

7 **“SEC. 208. FOCUS CENTERS.**

8 “(a) AUTHORIZATION.—

9 “(1) IN GENERAL.—The Secretary may award  
10 not more than 3 grants, contracts, or cooperative  
11 agreements to eligible entities (as described in sec-  
12 tion 207(b)(1)) to enable those eligible entities to es-  
13 tablish and operate focus centers on topics described  
14 in subsection (b).

15 “(2) APPLICATION.—Each eligible entity, seek-  
16 ing a grant, contract, or cooperative agreement  
17 under this section shall submit an application at  
18 such time, in such manner, and containing such ad-  
19 ditional information as the Secretary may reasonably  
20 require.

21 “(3) REQUIREMENTS.—Focus centers author-  
22 ized under paragraph (1) shall—

23 “(A) address 1 or more topics described in  
24 subsection (b);

1           “(B) carry out activities that increase evi-  
2           dence use on such topic amongst practitioners,  
3           education system leaders, elementary schools  
4           and secondary schools, local educational agen-  
5           cies, and State educational agencies; and

6           “(C) in a timely manner, develop evidence-  
7           based products or tools regarding such topic  
8           and widely disseminate such products or tools  
9           to practitioners, education system leaders, and  
10          policymakers in formats that are high-quality,  
11          easily accessible, understandable, and action-  
12          able.

13          “(b) TOPICS.—

14           “(1) ENGAGEMENT.—The Secretary shall en-  
15          gage with—

16           “(A) regional governing boards, in accord-  
17          ance with in section 206(a)(2)(D), to identify  
18          challenges facing students and practitioners  
19          that are of shared importance and urgency  
20          across geographic regions; and

21           “(B) the Director of the Institute of Edu-  
22          cation Sciences to examine the evidence bases of  
23          research that may address the challenges identi-  
24          fied in subparagraph (A).

1           “(2) IDENTIFICATION.—After carrying out the  
2           engagement requirements in paragraph (1), the Sec-  
3           retary, in consultation with the Director of the Insti-  
4           tute of Education Sciences, shall identify topics for  
5           focus centers that address educational challenges of  
6           shared importance and urgency and that may be ad-  
7           dressed through the mobilization of robust evidence  
8           bases of research.

9           “(c) RULE.—In making awards under this section,  
10          the Secretary may carry out distinct award competitions  
11          for each topic developed under subsection (b).

12          **“SEC. 209. EVALUATIONS.**

13          “(a) COMPREHENSIVE CENTERS.—

14                 “(1) NATIONAL CENTER FOR EDUCATION EVAL-  
15                 UATION AND EVIDENCE USE.—The Secretary shall  
16                 provide for ongoing independent evaluations by the  
17                 National Center for Education Evaluation and Evi-  
18                 dence Use of the comprehensive centers receiving as-  
19                 sistance under this title, the results of which shall be  
20                 transmitted to the Committee on Health, Education,  
21                 Labor, and Pensions and the Committee on Appro-  
22                 priations of the Senate and the Committee on Edu-  
23                 cation and the Workforce and the Committee on Ap-  
24                 propriations of the House of Representatives, the  
25                 Director of the Institute of Education Sciences, and

1 the public. Such evaluations shall include an analysis  
2 of the services provided under this title, the extent  
3 to which each of the comprehensive centers meets  
4 the objectives of its respective plan, and the extent  
5 to which—

6 “(A) technical assistance provided by such  
7 centers—

8 “(i) was high quality and high impact;

9 “(ii) was responsive to the needs of  
10 clients in the region; and

11 “(iii) improved implementation of the  
12 laws described in section 207(c)(2)(C)(ii);

13 “(B) capacity-building services were high  
14 quality and high impact, and responsive to the  
15 educational challenges of State educational  
16 agencies, local educational agencies, and schools  
17 in the region; and

18 “(C) such centers effectively coordinated  
19 with regional educational laboratories and other  
20 federally funded technical assistance centers to  
21 align technical assistance, minimize duplication,  
22 and increase client satisfaction.

23 “(2) INDEPENDENT ENTITY.— In addition to  
24 the evaluation described in paragraph (1), the Sec-  
25 retary shall ensure that each comprehensive center

1 receiving assistance under this title is evaluated by  
2 an independent entity, which shall be completed not  
3 less than 1 fiscal year prior to the end of the period  
4 of the grant, contract, or cooperative agreement with  
5 the eligible entity that operates the comprehensive  
6 center, and which shall—

7 “(A) include each of the analyses and as-  
8 sessments described in paragraph (1); and

9 “(B) determine the extent to which such  
10 center effectively supported the decisionmaking  
11 of practitioners, education system leaders, and  
12 policymakers located in the region served by the  
13 center.

14 “(b) FOCUS CENTER EVALUATION.—The Secretary  
15 shall provide for ongoing independent evaluations by the  
16 National Center for Education Evaluation and Evidence  
17 Use of the focus centers receiving assistance under this  
18 title, the results of which shall be transmitted to the Com-  
19 mittee on Health, Education, Labor, and Pensions and the  
20 Committee on Appropriations of the Senate and the Com-  
21 mittee on Education and the Workforce and the Com-  
22 mittee on Appropriations of the House of Representatives,  
23 the Director of the Institute of Education Sciences, and  
24 the public. Such evaluations shall include an analysis of  
25 the evidence use activities carried out by such center, and

1 such center’s effectiveness in addressing topics of shared  
2 importance and urgency.

3 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

4 “There are authorized to be appropriated to carry out  
5 this title such sums as may be necessary for fiscal year  
6 2024 and for each of the 5 succeeding fiscal years.”.

7 (b) CONFORMING AMENDMENTS.—Section 2244 of  
8 the Elementary and Secondary Education Act of 1965 is  
9 amended—

10 (1) in subsection (a)(1), by striking “section  
11 203” and inserting “section 207”; and

12 (2) in subsection (b)(5), by striking “section  
13 203” and inserting “section 207”.

14 **TITLE III—NATIONAL ASSESS-**  
15 **MENT OF EDUCATIONAL**  
16 **PROGRESS**

17 **SEC. 301. REFERENCES.**

18 Except as otherwise expressly provided, whenever in  
19 this title an amendment or repeal is expressed in terms  
20 of an amendment to, or repeal of, a section or other provi-  
21 sion, the reference shall be considered to be made to a  
22 section or other provision of the National Assessment of  
23 Educational Progress Authorization Act (20 U.S.C. 9621  
24 et seq.).

1 **SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

2 Section 302 (20 U.S.C. 9621) is amended—

3 (1) in subsection (c), by striking paragraph (4);

4 (2) by striking subparagraph (A) of subsection

5 (e)(1) and inserting the following:

6 “(A) establish an assessment schedule, in  
7 consultation with the Commissioner for Edu-  
8 cation Statistics to ensure the technical and  
9 cost feasibility of such schedule’s implementa-  
10 tion, that complies with the requirements of  
11 section 303(b), including—

12 “(i) selecting the subject areas and  
13 grades or ages to be assessed; and

14 “(ii) determining the years in which  
15 such assessments will be conducted;” and

16 (3) in subsection (g)(2), by striking “on the De-  
17 partment’s” and all that follows through the period  
18 at the end and inserting the following: “on—

19 “(A) the Department’s actions to imple-  
20 ment the decisions of the Assessment Board;  
21 and

22 “(B) the budget of the Department regard-  
23 ing the costs associated with the duties of the  
24 Assessment Board and activities relating to the  
25 National Assessment, including the technical  
26 and cost feasibility of carrying out the assess-

1           ment schedule established under subsection  
2           (e)(1)(A).”.

3 **SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL**  
4           **PROGRESS.**

5           Section 303 (20 U.S.C. 9622) is amended—

6           (1) in subsection (b)—

7                 (A) in paragraph (2)—

8                         (i) in subparagraph (B), by inserting  
9                         “subject to paragraph (4),” before “con-  
10                         duct”;

11                        (ii) in subparagraph (C), by striking  
12                        “, but at least as” and all that follows  
13                        through the semicolon and inserting “and  
14                        at least once every 4 years;”; and

15                        (iii) in subparagraph (E), by striking  
16                        “, to provide” and all that follows through  
17                        the semicolon and inserting “, subject to  
18                        paragraph (4)”;

19           (B) in paragraph (3)—

20                 (i) in subparagraph (A)—

21                         (I) in clause (i), by inserting  
22                         “subject to paragraph (4),” before  
23                         “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) FREQUENCY OF BIENNIAL READING AND  
12 MATHEMATICS ASSESSMENTS.—In carrying out the  
13 reading and mathematics assessments requirements  
14 under subparagraphs (B) and (E) of paragraph (2)  
15 and paragraph (3), the Commissioner for Education  
16 Statistics shall conduct such assessments in—

17 “(A) 2024;

18 “(B) 2027; and

19 “(C) every other year thereafter, in order  
20 to provide for 1 year in which no such assess-  
21 ments are conducted between each administra-  
22 tion of such assessments.”; and

23 (E) in paragraph (6)(C), as redesignated  
24 by subparagraph (C), by striking “information  
25 on” and all that follows through the period at

1 the end and inserting “, to the extent feasible,  
2 information needed to carry out paragraph  
3 (2)(G).”;

4 (2) in subsection (c)—

5 (A) in paragraph (2)(D), by striking  
6 “Chairman of the House Committee” and all  
7 that follows through the period at the end and  
8 inserting “Committee on Education and the  
9 Workforce of the House of Representatives and  
10 the Committee on Health, Education, Labor,  
11 and Pensions of the Senate.”; and

12 (B) in paragraph (4), by inserting a  
13 comma after “Code”;

14 (3) in subsection (d)(3)(B), by striking “For”  
15 and inserting “In accordance with section  
16 1111(g)(2)(D) of the Elementary and Secondary  
17 Education Act of 1965, for”;

18 (4) in subsection (e)—

19 (A) in paragraph (2)—

20 (i) in subparagraph (A)—

21 (I) by striking “shall” and all  
22 that follows through “by—” and in-  
23 serting “shall be determined by—”;  
24 and

1 (II) by redesignating subclauses  
2 (I) and (II) as clauses (i) and (ii), re-  
3 spectively, and indenting appro-  
4 priately;

5 (ii) by striking subparagraph (B) and  
6 inserting the following:

7 “(B) NATIONAL CONSENSUS APPROACH.—

8 The Assessment Board shall—

9 “(i) make the determinations de-  
10 scribed in subparagraph (A) utilizing a na-  
11 tional consensus approach; and

12 “(ii) ensure the achievement levels de-  
13 veloped under such subparagraph are rea-  
14 sonable, valid, and informative to the pub-  
15 lic.”;

16 (iii) by striking subparagraphs (C)  
17 and (D); and

18 (iv) by redesignating subparagraph  
19 (E) as subparagraph (C);  
20 (B) in paragraph (4)—

21 (i) by striking “trial”;

22 (ii) by inserting “under this sub-  
23 section,” after “development”; and

24 (iii) by inserting a comma after “offi-  
25 cer”;

1 (5) in subsection (f)(1)(B)(ii), by striking “–”  
2 after the semicolon; and

3 (6) in subsection (g)(2)—

4 (A) in the subsection heading, by striking  
5 “INDIAN AFFAIRS SCHOOLS” and inserting  
6 “INDIAN EDUCATION”; and

7 (B) by striking “Indian Affairs” and in-  
8 serting “Indian Education”.

9 **SEC. 304. DEFINITIONS.**

10 Section 304 (20 U.S.C. 9623) is amended—

11 (1) by redesignating paragraphs (1) and (2) as  
12 paragraphs (2) and (3), respectively;

13 (2) by inserting before paragraph (2), as redesi-  
14 gnated by paragraph (1), the following:

15 “(1) IN GENERAL.—The terms ‘elementary  
16 school’, ‘local educational agency’, ‘secondary  
17 school’, and ‘Secretary’ have the meanings given  
18 those terms in section 8101 of the Elementary and  
19 Secondary Education Act of 1965.”;

20 (3) in paragraph (2), as redesignated by para-  
21 graph (1), by inserting “DIRECTOR.—” before “The  
22 term”; and

23 (4) in paragraph (3), as so redesignated, by in-  
24 serting “STATE.—” before “The term”.

1 **SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

2 Section 305(a) (20 U.S.C. 9624(a)) is amended to  
3 read as follows:

4 “(a) IN GENERAL.—There are authorized to be ap-  
5 propriated—

6 “(1) for fiscal year 2024—

7 “(A) such sums as may be necessary to  
8 carry out section 302; and

9 “(B) such sums as may be necessary to  
10 carry out section 303; and

11 “(2) for each of the 5 succeeding fiscal years,  
12 such sums as may be necessary to carry out sections  
13 302 and 303.”.